

Bacich Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School 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
School Website	https://bacich.kentfieldschools.org/
County-District-School (CDS) Code	21 65334 6024319

2021-22 District Contact Information

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

2021-22 School Overview

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 that is 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. Fostering these characteristics is 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 art, music, movement, technology and 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

2021-22 School Overview

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 2021-22 school year, 523 students were enrolled, including 7% in special education, 11% qualifying for English Language Learner support, and 11% qualifying for free or reduced price lunch.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	105
Grade 2	108
Grade 3	135
Grade 4	126
Total Enrollment	566

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
Asian	2.5
Black or African American	0.5
Filipino	0.9
Hispanic or Latino	15.7
Two or More Races	14.3
White	62.5
English Learners	8.7
Homeless	1.1
Socioeconomically Disadvantaged	14.7
Students with Disabilities	9.5

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	47

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 October of 2021, 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 #4 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 2021-22 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.

Year and month in which the data were collected

September 2021

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
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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.

Year and month of the most recent FIT report

9/29/2020

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
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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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	NT	NT	NT	NT
Female	126	NT	NT	NT	NT
Male	129	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	39	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	NT	NT	NT	NT
White	169	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	NT	NT	NT	NT
Female	126	NT	NT	NT	NT
Male	129	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	39	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	NT	NT	NT	NT
White	169	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	255	250	98.04	1.96	72.80
Female	128	128	100.00	0.00	70.31
Male	127	122	96.06	3.94	75.41
Hispanic or Latino	40	40	100.00	0.00	50.0
Two or More Races	37	35	94.59	5.41	82.86
White	168	165	98.21	1.79	76.97
English Learners	38	37	97.37	2.63	48.65
Socioeconomically Disadvantaged	43	43	100.00	0.00	58.14

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	255	249	97.65	2.35	71.08
Female	128	126	98.44	1.56	64.29
Male	127	123	96.85	3.15	78.05
Hispanic or Latino	40	40	100.00	0.00	40.00
Two or More Races	37	35	94.59	5.41	74.29
White	168	164	97.62	2.38	78.05
English Learners	38	37	97.37	2.63	32.43
Socioeconomically Disadvantaged	43	43	100.00	0.00	41.86
Students with Disabilities	42	39	92.86	7.14	30.77

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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 Parent Square posts and messages, the school marquee, the school website, and the Kentfield weekly electronic bulletin.

OPPORTUNITIES TO VOLUNTEER

Volunteerism has been somewhat limited due to the COVID-19 Pandemic for the 2021-2022 School Year.

We still have the following volunteer opportunities:

- Lead Room Parent
- Buddy Families
- School Lunch Service
- Carline
- Art for Bears
- Library Volunteers
- Classroom Volunteers

DISTRICT COMMITTEES

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

SITE COMMITTEES:

- School Site Council
- English Learner Advisory Council (ELAC)

SCHOOL ACTIVITIES

In person opportunities throughout the year when permissible. Virtual options as needed.

Parents also volunteer to help coordinate these events.

- Back to School Night
- Information Events
- Open House
- Parent Education Workshops
- Principal Chats
- Student Performances
- Talent Show
- Read-a-thon/Read Across America

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	584	569	9	1.6
Female	297	289	4	1.4
Male	287	280	5	1.8
American Indian or Alaska Native	0	0	0	0.0
Asian	15	15	0	0.0
Black or African American	3	3	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	95	90	1	1.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	88	87	4	4.6
White	375	367	4	1.1
English Learners	53	51	3	5.9
Foster Youth	0	0	0	0.0
Homeless	11	11	0	0.0
Socioeconomically Disadvantaged	90	88	1	1.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	68	68	4	5.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.77	0.34	1.52	0.36	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.63	1.08	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.00
Female	0.00	0.00
Male	0.70	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.14	0.00
White	0.27	0.00
English Learners	1.89	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.47	0.00

2021-22 School Safety Plan

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; j) COVID mitigation strategies. The plan is updated and reviewed annually by the school faculty (10/27/21), School Safety Committee, School Site Council (1/18/22) 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

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	1	5	
1	22	0	6	
2	20	5	1	
3	23	2	3	
4	26	0	5	
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	1	5	
1	23	0	6	
2	22	5	1	
3	24	2	3	
4	25	0	5	
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	4	
1	20	3	2	
2	20	3	2	
3	21	0	6	
4	23	0	5	
5				
6				

2020-21 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	566

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.8
Other	2.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$15,485	\$2,047	\$13,438	\$89,401
District	N/A	N/A	\$14,983	91,110
Percent Difference - School Site and District	N/A	N/A	-10.9	-1.9
State			\$14,653	\$82,431
Percent Difference - School Site and State	N/A	N/A	-8.7	8.1

2020-21 Types of Services Funded

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

For the 2020-2021 school year, the District received categorical, special education, and support programs funds for:

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$56,474	\$51,450
Mid-Range Teacher Salary	\$87,074	\$80,263
Highest Teacher Salary	\$101,282	\$101,012
Average Principal Salary (Elementary)	\$171,174	\$128,082
Average Principal Salary (Middle)	\$162,730	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$269,648	\$197,968
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

All training and curriculum development activities at Anthony G. Bacich Elementary School revolve around the California Common Core State Standards as well as Equity. During the 2019-20, 2020-21 and 2021-22 school years, Bacich School held and will hold staff development training devoted to:

- * Equity and Inclusion
- * Culturally Responsive Teaching
- * Social Justice Standards
 - Literacy Assessment Training
- * MAP Growth Assessment Training and Data Analysis
 - Next Generation Science Standards (NGSS)
 - Differentiated Instruction
 - Diversity Awareness
 - English Language Learners - Integrated ELD
 - 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.

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 site supervisors and district representatives.

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

Subject	2019-20	2020-21	2021-22
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Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5
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Kentfield Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	778	NT	NT	NT	NT
Female	384	NT	NT	NT	NT
Male	394	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	34	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	118	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	100	NT	NT	NT	NT
White	516	NT	NT	NT	NT
English Learners	38	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	109	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	112	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	778	NT	NT	NT	NT
Female	384	NT	NT	NT	NT
Male	394	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	34	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	118	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	100	NT	NT	NT	NT
White	516	NT	NT		NT
English Learners	38	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	109	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	112	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	255	250	98.04	1.96	72.80
Female	128	128	100.00	0.00	70.31
Male	127	122	96.06	3.94	75.41
Hispanic or Latino	40	40	100.00	0.00	50.00
Two or More Races	37	35	94.59	5.41	82.86
White	168	165	98.21	1.79	76.97
English Learners	38	37	97.37	2.63	48.65
Socioeconomically Disadvantaged	43	43	100.00	0.00	58.14

Students with Disabilities	42	38	90.48	9.52	47.37
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*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	255	249	97.65	2.35	71.08
Female	128	126	98.44	1.56	64.29
Male	127	123	96.85	3.15	78.05
Hispanic or Latino	40	40	100.00	0.00	40.00
Two or More Races	37	35	94.59	5.41	74.29
White	168	164	97.62	2.38	78.05
English Learners	38	37	97.37	2.63	32.43
Socioeconomically Disadvantaged	43	43	100.00	0.00	41.86
Students with Disabilities	42	39	92.86	7.14	30.77

*At or above the grade-level standard in the context of the local assessment administered.