



# Silas Bartsch School

2225 East North Ave. • Reedley, CA 93654 • 559-305-7360 • Grades K-8  
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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Kings Canyon Unified School District**

675 W. Manning Avenue  
Reedley, CA 93654  
(559) 305-7010  
kcsud.com

#### **District Governing Board**

Floyd Smith  
Robin Tyler  
Manuel Ferreira  
Noel Remick  
Sarah Rola  
Clotilda Mora  
Connie Brooks

#### **District Administration**

Juan Garza  
**Superintendent**  
John Campbell  
**Deputy Superintendent, Human  
Resources**  
Dr. John Quinto  
**Assistant Superintendent, Business  
Services**  
Monica Benner  
**Assistant Superintendent, Curriculum  
and Instruction**  
Sheila Wiebe  
**Administrator, Educational Programs**  
Mary Ann Carouso  
**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 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 at 559-305-7360 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	72
Grade 1	78
Grade 2	77
Grade 3	56
Grade 4	63
Grade 5	57
Grade 6	96
Grade 7	90
Grade 8	61
<b>Total Enrollment</b>	<b>650</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Asian	1.8
Filipino	0.6
Hispanic or Latino	91.1
White	5.5
Two or More Races	0.6
Socioeconomically Disadvantaged	83.5
English Learners	39.5
Students with Disabilities	5.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
<b>With Full Credential</b>	25	24	24
<b>Without Full Credential</b>	0	1	3
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Kings Canyon Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	376
<b>Without Full Credential</b>	♦	♦	18
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Silas Bartsch School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	84.6	15.4
<b>High-Poverty Schools</b>	84.6	15.4
<b>Low-Poverty Schools</b>	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
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%

**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: 11/13/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			squirrel burrows. Grounds to continue to fill holes
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/13/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.40	14.30	7.10
7	12.50	22.70	29.50

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	35	37	44
Math	24	22	33

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	47
Male	43
Female	51
Asian	--
Hispanic or Latino	45
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	7
Students with Disabilities	42
Students Receiving Migrant Education Services	--
Foster Youth	--

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	55	53	47	55	51	45	59	60	56

\* Results are for grades 5, 8, and 10. 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	60	59	98.3	39	36	19	7
	<b>4</b>	64	64	100.0	42	27	16	16
	<b>5</b>	60	58	96.7	40	28	17	16
	<b>6</b>	96	95	99.0	37	32	22	9
	<b>7</b>	89	88	98.9	32	31	30	7
	<b>8</b>	62	62	100.0	18	31	40	11
<b>Male</b>	<b>3</b>	60	29	48.3	45	34	14	7
	<b>4</b>	64	34	53.1	38	26	15	21
	<b>5</b>	60	28	46.7	50	25	11	14
	<b>6</b>	96	54	56.3	43	31	20	6
	<b>7</b>	89	47	52.8	45	30	21	2
	<b>8</b>	62	30	48.4	33	27	33	7
<b>Female</b>	<b>3</b>	60	30	50.0	33	37	23	7
	<b>4</b>	64	30	46.9	47	27	17	10
	<b>5</b>	60	30	50.0	30	30	23	17
	<b>6</b>	96	41	42.7	29	32	24	15
	<b>7</b>	89	41	46.1	17	32	39	12
	<b>8</b>	62	32	51.6	3	34	47	16
<b>Asian</b>	<b>3</b>	60	1	1.7	--	--	--	--
	<b>4</b>	64	1	1.6	--	--	--	--
	<b>6</b>	96	4	4.2	--	--	--	--
	<b>7</b>	89	1	1.1	--	--	--	--
	<b>8</b>	62	4	6.5	--	--	--	--
<b>Filipino</b>	<b>3</b>	60	1	1.7	--	--	--	--
	<b>6</b>	96	0	0.0	--	--	--	--
	<b>7</b>	89	1	1.1	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	60	56	93.3	39	36	18	7
	<b>4</b>	64	61	95.3	43	28	15	15
	<b>5</b>	60	56	93.3	41	27	18	14
	<b>6</b>	96	81	84.4	38	31	20	11
	<b>7</b>	89	82	92.1	34	29	28	7
	<b>8</b>	62	56	90.3	18	32	41	9

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>White</b>	3	60	1	1.7	--	--	--	--
	4	64	2	3.1	--	--	--	--
	5	60	2	3.3	--	--	--	--
	6	96	9	9.4	--	--	--	--
	7	89	3	3.4	--	--	--	--
	8	62	1	1.6	--	--	--	--
<b>Two or More Races</b>	6	96	1	1.0	--	--	--	--
	7	89	1	1.1	--	--	--	--
	8	62	1	1.6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	60	48	80.0	42	35	19	4
	4	64	51	79.7	49	27	8	16
	5	60	47	78.3	45	30	15	11
	6	96	76	79.2	41	29	22	8
	7	89	76	85.4	33	34	25	7
	8	62	50	80.6	20	36	40	4
<b>Students with Disabilities</b>	3	60	3	5.0	--	--	--	--
	4	64	5	7.8	--	--	--	--
	5	60	5	8.3	--	--	--	--
	6	96	6	6.3	--	--	--	--
	7	89	7	7.9	--	--	--	--
	8	62	1	1.6	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	3	60	6	10.0	--	--	--	--
	4	64	2	3.1	--	--	--	--
	5	60	2	3.3	--	--	--	--
	6	96	5	5.2	--	--	--	--
	7	89	7	7.9	--	--	--	--
	8	62	2	3.2	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	60	60	100.0	30	38	22	7
	4	64	64	100.0	33	39	14	14
	5	60	59	98.3	51	20	12	17
	6	96	96	100.0	49	26	20	5
	7	89	89	100.0	48	37	11	3
	8	62	62	100.0	32	47	16	5
Male	3	60	30	50.0	27	47	23	0
	4	64	34	53.1	21	47	18	15
	5	60	28	46.7	57	14	11	18
	6	96	55	57.3	49	27	22	2
	7	89	48	53.9	60	27	8	4
	8	62	30	48.4	47	40	10	3
Female	3	60	30	50.0	33	30	20	13
	4	64	30	46.9	47	30	10	13
	5	60	31	51.7	45	26	13	16
	6	96	41	42.7	49	24	17	10
	7	89	41	46.1	34	49	15	2
	8	62	32	51.6	19	53	22	6
Asian	3	60	1	1.7	--	--	--	--
	4	64	1	1.6	--	--	--	--
	6	96	4	4.2	--	--	--	--
	7	89	1	1.1	--	--	--	--
	8	62	4	6.5	--	--	--	--
Filipino	3	60	2	3.3	--	--	--	--
	6	96	1	1.0	--	--	--	--
	7	89	1	1.1	--	--	--	--
Hispanic or Latino	3	60	56	93.3	30	39	23	5
	4	64	61	95.3	33	39	13	15
	5	60	57	95.0	53	21	11	16
	6	96	81	84.4	52	25	17	6
	7	89	83	93.3	48	36	12	4
	8	62	56	90.3	32	50	16	2

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>White</b>	<b>3</b>	60	1	1.7	--	--	--	--
	<b>4</b>	64	2	3.1	--	--	--	--
	<b>5</b>	60	2	3.3	--	--	--	--
	<b>6</b>	96	9	9.4	--	--	--	--
	<b>7</b>	89	3	3.4	--	--	--	--
	<b>8</b>	62	1	1.6	--	--	--	--
<b>Two or More Races</b>	<b>6</b>	96	1	1.0	--	--	--	--
	<b>7</b>	89	1	1.1	--	--	--	--
	<b>8</b>	62	1	1.6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	60	48	80.0	35	42	15	6
	<b>4</b>	64	51	79.7	35	39	14	12
	<b>5</b>	60	48	80.0	56	17	13	15
	<b>6</b>	96	76	79.2	58	20	17	5
	<b>7</b>	89	77	86.5	52	36	9	3
	<b>8</b>	62	50	80.6	38	42	14	6
<b>Students with Disabilities</b>	<b>3</b>	60	3	5.0	--	--	--	--
	<b>4</b>	64	5	7.8	--	--	--	--
	<b>5</b>	60	5	8.3	--	--	--	--
	<b>6</b>	96	6	6.3	--	--	--	--
	<b>7</b>	89	7	7.9	--	--	--	--
	<b>8</b>	62	1	1.6	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>3</b>	60	6	10.0	--	--	--	--
	<b>4</b>	64	2	3.1	--	--	--	--
	<b>5</b>	60	2	3.3	--	--	--	--
	<b>6</b>	96	5	5.2	--	--	--	--
	<b>7</b>	89	7	7.9	--	--	--	--
	<b>8</b>	62	2	3.2	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--	--	--	--
	<b>4</b>	--	--	--	--	--	--	--
	<b>5</b>	--	--	--	--	--	--	--
	<b>6</b>	--	--	--	--	--	--	--
	<b>7</b>	--	--	--	--	--	--	--
	<b>8</b>	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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 Latino Family Literacy Project for the 2015-2016 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](mailto:cisneros-r@kcsd.com) or by phone at 559-305-7360.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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.

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 Silver Model school for the last two years.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.61	6.89	3.21
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.94	5.37	4.22
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 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	64.7	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	26	24				3	3	3			
1	25	26	26				3	3	3			
2	26	26	26				3	2	3			
3	32	30	28				2	3	2			
4	31	29	32				3	2	2			
5	36	30	29					3	2	2		
6	28	32	30	2		2	14	21	13		2	8

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	31	30	30		2		8	4	9		2	1
Math	31	30	30				4	4	5			
Science	31	30	30				4	4	5			
SS	31	30	30				4	4	5			

\* Number of classes indicates how many classrooms 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.

### 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)	.80
Psychologist	.20
Social Worker	.60
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist	1
Other	0
<b>Average Number of Students per Staff Member</b>	
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.

### 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 2012 - 13, the staff of Silas Bartsch participated in 8 days of training which included: Close Reading, IAP instructional focus, and ELD.

In 2013 - 14, the staff of Silas Bartsch participated in 10 days of training which included: Rally and CALL training, IAP instructional focus, Thinking Maps, and ELD.

In 2014 - 15, the staff of Silas Bartsch participated in sentence and response frames, Thinking Maps for ELLs, and Kagan Cooperative Learning Structures.

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 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,026	\$42,315
Mid-Range Teacher Salary	\$60,363	\$66,451
Highest Teacher Salary	\$85,147	\$85,603
Average Principal Salary (ES)	\$102,484	\$105,079
Average Principal Salary (MS)	\$104,924	\$111,005
Average Principal Salary (HS)	\$118,662	\$121,310
Superintendent Salary	\$189,093	\$189,899
<b>Percent of District Budget</b>		
Teacher Salaries	32%	39%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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.

### FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$2,750	\$371	\$2,379	\$73,735
District	♦	♦	\$2,774	\$64,663
State	♦	♦	\$5,348	\$69,257
<b>Percent Difference: School Site/District</b>			-14.2	11.5
<b>Percent Difference: School Site/ State</b>			-57.0	-7.3

\* Cells with ♦ do not require data.

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 offers Supplemental Educational Services to our students, 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, the county, and the state. 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.