

# Bacich Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Bacich Elementary School
<b>Street</b>	699 Sir Francis Drake Blvd.
<b>City, State, Zip</b>	Kentfield, CA 94904
<b>Phone Number</b>	(415) 925-2220
<b>Principal</b>	Sally B. Peck
<b>E-mail Address</b>	<a href="mailto:speck@kentfieldschools.org">speck@kentfieldschools.org</a>
<b>Web Site</b>	<a href="http://www.kentfieldschools.org">www.kentfieldschools.org</a>
<b>CDS Code</b>	21 65334 6024319

<b>District Contact Information</b>	
<b>District Name</b>	Kentfield Elementary School District
<b>Phone Number</b>	(415) 458-5130
<b>Superintendent</b>	Liz Schott
<b>E-mail Address</b>	lschott@kentfieldschools.org
<b>Web Site</b>	www.kentfieldschools.org/district

### School Description and Mission Statement (School Year 2016-17)

#### Principal's Message

Welcome to Anthony G. Bacich Elementary School and thank you for taking the time to explore our magnificent school and school district. As Bacich elementary school principal, I am proud to represent this community and tell you why it is such a special place through our annual school accountability report card (SARC). I want to begin with the Kentfield School District's beliefs and the very young children who begin their educational journey at Bacich. Each of our students bring unique personalities, varied interests, individual experiences and abilities with them as they share their first years of school with us. We recognize that learning opportunities for them happen everywhere – in the classroom, on the playground and at home. We appreciate the partnerships we have with our Kentfield families to educate our children. 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 core values are critical in helping our young children develop the well rounded skills necessary to maximize their potential as contributing members of our society. Our teachers are passionate about providing a learning environment in which our students are challenged and thrive. 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 begin to 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. 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.

#### Mission Statement

The Kentfield School District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential.

#### Vision Statement

Kentfield School District will deliver a quality education that empowers our students to reach high, work hard, and be kind.

#### School Profile

Anthony G. Bacich Elementary School is located in Kentfield and serves students in grades transitional kindergarten (TK) through grade four (4) following a traditional calendar. At the beginning of the 2015-16 school year, 659 students were enrolled, including 6.2% in special education, 8.8% qualifying for English Language Learner support, and 4.2% qualifying for free or reduced price lunch.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	124
<b>Grade 1</b>	134
<b>Grade 2</b>	131
<b>Grade 3</b>	126
<b>Grade 4</b>	144
<b>Total Enrollment</b>	659

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	0.5
Hispanic or Latino	11.8
Native Hawaiian or Pacific Islander	0.2
White	67.4
Two or More Races	9.1
Socioeconomically Disadvantaged	5.8
English Learners	8.8
Students with Disabilities	6.5
Foster Youth	0

## 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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	45	43	43.05	87.60
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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

Note: 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 2016-17)**

**Year and month in which data were collected:** September 13, 2016

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).

On Tuesday, September 13, 2016, 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 #2 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 2015-16 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016 Heineman, Reader's Workshop	No	0
<b>Mathematics</b>	2016 Great Minds, Eureka Math	Yes	0
<b>Science</b>	2006 Delta Education, Full Option Science System (FOSS)	Yes	0
<b>History-Social Science</b>	2005 Houghton Mifflin, Houghton Mifflin History-Social Science 2005 Pearson Scott Foresman, Scott Foresman History-Social Science for California	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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 the last 12 months, the addition of a kindergarten play structure and replacement of a portable was completed. In November 2014 the Master Plan for Bond Measure D was completed. Highlights of the Master Plan include a new six-classroom building and administrative space as well as improved parking and classroom modernization. Planned Prop 39 funding improvement projects for the 2015-16 school year include replacing current Energy Management System (EMS) using the approved California Energy Commission (CEC) application.

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:

1. Facilities cleaning
2. Events setup/cleanup
3. Morning crossing guard duty

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

The evening custodians are responsible for:

4. Classroom cleaning
5. General use areas
6. Office area cleaning
7. Restroom cleaning

The principal and Director of Facilities communicate with custodial staff regularly concerning maintenance and school safety issues.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/7/2016				
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			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 11/7/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	70	77	79	83	44	48
Mathematics	72	73	74	74	34	36

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.

**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	128	117	91.4	76.1
	4	146	142	97.3	78.2
Male	3	61	55	90.2	72.7
	4	66	64	97.0	73.4
Female	3	67	62	92.5	79.0
	4	80	78	97.5	82.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
Filipino	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	17	17	100.0	52.9
	4	14	13	92.9	76.9
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	88	80	90.9	78.8
	4	107	105	98.1	78.1
Two or More Races	3	--	--	--	--
	4	11	11	100.0	90.9
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
English Learners	3	--	--	--	--
	4	11	9	81.8	33.3
Students with Disabilities	3	18	14	77.8	35.7
	4	13	10	76.9	40.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	128	118	92.2	80.5
	4	146	141	96.6	67.4
Male	3	61	56	91.8	85.7
	4	66	63	95.5	74.6
Female	3	67	62	92.5	75.8
	4	80	78	97.5	61.5
Black or African American	3	--	--	--	--
	4	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
<b>Filipino</b>	4	--	--	--	--
<b>Hispanic or Latino</b>	3	17	17	100.0	58.8
	4	14	13	92.9	76.9
<b>Native Hawaiian or Pacific Islander</b>	4	--	--	--	--
<b>White</b>	3	88	81	92.0	81.5
	4	107	104	97.2	68.3
<b>Two or More Races</b>	3	--	--	--	--
	4	11	11	100.0	72.7
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	4	--	--	--	--
<b>English Learners</b>	3	--	--	--	--
	4	11	9	81.8	22.2
<b>Students with Disabilities</b>	3	18	14	77.8	28.6
	4	13	10	76.9	30.0
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>									

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**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 (School Year 2016-17)**

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 teacher newsletters, grade level monthly newsletters, the school marquee, the school website, and administrator's weekly newsletter. Contact the Bacich school office at (415) 925-2220 for more information on how to become involved in your child's learning environment.

**OPPORTUNITIES TO VOLUNTEER**

- Chaperone Field Trips
- Classroom Helper
- Library Assistant
- Office Helper
- Yard Duty Supervision

**COMMITTEES**

- Communication Committee
- English Learner Advisory Council
- Finance Committee
- Health & Safety Committee
- Kentfield Schools Foundation - Kentfield Invests in Kids (kik)
- Parent Teacher Association KSPTA
- Safe Routes
- School Site Council
- Strategic Planning

**SCHOOL ACTIVITIES**

- Back to School Night
- Book Fair
- Game Nights
- Information Events
- Open House
- Parent Education Workshops
- Principal's Coffee
- Student Performances
- Volunteer Luncheon
- Maker Night
- Math Fair

## 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.3	0.3	0.8	1.3	0.3	1.0	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for Anthony G. Bacich Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2016.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	0
<b>Percent of Schools Currently in Program Improvement</b>	N/A	.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	24	1	7	1	27	1	6	1	21	0	5	0
<b>1</b>	21	3	3		22	1	5		21	0	6	0
<b>2</b>	23		6		20	5	1		22	0	6	0
<b>3</b>	25		6		23		6		21	0	6	0
<b>4</b>	23		6		22	2	6		24	0	6	0
<b>Other</b>	6	1										

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	656
Counselor (Social/Behavioral or Career Development)	0.00	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.00	N/A
Psychologist	0.50	N/A
Social Worker	0.00	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0.60	N/A
Resource Specialist	1.80	N/A
Other	0.25	N/A

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

\*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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,230	\$1,217	\$8,102	\$78,480
District	N/A	N/A	\$10,258	\$79,763
Percent Difference: School Site and District	N/A	N/A	-21.0	-1.6
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	42.7	9.6

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

**Types of Services Funded (Fiscal Year 2015-16)**

For the 2015-16 school year, Kentfield School District spent an average of \$13,498 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Kentfield School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the District received categorical, special education, and support programs funds for:

1. California Clean Energy Jobs Act
2. Common Core State Standards Implementation
3. Education Protection Account
4. Lottery: Instructional Materials
5. Special Education
6. State Lottery
7. Title I
8. Title II
9. Title III

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,660	\$44,507
Mid-Range Teacher Salary	\$78,107	\$68,910
Highest Teacher Salary	\$90,855	\$88,330
Average Principal Salary (Elementary)	\$139,072	\$111,481
Average Principal Salary (Middle)	\$140,315	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$186,375	\$169,821
Percent of Budget for Teacher Salaries	44%	39%
Percent of Budget for Administrative Salaries	6%	6%

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

**Professional Development (Most Recent Three Years)**

All training and curriculum development activities at Anthony G. Bacich Elementary School revolve around the California Common Core State Standards. During the 2015-16 school year, Anthony G. Bacich Elementary School held staff development training devoted to:

1. Literacy Assessment Training
2. Common Core State Standards
3. Differentiated Instruction
4. Diversity Awareness
5. English Language Learners
6. Response to Intervention

Decisions concerning 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. Anthony G. Bacich Elementary 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 are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2015-16 school year, Anthony G. Bacich Elementary School's teachers attended the following events hosted by the Kentfield School District:

1. Anti-Bias Training
2. Common Core State Standards - Eureka Math, Reading Workshop, Fountas & Pinnell Literacy Assessment)
3. Curriculum Mapping - Lite
4. CPR Refresher Training
5. Sexual Harassment Training
6. Responsive Classroom
7. Character Education (Kimoichis)
8. GLAD (Guided Language Acquisition Development)

Anthony G. Bacich Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.