

Bacich Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Bacich Elementary School
Street	699 Sir Francis Drake Blvd.
City, State, Zip	Kentfield, CA 94904
Phone Number	(415) 925-2220
Principal	Mary Ann Spitzer
Email Address	mspitzer@kentfieldschools.org
Website	www.kentfieldschools.org
County-District-School (CDS) Code	21 65334 6024319

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Kentfield Elementary School District
Phone Number	(415) 458-5130
Superintendent	Raquel Rose
Email Address	rrose@kentfieldschools.org
Website	www.kentfieldschools.org/district

School Description and Mission Statement (School Year 2020-2021)

Principal's Message

It is my sincere pleasure to welcome you to Anthony G. Bacich Elementary School. Thank you for taking the time to familiarize yourself our prestigious school and district.

Who We Are:

Kentfield School District provides a rich, high-quality education in a learning environment this physically and emotionally safe for all students and teachers. Social emotional learning and character development are valued alongside academics. We strive to inspire students to pursue their passions through teaching practices that are student-centered, inquiry based, and provide a culture of innovation where students can discover and pursue their passions. Our campuses are welcoming, inclusive, well-maintained and conducive to optimal student learning.

At Bacich Elementary School, we put our district Core Beliefs into practice:

- 1) Our diversity is an asset and a promise.
- 2) Our culture of bold thinking inspires teachers and students.
- 3) Community connections are vital.

Social Justice elements are integrated age-appropriately into every classroom as well as throughout our school culture. Students begin by exploring and valuing their own individuality--self love--as well as learning about and accepting the diversity among them--respect for others. Then, we guide them through the elements of awareness raising and social action through art and community connections. While we stress academic success, we also believe in fostering the values found in our Six Pillars of Character: Responsibility, Caring, Respect, Citizenship, Trustworthiness and Fairness. These values are critical in helping our young children develop the well rounded skills necessary to maximize their potential as model members of our society. Our teachers are passionate about providing a learning environment in which our students are challenged and thrive. The teachers' grade level collaboration is unparalleled and produces inventive, robust and engaging instruction. We appreciate the partnerships we have with our Kentfield families to educate our children. Working in partnership with our parents, we provide a supportive and safe environment where our young students can take risks, develop a strong foundation of skills and experience a genuine love of learning. In addition to the core subject areas, we offer our students the opportunity to explore their interests and passions through service learning, outdoor experiences, art, music, and technology/maker education. Our website is a link to our vibrant school community. I extend a warm invitation to you to learn more about us and to get involved if you are currently a parent in our school. Learn first hand the spirit of Bacich School and the Kentfield School District.

School Profile

Anthony G. Bacich Elementary School is located in Kentfield and serves students in grades kindergarten through grade four (4) following a traditional calendar. At the beginning of the 2020-21 school year, 567 students were enrolled, including 9.7% in special education, 4.6% qualifying for English Language Learner support, and 10.6% qualifying for free or reduced price lunch.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	127
Grade 1	119
Grade 2	137
Grade 3	122
Grade 4	125
Total Enrollment	630

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	3.7
Filipino	0.8
Hispanic or Latino	13.8
White	61.7
Two or More Races	11.9
Socioeconomically Disadvantaged	12.4
English Learners	8.7
Students with Disabilities	9.4
Homeless	0.6

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	45.08	47	43	83
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

All textbooks used in the core curriculum at Anthony G. Bacich Elementary School are aligned to the California Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

In September of 2020, the Kentfield School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Kentfield School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 Heineman, Reader's Workshop	Yes	0
Mathematics	2016 Great Minds, Eureka Math	Yes	0
Science	2019 Amplify Science	Yes	0
History-Social Science	2005 Houghton Mifflin, Houghton Mifflin History-Social Science 2005 Pearson Scott Foresman, Scott Foresman History-Social Science for California	Yes	0

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

School Facility Conditions and Planned Improvements

The Kentfield School District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Anthony G. Bacich Elementary School's original facilities were built in 1958; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In November 2014 Measure D was passed by the community. Construction was completed on a new six-classroom building and administrative space as well as improved parking and classroom modernization in Fall 2019.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Anthony G. Bacich Elementary School.

The day custodian is responsible for:

- Facilities cleaning
- Events setup/cleanup
- Morning crossing guard duty

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed.

The evening custodians are responsible for:

- Classroom cleaning
- General use areas
- Office area cleaning
- Restroom cleaning
- Community Center cleaning

The Principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 9/29/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. 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); 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	73	N/A	75	N/A	50	N/A
Mathematics (grades 3-8 and 11)	81	N/A	72	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, the school website, Kentfield weekly electronic bulletin, email blasts, and the daily bulletin.

OPPORTUNITIES TO VOLUNTEER

Volunteerism has been minimized due to the COVID-19 Pandemic for the 2020-2021 School Year:

- Virtual Classroom Support
- Room Parent
- Buddy Families
- General Community Outreach for Basic Needs
- Virtual Study Clubs

COMMITTEES

- Communication Committee
- Finance Committee
- Kentfield Schools Foundation - Kentfield Invests in Kids (kik)
- Kentfield Schools Parent Teacher Association (KSPTA)
- Safe Routes to School
- School Site Council
- Safety Committee
- Equity and Inclusion Committee
- Technology Committee
- LCAP Strategic Plan Advisory
- District/Site English Language Committee

SCHOOL ACTIVITIES

- Back to School Night
- Information Events
- Open House
- Parent Education Workshops
- Principal Chats
- Student Orientation
- Virtual Student Performances

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	0.8	1.5	1.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.6%	1.1%	2.5%
Expulsions	0%	0%	.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Bacich Elementary School. The school complies with all laws, rules, and regulations pertaining to safety standards. The School Safety Committee meets quarterly to review and address compliance. The Comprehensive School Safety Plan that includes strategies and programs to address a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) procedures to notify teachers of dangerous pupils; e) discrimination and harassment policies; f) school-wide dress code policies; g) procedures for safe ingress and egress of pupils; h) rules and procedures on school discipline; i) hate crime reporting procedures. The plan is updated and reviewed annually by the School Site Council and approved by the Board of Trustees by March 1st each year.

In conjunction with the district's Comprehensive School Safety Plan, staff is trained by local emergency preparedness professionals in search and rescue and first aid. The school's emergency preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are conducted on a regular basis throughout the school year. Due to COVID-19, the site also has a Site Specific Safety Protection Plan which is designed to mitigate the virus transmission and guided by Public Health.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	27		7	1	29	2	5	3	14	4	5	
1	20	6			22		6		21	2	4	1
2	17	3	4		24	3	1	1	27	2	4	1
3	22		6		21	2	3	1	29	3	2	2
4	25		5		26		5		25		5	
Other**	16	2			21		1		33	1	1	2

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	630

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.6

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,626	\$1,576	\$10,051	70,062
District	N/A	N/A	\$11,339	\$87,266
Percent Difference - School Site and District	N/A	N/A	-12.0	-21.9
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	25.9	-13.9

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

Types of Services Funded (Fiscal Year 2019-2020)

In addition to general fund state funding, Kentfield School District receives state and federal categorical funding for special programs.

For the 2019-2020 school year, the District received categorical, special education, and support programs funds for:

- Lottery: Instructional Materials
- Special Education
- State Lottery
- SB117 COVID-19 Relief
- Title I
- Title II
- Title III
- Title IV

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,367	\$50,574
Mid-Range Teacher Salary	\$85,366	\$76,649
Highest Teacher Salary	\$99,299	\$98,993
Average Principal Salary (Elementary)	\$164,527	\$125,150
Average Principal Salary (Middle)	\$156,411	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$258,407	\$193,925

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	39.0	34.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

All training and curriculum development activities at Anthony G. Bacich Elementary School revolve around the California Common Core State Standards. During the 2018-19, 2019-20 and 2020-21 school years, Bacich School held and will hold staff development training devoted to:

- Equity and Inclusion
- Literacy Assessment Training
- Next Generation Science Standards (NGSS)
- Differentiated Instruction
- Diversity Awareness
- English Language Learners
- Multitiered Systems of Support
- Visual and Performing Arts
- Social and Emotional Learning
- Educational Technology Integration

Decisions concerning the selection of staff development activities are performed by the principal using tools such as teacher input, school assessment results, and state mandates to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Bacich School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions periodically throughout the year. During the 2019-20 school year, Anthony G. Bacich Elementary School's teachers attended the following events hosted by the Kentfield School District:

- Diversity, Equity and Inclusion
- CPR Refresher Training
- Sexual Harassment Training
- Responsive Classroom Training
- Readers/Writers Workshop
- Beyond Diversity

Anthony G. Bacich Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Classified support staff receive job-related training from department supervisors and district representatives.