

Kentfield School District Anthony G. Bacich Elementary School

Grades TK through 4
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2014-15 School Accountability Report Card *Published January 2016*

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Principal's Message

Welcome to Anthony G. Bacich Elem. School and thank you for taking the time to explore our magnificent school and school district. As Bacich's 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. 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 to 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 firsthand 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 through four following a traditional calendar. At the beginning of the 2014-15 school year, 699 students were enrolled, including 6.2% in special education, 7.6% qualifying for English Language Learner support, and 4.9% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	0.60%	Transitional Kindergarten	21
Amer. Indian or Alaskan Native	0.00%	Kindergarten	135
Asian	4.60%	Grade 1	133
Filipino	0.70%	Grade 2	121
Hisp. or Latino	11.30%	Grade 3	138
Pacific Islander	0.10%	Grade 4	151
Caucasian	67.10%	Ungraded	0
Multi-Racial	8.90%		
Students with Disabilities	6.20%		
Economically Disadvantaged	4.90%		
English Learners	7.60%		
Foster Youth	0.00%		
Total Enrollment			699

Student Achievement

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	BES	KSD	California
Overall Results	Yes	Yes	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Anthony G. Bacich Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the California Department of Education's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	BES	KSD
PI Status	Not in PI	Not in PI
First Year of PI	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently in PI		N/A

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

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Anthony G. Bacich Elementary School	District	California
English-Language Arts/Literacy	69	78	44
Mathematics	72	73	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	140	138	98.6	10	21	26	42
Male	140	64	45.7	16	25	22	36
Female	140	74	52.9	5	18	30	47
African-Amer.	140	1	0.7	--	--	--	--
Asian	140	5	3.6	--	--	--	--
Filipino	140	2	1.4	--	--	--	--
Hisp. or Latino	140	12	8.6	25	8	25	33
Pacific Islander	140	1	0.7	--	--	--	--
Caucasian	140	100	71.4	10	21	26	43
Multi-Racial	140	11	7.9	0	27	45	27
English Learners	140	12	8.6	33	33	25	0
Economically Disadvantaged	140	7	5.0	--	--	--	--
Students with Disabilities	140	4	2.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	140	138	98.6	9	14	37	38
Male	140	64	45.7	9	16	30	44
Female	140	74	52.9	8	14	43	34
African-Amer.	140	1	0.7	--	--	--	--
Asian	140	5	3.6	--	--	--	--
Filipino	140	2	1.4	--	--	--	--
Hisp. or Latino	140	12	8.6	17	42	25	17
Pacific Islander	140	1	0.7	--	--	--	--
Caucasian	140	100	71.4	7	13	36	42
Multi-Racial	140	11	7.9	9	0	55	36
English Learners	140	12	8.6	42	42	17	0
Economically Disadvantaged	140	7	5.0	--	--	--	--
Students with Disabilities	140	4	2.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	155	150	96.8	10	19	25	45
Male	155	74	47.7	11	22	23	45
Female	155	76	49.0	9	17	28	46
African-Amer.	155	1	0.6	--	--	--	--
Asian	155	10	6.5	--	--	--	--
Filipino	155	5	3.2	--	--	--	--
Hisp. or Latino	155	19	12.3	42	26	21	11
Caucasian	155	97	62.6	6	18	27	49
Multi-Racial	155	13	8.4	0	15	38	46
English Learners	155	11	7.1	45	36	18	0
Economically Disadvantaged	155	8	5.2	--	--	--	--
Students with Disabilities	155	17	11.0	24	59	0	18
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	155	150	96.8	7	24	41	27
Male	155	74	47.7	7	23	39	30
Female	155	76	49.0	8	25	42	25
African-Amer.	155	1	0.6	--	--	--	--
Asian	155	10	6.5	--	--	--	--
Filipino	155	5	3.2	--	--	--	--
Hisp. or Latino	155	19	12.3	32	53	5	11
Caucasian	155	97	62.6	2	24	44	29
Multi-Racial	155	13	8.4	0	0	62	38
English Learners	155	11	7.1	36	45	18	0
Economically Disadvantaged	155	8	5.2	--	--	--	--
Students with Disabilities	155	17	11.0	24	47	6	18
Foster Youth	--	--	--	--	--	--	--

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

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *California Assessment of Student Performance and Progress*, including the CST - Science Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent 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 teacher newsletters, grade level monthly newsletters, the school marquee, the school website, and administrator's weekly newsletter. Contact the 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
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

School Facilities & Maintenance

The 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 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:

- 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

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

Campus Description	
Year Built	1958
Acreage	7
Square Footage	57251
	Quantity
Permanent Classrooms	31
Portable Classrooms	1
Restrooms (sets)	4
Library	1
Community Center/Gym	1
Learning Lab	1
Multipurpose Room	1
Staff Work Room	1
Teacher Lounge	1

Deferred Maintenance

Kentfield School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Anthony G. Bacich Elementary School did not have any funds allocated to the site for repairs or replacement projects.

Facilities Inspection

The district's maintenance department inspects Anthony G. Bacich Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Anthony G. Bacich Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, November 03, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, November 03, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the custodian, teachers, and parents are strategically assigned to designated entrance areas and the playground. Teachers, parent volunteers, and paraprofessionals monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers and parents monitor student behavior to ensure a safe and orderly departure.

Anthony G. Bacich Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

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 2015.

Classroom Environment

Discipline & Climate for Learning

Anthony G. Bacich Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	BES		
# of Students Suspended	8	9	2
# of Students Expelled	0	0	0
	KSD		
# of Students Suspended	20	16	4
# of Students Expelled	0	0	0
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2012-13				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.0	10	14	1
1	20.0	3	24	
2	21.0	3	24	
3	20.0	3	24	
4	23.0	1	24	
Other	14.0	1	1	
2013-14				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.0	1	7	1
1	21.0	3	3	
2	23.0		6	
3	25.0		6	
4	23.0		6	
Other	6.0	1		
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.0	1	6	1
1	22.0	1	5	
2	20.0	5	1	
3	23.0		6	
4	22.0	2	6	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Anthony G. Bacich Elementary School revolve around the California Common Core State Standards. During the 2014-15 school year, Anthony G. Bacich Elementary School held staff development training devoted to:

- Literacy Assessment Training
- Common Core State Standards
- Differentiated Instruction
- Diversity Awareness

- English Language Learners
- 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 2014-15 school year, Anthony G. Bacich Elementary School's teachers attended the following events hosted by the Kentfield School District:

- Anti-Bias Training
- Common Core State Standards
- Curriculum Mapping - Lite
- CPR Refresher Training
- Sexual Harassment Training

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.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
5	5	5

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).

On Tuesday, September 08, 2015, 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 SARC's 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.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2016	Heineman, <i>Reader's Workshop</i>	0 %
History-Social Science		
2005	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2005	Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>	0 %
Mathematics		
2016	Great Minds, <i>Eureka Math</i>	0 %
Science		
2006	Delta Education, <i>Full Option Science System (FOSS)</i>	0 %

Professional Staff

Counseling & Support Staff

Anthony G. Bacich Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Anthony G. Bacich Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	0.8
Health Assistant	1	0.3
Librarian	1	1.0
Nurse	1	0.3
Occupational Therapist (contract position)	1	0.1
Psychologist	1	0.4
Psychologist Intern	1	0.4
Speech Specialist	1	0.5

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2014-15 school year, Anthony G. Bacich Elementary School had 45 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Anthony G. Bacich Elementary School	100.0 %	0.0 %
District Totals		
All Schools	97.0 %	3.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.0 %	3.0 %

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

Teacher Credentials & Assignments				
	BES			KSD
	13-14	14-15	15-16	15-16
Total Teachers	47	45	43	82
Teachers with full credentials	46	45	43	82
Teachers without full credentials	1	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	1	12
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	KSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$50,157	\$42,723
Mid-Range Teacher Salary	\$77,333	\$65,936
Highest Teacher Salary	\$89,956	\$84,545
Superintendent Salary	\$177,500	\$159,133
Average Principal Salaries:		
Elementary School	\$134,995	\$106,864
Percentage of Budget:		
Teacher Salaries	45%	40%
Administrative Salaries	7%	6%

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

Expenditures Per Student

For the 2013-14 school year, Kentfield School District spent an average of \$11,409 of total general funds to educate each student (based on 2013-14 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/ and 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 2013-14 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III

Expense of Education Per Pupil 2013-14						
	Dollars Spent per Student					
	BES	KSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type		% Diff. School & State
ADA*	671	N/A	N/A	N/A	N/A	N/A
Total**	\$8,940	N/A	N/A	N/A	N/A	N/A
Restr.†	\$1,004	N/A	N/A	N/A	N/A	N/A
Unrestr.††	\$7,936	\$10,013	79.25	\$5,348	148.39	
Avg. Teacher Salary	\$78,480	\$79,212	99.08	\$69,086	113.60	

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Anthony G. Bacich Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Anthony G. Bacich Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Anthony G. Bacich Elementary School is Larkspur Public Library.

Address: 400 Magnolia Ave., Larkspur
Phone Number: (415) 927-5005
WebSite: <http://alphais.com/larkspur/208.html>
Number of Computers Available: 2

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Kentfield School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2015. Data to prepare the school facilities section were acquired in November 2015.