



Silas Bartsch School

2225 East North Ave. • Reedley, CA 93654 • 559-305-7360 • Grades K-8
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kings Canyon Unified School District

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District Governing Board

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Programs**
Mary Ann Carousso
Administrator, Student Services

School Description

Silas Bartsch is a K-8 school located on the east side 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 680 Kings Canyon Unified School District students 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

SBS, 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 supports within a safe learning environment.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	83
Grade 1	76
Grade 2	77
Grade 3	78
Grade 4	72
Grade 5	62
Grade 6	88
Grade 7	59
Grade 8	95
Total Enrollment	690

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.3
Asian	1.3
Filipino	1
Hispanic or Latino	92.3
Native Hawaiian or Pacific Islander	0.3
White	4.1
Two or More Races	0.1
Socioeconomically Disadvantaged	85.1
English Learners	39.4
Students with Disabilities	4.5
Foster Youth	0

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.

Teacher Credentials			
Silas Bartsch School	15-16	16-17	17-18
With Full Credential	24	28	24
Without Full Credential	3	0	4
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	423
Without Full Credential	♦	♦	23
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Silas Bartsch School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Engage NY, June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Engage NY, June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 MacMillan/McGraw-Hill: California Science, 2007 edition Holt, Rinehart and Winston: Holt California Science: Earth Holt California Science: Life Holt California Science: Physical Science, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman, It's Revolutionary, 2005 edition Holt, California Social Studies, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Silas Bartsch campus officially opened on October 27 2008. The school was built during the first three months of the 2008-2009 school year. All facilities were completed in October of 2008. The grounds and fields were completed in March of 2009. Silas Bartsch School has added two playground areas to its campus during the spring of 2009. Most recently, a new black top area complete with basketball courts has been added. Construction of two shade structures will begin in winter of 2015.

The Silas Bartsch School campus consists of an administration building, library media center, technology lab and multipurpose building. Silas Bartsch School is surrounded by undeveloped land but anticipates development of its' surrounding community. There is an existing plan for the addition of classrooms when needed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Several classrooms are cold HVAC Technician to make adjustments to thermostats.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Eagle Shield is treating playfield for squirrels and gophers
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	42	45	45	47	48	48
Math	32	39	27	32	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	47	42	45	44	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.6	8.8	10.5
7	17.2	32.8	19

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	158	156	98.7	41.7
Male	87	85	97.7	45.9
Female	71	71	100.0	36.6
Hispanic or Latino	148	146	98.7	41.1
Socioeconomically Disadvantaged	133	132	99.3	35.6
English Learners	34	34	100.0	14.7
Students with Disabilities	13	13	100.0	30.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	450	446	99.11	44.62
Male	237	236	99.58	41.1
Female	213	210	98.59	48.57
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	419	415	99.05	42.89
White	18	18	100	72.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	382	379	99.21	40.9
English Learners	254	251	98.82	33.07
Students with Disabilities	20	20	100	5
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	450	448	99.56	38.62
Male	237	237	100	40.93
Female	213	211	99.06	36.02
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	419	417	99.52	36.69
White	18	18	100	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	382	381	99.74	34.38
English Learners	254	253	99.61	29.64
Students with Disabilities	20	20	100	5
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Since opening in 2008, Silas Bartsch has maintained a strong parental involvement component through participation in the District Advisory Committee, School Advisory Committee, School Site Council, PTC, ELAC, parent and community volunteers in the classroom and parent and community volunteers at school events. Since 2013, SBS has provided parent education opportunities such as Parenting Partners. We are pleased to announce that we will be adding the Parent Institute For Quality Education and the Latino Family Literacy Project for the 2018-2019 school year. If you have any questions or would like more information about Silas Bartsch School, please contact Rodney Cisneros by email at cisneros-r@kcsd.com or by phone at 559-305-7360.

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.

School Safety Plan

The Silas Bartsch School Safety Plan ensures that our school campus will provide a safe environment for students, staff and the public. This environment will ensure that students have a place to foster educational, social and emotional growth. The plan is written to respond to natural disasters, accidents, acts of violence and other situations in a way that ensures safety for all students. In the fall of 2013, SBS School Site Council authorized the addition of a School Social Worker to support our students and families that need assistance in providing a safe and healthy environment for our students. The plan was approved by the Silas Bartsch Advisory Council in November of 2010 and was updated and reviewed again in the fall of 2015. The plan is reviewed annually by SSC and the faculty of Silas Bartsch school. The last review was in August of 2017.

Silas Bartsch School is implementing the Positive Behavior Intervention System known as PBIS. This is a school environment plan that emphasizes effectively communicating expected behavior of our staff and students. Silas Bartsch School has adopted ROAR; R-respect O-ownership A-attitude R-responsibility. This campus wide program has both an educational component and an intervention system for students. Our school has been recognized as a Fresno County Office of Education Gold Model school for the 2015-16 and 2016-17 school years.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	3.2	5.1	4.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	61.1	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.8
Psychologist	.20
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	.20
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	26	26				3	3	3			
1	26	23	23				3	3	3			
2	26	26	26				3	3	3			
3	28	27	27				2	3	3			
4	32	30	30				2	2	2			
5	29	35	35				2				2	2
6	32	32	28			3	2	2	15	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Silas Bartsch School continues with an emphasis on direct instruction. The focus of professional development has been on instructional strategies and lesson delivery. This has been done through review of model lessons, teacher coaching, interactive coaching, video lesson studies, co-teaching, strategies that assist English Learners and the deconstruction of content standards. Silas Bartsch is also providing professional support for Thinking Maps strategies. Thinking Maps provide a consistent process for students to categorize and apply information during instruction. For the 2013-14 school year, SBS extended Thinking Maps training with the incorporation of Write From the Beginning which addresses the writing needs of our students. In the 2014-2015 school year SBS teachers received training on the use of sentence and response frames.

Our school has also received training on analyzing data using Illuminate. Illuminate provides data analysis support of school/district assessments. This feedback is used to analyze current learning and assist in the next steps of learning.

Professional Learning Communities continues to be a focus for Silas Bartsch. The staff is coordinating lesson plans, pacing, and analyzing data together. These practices provide for a results driven environment.

In 2015 - 16, the staff of Silas Bartsch participated in professional development provided by our District. It was teacher choice. Topics included: google classroom, LEXIA, Engage NY, New Generation Science Standards, math instruction, assessment data analysis, etc.

In 2016 - 17, the staff participated in professional development provided by our District. Teachers had a choice. Topics included: math instruction, foundational literacy skills, Thinking Maps, etc.

In 2017 - 18, the staff has participated in professional development provided by our District. Topics included: Write From the Beginning and Beyond, Academic Discourse, ELD strategies, Google Classroom, etc.

These areas of focus are supported by school and district administration. Silas Bartsch also has a site Instructional Coach that provides support for teachers in their growth.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,627.11	\$474.89	\$5,152.22	\$70,197.99
District	◆	◆	\$5,572	\$69,005
State	◆	◆	\$6,574	\$74,476
Percent Difference: School Site/District			-7.5	1.7
Percent Difference: School Site/ State			-21.6	-5.7

* Cells with ◆ do not require data.

Types of Services Funded

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

These funds have enabled SBS to provide intervention, enrichment, and social/emotional support systems.

Silas Bartsch School has not met all of its Academic Performance goals. The federal Annual Yearly Progress goals were not met, therefore Silas Bartsch is in Program Improvement Year 4. As a result, Silas Bartsch School offered Supplemental Educational Services to our students in 2015/16, provided through Title I funding. The School Site Council reviews the Single Plan for Student Achievement annually. The SSC will review site expenditures and student performance to modify the plan to address the needs of all students.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.