

Silas Bartsch School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fg/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.

2025-26 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@kcusd.com
School Website	https://bartsch.kcusd.com/
Grade Span	P-8
County-District-School (CDS) Code	10622650116657

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Silas Bartsch School is a PK-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 609 Kings Canyon Unified School District students and approximately 95 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, an online school, a traditional independent study program, 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	78
Grade 1	51
Grade 2	63
Grade 3	51
Grade 4	79
Grade 5	53
Grade 6	85
Grade 7	61
Grade 8	85
Total Enrollment	606

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	0.2
Asian	1
Filipino	0.3
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.5
White	5.3
English Learners	29.2
Homeless	1
Migrant	2.1
Socioeconomically Disadvantaged	87.5
Students with Disabilities	7.8

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.

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)	23.5	86.75	348.8	80.05	234405.2	84
Intern Credential Holders Properly Assigned	1.1	4.12	18	4.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	6.08	31.6	7.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	26.6	6.1	11953.1	4.28
Unknown/Incomplete/NA	0.8	2.98	10.6	2.44	15831.9	5.67
Total Teaching Positions	27.1	100	435.7	100	279044.8	100

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.

2022-23 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)	22.4	88.75	330.8	76.65	231142.4	83.24
Intern Credential Holders Properly Assigned	0.1	0.63	22.8	5.28	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.63	41.8	9.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.3	27.4	6.35	11746.9	4.23
Unknown/Incomplete/NA	1.9	7.57	8.7	2.03	14303.8	5.15
Total Teaching Positions	25.2	100	431.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.9	65.71	320	72.66	230039.4	100
Intern Credential Holders Properly Assigned	2.6	9.54	17	3.88	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	15.42	62.1	14.1	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.1	6.16	12112.8	4.34
Unknown/Incomplete/NA	2.5	9.29	14	3.19	13705.8	4.91
Total Teaching Positions	27.2	100	440.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	1.60	0.1	2.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.60	0.1	4.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.5	0
Total Out-of-Field Teachers	0.00	0.5	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.9	1.4	4.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	1.4

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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-language-arts June 2014 National Geographic Learning Inside Fundamentals National Geographic Learning Inside Level A Houghton Mifflin Harcourt English 3D Course B, Volume 1 2016 California edition	0%
Mathematics	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-8 Great Minds: Eureka Math 2018 edition	0%
Science	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-8 Amplify Science: https://amplify.com/science-california-review/ 2020	0%
History-Social Science	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades 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	0%

	6th Grade - World History- Ancient Civilizations 7th Grade - World History-Medieval to Early Modern Times 8th Grade - United States History	
Foreign Language	NA	NA
Health	NA	NA
Visual and Performing Arts	NA	NA
Science Laboratory Equipment (grades 9-12)	NA	NA

Note: Cells with N/A values do not require data.

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. A project to build additional staff restrooms was started March 2024 and is expected to be completed by January 2025. A new portable was also installed in August 2024 to support after school programs. 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.

Year and month of the most recent FIT report

10/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exemplary
Interior: Interior Surfaces	X			Tackboard in kitchen serving room torn. Maintenance to replace.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Restroom dirty. Custodial team to follow up. Drinking fountain in library doesn't work. Maintenance to troubleshoot.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials			X	FCP (Fire control panel) is currently being worked on by digitech. Fire extinguisher in kitchen not serviced. In process of being replaced.
Structural: Structural Damage, Roofs	X			Roof leak in room 30. Contractor to follow up under warranty.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Exterior cobwebs throughout campus. Site custodian to follow up. Standing water by room 25. Grounds to follow up.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	52	58	51	56	47	48
Mathematics (grades 3-8 and 11)	42	48	38	42	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	414	407	98.31	1.69	57.99
Female	190	189	99.47	0.53	65.61
Male	224	218	97.32	2.68	51.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	385	380	98.70	1.30	58.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	18	17	94.44	5.56	58.82
English Learners	77	76	98.70	1.30	9.21
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	287	99.31	0.69	54.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	20	86.96	13.04	10.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	414	407	98.31	1.69	47.54
Female	190	189	99.47	0.53	44.68
Male	224	218	97.32	2.68	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	385	380	98.70	1.30	47.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	52.94
English Learners	77	76	98.70	1.30	15.79
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	289	287	99.31	0.69	44.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	20	86.96	13.04	20.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.19	35.29	24.87	28.74	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	136	97.84	2.16	35.29
Female	66	66	100.00	0.00	33.33
Male	73	70	95.89	4.11	37.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	128	127	99.22	0.78	33.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	91	100.00	0.00	32.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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%	98%	98%	98%	98%
Grade 7	100%	100%	100%	100%	100%
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 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), Donuts With Grownups, Annual Theater Production, and Trimester Awards Assemblies. Since 2013, Silas Bartsch School has provided parent education opportunities 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: TK-2nd Grade Family Literacy Night, 3rd-5th Grade Family Math Night, 6th-8th Grade STEM (Science, Technology, Engineering, Art, and Mathematics) Night, and the Car Seat Safety Presentation in conjunction with the California Highway Patrol. If you have any questions or would like more information about Silas Bartsch School, please contact Reggie Wagner by email at wagner-r@kcusd.com or by phone at 559-305-7360, or you may ask for assistance at the school office.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	646	628	65	10.4
Female	309	301	26	8.6
Male	337	327	39	11.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	594	576	61	10.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	34	34	3	8.8
English Learners	191	185	17	9.2
Foster Youth	--	--	--	--
Homeless	14	12	2	16.7
Socioeconomically Disadvantaged	573	558	61	10.9
Students Receiving Migrant Education Services	13	13	1	7.7
Students with Disabilities	56	55	11	20.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.04	6.38	6.35	5.93	6.38	5.61	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.35	0.00
Female	2.91	0.00
Male	9.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.88	0.00
English Learners	7.85	0.00
Foster Youth	0.00	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	6.81	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.71	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 most recent board approval was February 11, 2025. The plan was most recently reviewed/updated and discussed with parent groups and staff and approved by our School Site Council on October 21, 2025, and scheduled to be approved by our Governing Board in February 2026. 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. Our school is also recognized by the California League of Middle Schools as a "School to Watch."

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	1	2	0
1	21	1	2	0
2	18	3	0	0
3	25	0	3	0
4	25	0	2	0
5	27	0	3	0
6	23	5	12	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	2	
1	26		2	
2	21	1	2	
3	17	3		
4	26		3	
5	27		2	
6	23	10	15	1

2024-25 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

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$9,821.40	\$2,207.40	\$7,614.01	\$98,376.25
District	N/A	N/A	\$9,673.56	\$94,363.46
Percent Difference - School Site and District	N/A	N/A	-23.8	4.2
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-37.7	-1.7

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$60,919	\$62,145
Mid-Range Teacher Salary	\$88,765	\$97,088
Highest Teacher Salary	\$129,594	\$120,436
Average Principal Salary (Elementary)	\$155,455	\$151,343
Average Principal Salary (Middle)	\$167,817	\$159,514
Average Principal Salary (High)	\$186,757	\$177,261
Superintendent Salary	\$312,323	\$294,805
Percent of Budget for Teacher Salaries	23.2%	29.95%
Percent of Budget for Administrative Salaries	5.59%	5.4%

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 developing and supporting collaborative 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 Transitional 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 2025-2026 focuses on systematic team collaboration, identifying and deconstructing essential content standards, developing effective Common Formative Assessments, and an effective Multi-Tiered System of Supports (MTSS). 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42