

Silas Bartsch School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Silas Bartsch School
Street	2225 East North Avenue
City, State, Zip	Reedley, CA 93654
Phone Number	559-305-7360
Principal	Reginald Wagner
Email Address	wagner-r@kcsd.com
School Website	https://bartsch.kcsd.com/
County-District-School (CDS) Code	10622650116657

2023-24 District Contact Information

District Name	Kings Canyon Unified School District
Phone Number	559-305-7010
Superintendent	John G. Campbell
Email Address	pack-r@kcsd.com
District Website	https://www.kcsd.com/

2023-24 School Description and Mission Statement

Silas Bartsch School is a K-8 school located on the eastern side of the city of Reedley in the Kings Canyon Unified School District. Reedley is located in the agricultural center of the San Joaquin Valley. The total school population consists of approximately 656 Kings Canyon Unified School District students and approximately 85 staff members on a traditional school schedule. KCUSD serves approximately 9,250 students with 8 elementary K-5 schools, 4 elementary K-8 schools, 3 middle schools, 3 high schools, 1 continuation high school, and an Adult School program. KCUSD is located in the San Joaquin Valley in and around the cities of Reedley and Orange Cove. The total area of the District is over 600 square miles.

Our Mission

Silas Bartsch School, in partnership with all stakeholders, is committed to producing academically proficient students and positively engaged citizens through a rigorous course of instruction and a comprehensive system of support within a safe learning environment.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	60
Grade 2	75
Grade 3	47
Grade 4	85
Grade 5	60

Grade 6	96
Grade 7	70
Grade 8	67
Total Enrollment	611

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
American Indian or Alaska Native	0.2%
Asian	0.3%
Black or African American	0.2%
Filipino	0.7%
Hispanic or Latino	92.8%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.2%
White	4.9%
English Learners	32.6%
Foster Youth	0.7%
Homeless	0.5%
Migrant	1.5%
Socioeconomically Disadvantaged	88.4%
Students with Disabilities	6.7%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.20	74.20	303.20	73.79	228366.10	83.12

Intern Credential Holders Properly Assigned	1.00	3.66	17.30	4.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	16.36	51.90	12.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	3.68	12115.80	4.41
Unknown	1.50	5.74	23.30	5.68	18854.30	6.86
Total Teaching Positions	27.30	100.00	410.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	86.75	348.80	80.05	234405.20	84.00
Intern Credential Holders Properly Assigned	1.10	4.12	18.00	4.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	6.08	31.60	7.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	26.60	6.10	11953.10	4.28
Unknown	0.80	2.98	10.60	2.44	15831.90	5.67
Total Teaching Positions	27.10	100.00	435.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.20	0.00
Misassignments	3.20	1.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.40	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	32.7	14.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At Silas Bartsch School, there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, has access to district adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK - 2 Amplify Core Knowledge Foundation (CKLA) English Language Arts Skills and Listening & Learning, 2nd Edition June 2014 Grades 3-5 EngageNY, 2014 - English Language Arts https://www.engageny.org/resource/grade-3-english-language-arts#https://www.engageny.org/resource/grade-4-english-language-artshttps://www.engageny.org/resource/grade-5-english-language-arts June 2014 Grades 6-8 Engage NY, 2014 - English Language Arts https://www.engageny.org/resource/grade-6-english-language-artshttps://www.engageny.org/resource/grade-7-english-language-artshttps://www.engageny.org/resource/grade-8-english-	Yes	0%

	language-arts June 2014 Houghton Mifflin Harcourt English 3D Course B, Volume 1 2016 California edition		
Mathematics	Grade TK-8 Great Minds: Eureka Math 2018 edition	Yes	0%
Science	TK-8 Amplify Science, 2020	Yes	0%
History-Social Science	Grade K-5: Scott Foresman, 2006 Editions Kinder - Here we Go 1st Grade - All Together 2nd Grade - People and Places 3rd Grade - Communities 4th Grade - Regions 5th Grade - The United States Grades 6-8: Holt, 2006 Editions 6th Grade - World History- Ancient Civilizations 7th Grade - World History-Medieval to Early Modern Times 8th Grade - United States History	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	NA		NA
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

KCUSD prioritizes school campuses that are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Silas Bartsch School consists of 33 classrooms, a Multi-Purpose Building, and an Administration Building with a Library Media Center. The campus officially opened on October 27, 2008. All building facilities were completed in October 2008 with the grounds and fields completed in March 2009. In 2022 and 2023, all exterior and interior lighting was upgraded to Light Emitting Diode (LED). Construction of a new preschool building began during Spring 2022 and was completed during the 2022-2023 school year, and was first used by students in August 2023. A new classroom is currently under construction between Rooms 11 and 14 in the southwest area of the school with an anticipated completion date of Spring 2024. The campus is currently surrounded by undeveloped land, but future development is anticipated.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service, and emergency repairs are given the highest priority. The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Carpets worn but no safety concerns. Several classrooms have worn carpet. To be replaced under deferred maintenance plan.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Squirrels visible in playfields. Squirrels visible in playfields. Eagle Shield to treat fields.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Broken paper towel dispenser. Broken paper towel dispenser. Head custodian to replace it with a new one.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof leaks. There are visible roof leaks. To be re-roofed under deferred maintenance plan.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	48	47	49	47	46
Mathematics (grades 3-8 and 11)	41	37	34	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	420	411	97.86	2.14	48.42
Female	203	197	97.04	2.96	50.76
Male	217	214	98.62	1.38	46.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	393	386	98.22	1.78	47.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	76.47
English Learners	115	110	95.65	4.35	19.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	367	363	98.91	1.09	46.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90.00	10.00	18.52

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	420	416	99.05	0.95	37.26
Female	203	202	99.51	0.49	32.18
Male	217	214	98.62	1.38	42.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	393	389	98.98	1.02	36.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	58.82
English Learners	115	114	99.13	0.87	15.79
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	367	366	99.73	0.27	35.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90.00	10.00	3.70

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	38.95	37.50	22.54	24.28	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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All Students	121	120	99.17	0.83	37.50
Female	52	52	100.00	0.00	32.69
Male	69	68	98.55	1.45	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	113	112	99.12	0.88	33.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	9.68
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	107	100.00	0.00	37.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.4%	98.4%	98.4%	98.4%	98.4%
Grade 7	97.3%	100%	100%	100%	95.9%
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parental involvement and communication are essential to our school's success. Silas Bartsch School continually strives to involve parents by exchanging information that helps parents understand and support school programs, and by providing opportunities for parent participation in school activities. Since opening in 2008, Silas Bartsch School has maintained a strong parental involvement component through participation in the District Advisory Committee (DAC), School Site Council (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and Parent Teacher Club (PTC). Committee meetings are held on-campus in the Library. Translation and child care are available.

Parent involvement and family engagement activities include: Annual Title I Meeting, Back to School Night, Oral Interpretation Festival, Parent Academies, Winter Holiday Program, Spring Fling (School Carnival), Pastries With Parents, Annual Drama Production, and Trimester Awards Assemblies.

Since 2013, Silas Bartsch School has provided parent education opportunities such as Parenting Partners, Latino Family Literacy, and presentations regarding effective parenting strategies as well as social emotional issues that students face today. At our Annual Title I Meeting held in August of each school year, we survey our parents regarding topics they wish to learn more about for the upcoming school year. We use this survey to determine topics for our Parent Academies. Recent topics have included bullying, drug and alcohol abuse, vaping, strategies for parents to support students academically, and social media literacy. This year we are offering Parent Academies covering the following topics: Tobacco and Vaping Awareness, Bullying Awareness and Prevention, Communicating With Your Child, and Cyberbullying and Social Media. If you have any questions or would like more information about Silas Bartsch School, please contact Reggie Wagner by email at wagner-r@kcsd.com or by phone at 559-305-7360, or you may ask for assistance at the school office.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	646	627	77	12.3
Female	315	307	38	12.4
Male	331	320	39	12.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	0	0.0
Black or African American	1	1	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	597	581	71	12.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	2	1	0	0.0
White	33	32	6	18.8
English Learners	241	234	26	11.1
Foster Youth	5	5	2	40.0

Homeless	8	7	1	14.3
Socioeconomically Disadvantaged	575	558	73	13.1
Students Receiving Migrant Education Services	9	9	1	11.1
Students with Disabilities	50	48	6	12.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.63	6.04	0.53	4.65	5.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.04	0
Female	5.4	0
Male	6.65	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.2	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	5.39	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.09	0

Students Receiving Migrant Education Services	0	0
Students with Disabilities	8	0

2023-24 School Safety Plan

Student and staff safety is a priority at Silas Bartsch School. Student supervision is provided from 7:15am to 3:00pm, and all gates are locked during school hours. All visitors must sign in at the front office, and must display valid identification or a visitor's badge while on campus.

The Comprehensive School Safety Plan (CSSP) is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students.

Components of the plan include: child abuse reporting procedures, procedures for teacher notification of students who have engaged in, or are reasonably suspected to have engaged in acts constituting grounds for suspension or expulsion, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated and discussed with parent groups and staff during the Fall of 2023. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted monthly and the school staff is appropriately trained.

Silas Bartsch School has implemented Positive Behavioral Interventions and Supports (PBIS), an evidence-based, tiered framework for supporting staff and students' behavioral, academic, social, emotional, and mental health. Our PBIS schoolwide behavioral expectations are "ROAR": Respectful, Organized, Ambitious and Responsible. This schoolwide program has both an educational component and an intervention system for students. Our school has been recognized annually as a Gold Level School.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	17	3		
2	19	4		
3	24		3	
4	30		3	
5	33		1	
6	19	10	4	7

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	18	4		
2	16	3		
3	26		3	
4	31		2	
5	30		3	
6	25	5	7	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	0	0
1	20	3	0	0
2	25	0	3	0
3	24	0	2	0
4	28	0	3	0
5	30	0	2	0
6	28	7	23	1
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	4	5	3
Mathematics	30		3	2
Science	30		3	2
Social Science	29		3	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	4	4	1
Mathematics	27	1	4	1
Science	29		4	1
Social Science	29		4	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	4	0	4
Mathematics	34	0	0	4
Science	34	0	0	4
Social Science	34	0	0	4

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,376.05	\$1,600.31	\$6,775.74	\$81,263.45
District	N/A	N/A	\$8,947.10	\$79,295
Percent Difference - School Site and District	N/A	N/A	-27.6	5.6
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	2.7	-2.2

Fiscal Year 2022-23 Types of Services Funded

Silas Bartsch School receives general State of California lottery funds. In addition, Silas Bartsch School benefits from an After School Education and Safety Grant (ASES) and Title I Part A funds.

These funds have enabled Silas Bartsch School to provide intervention, enrichment, and social/emotional support systems. Supplemental/Concentrated funds are also utilized to support Chronic Absenteeism, School Safety/PBIS, Parent Academies, Migrant, Puente, and After School Programs.

The School Site Council (SSC) reviews the School Plan for Student Achievement (SPSA) annually, including site expenditures and student performance, to monitor and modify the plan as needed to address the needs of all students.

KCUSD supports Silas Bartsch School with a review of the Instructional Action Plan (IAP) on an annual basis. The actions and goals of this plan provide the framework for the academic operation of Silas Bartsch School.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,419	\$54,190
Mid-Range Teacher Salary	\$74,924	\$85,111
Highest Teacher Salary	\$109,387	\$104,999
Average Principal Salary (Elementary)	\$130,031	\$132,492
Average Principal Salary (Middle)	\$142,159	\$140,987
Average Principal Salary (High)	\$159,671	\$153,884
Superintendent Salary	\$253,382	\$255,503
Percent of Budget for Teacher Salaries	23.07%	32.09%
Percent of Budget for Administrative Salaries	5.02%	5.25%

Professional Development

Professional development at Silas Bartsch School is designed to meet the individual needs of teachers as well as broader school and district areas of focus. Professional development includes training sessions, coaching, team collaboration, and peer observation, and are consistent with our school mission and goals. Administrators, teachers, instructional aides, and other support personnel may take part in these activities. Silas Bartsch School emphasizes systematic team collaboration, assessment and data collection, and effective teaching strategies within its Professional Learning Communities (PLC), with an emphasis on instructing English Language Learners. Our staff has received specialized training on Achievement Teams, a structure for developing PLC teams. Staff, grade level, and Guiding Coalition meetings provide regular opportunities for professional collaboration.

The school staff receives ongoing Common Core State Standards (CCSS) training in ELA and Math, as well as professional development on the topics of Professional Learning Communities, Next Generation Science Standards, Number Talks, Thinking Maps, and Positive Behavior Supports and Interventions (PBIS). Certificated staff in Kindergarten through 2nd grades continue to receive training in Foundational Skills, Listening and Learning, Literacy Stations, English Language Development, Structured Student Talk, and Support Structures for English Learners. Certificated staff in grades 3rd through 5th received professional development on the Academic Vocabulary Toolkit, Amplify Science, Thinking Maps, Smarter Balanced Interim Assessment Block Hand Scoring, and technology use and integrating technology/media into the classroom instruction. All grades have received professional development training in Thinking Maps: Path to Proficiency, and Write From the Beginning and Beyond: Setting the Stage. All staff members have received All4Youth Trauma training. Our sitewide Instructional Action Plan for 2023-2024 focuses on systematic team collaboration, identifying and deconstructing essential content standards, developing effective Common Formative Assessments, and effective Response to Intervention. Data is reported to school administration regularly and feedback is provided to each grade level. Teachers may also attend conferences and workshops as well as schedule times for peer observations. Buyback and early release days provide additional time for quality professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42