

Bacich Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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	Sally B. Peck
E-mail Address	speck@kentfieldschools.org
Web Site	www.kentfieldschools.org
CDS Code	21 65334 6024319

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

School Description and Mission Statement (School Year 2017-18)

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 2017-18 school year, 645 students were enrolled, including 6.8% in special education, 9.1% qualifying for English Language Learner support, and 6.2% qualifying for free or reduced price lunch.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	165
Grade 1	109
Grade 2	133
Grade 3	127
Grade 4	122
Total Enrollment	656

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	3.8
Filipino	0.6
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0
White	66.2
Two or More Races	10.8
Socioeconomically Disadvantaged	6.4
English Learners	8.1
Students with Disabilities	6.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	43	43.05	43.55	88.50
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 12, 2017

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 12, 2017, 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 2016-17 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
Reading/Language Arts	2016 Heineman, Reader's Workshop	No	0
Mathematics	2016 Great Minds, Eureka Math	Yes	0
Science	2006 Delta Education, Full Option Science System (FOSS)	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

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 Measure D was passed by the community. Construction will begin the summer of 2018 and will include a new six-classroom building and administrative space as well as improved parking and classroom modernization. Planned Prop 39 funding improvement projects will 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:

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

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

The evening custodians are responsible for:

- Classroom cleaning
- General use areas

- Office area cleaning
- Restroom cleaning
- Community Center cleaning

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

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/22/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/22/2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	77	70	83	77	48	48
Mathematics (grades 3-8 and 11)	73	79	74	72	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	243	96.81	69.55
Male	131	128	97.71	66.41
Female	120	115	95.83	73.04
Asian	--	--	--	--
Hispanic or Latino	39	37	94.87	32.43
White	170	164	96.47	74.39
Two or More Races	27	27	100	92.59
Socioeconomically Disadvantaged	19	19	100	21.05
English Learners	29	29	100	31.03
Students with Disabilities	31	28	90.32	14.29

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	243	96.81	78.6
Male	131	128	97.71	80.47
Female	120	115	95.83	76.52
Asian	--	--	--	--
Hispanic or Latino	39	37	94.87	45.95
White	170	164	96.47	84.15
Two or More Races	27	27	100	88.89
Socioeconomically Disadvantaged	19	19	100	31.58
English Learners	29	29	100	48.28
Students with Disabilities	31	28	90.32	35.71

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)						

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3	0.7	0.6	0.3	1.0	1.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017.

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 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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+
K	27	1	6	1	23	4	3	1	27		7	1
1	22	1	5		22		6		21	1	4	
2	20	5	1		21		6		22	1	5	
3	23		6		21	2	4		21	2	4	
4	22	2	6		23	1	6		23	1	5	
Other					14	1			11	2		

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 2016-17)

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)	1.00	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.00	N/A
Psychologist	0.60	N/A
Social Worker	0.00	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0.60	N/A
Resource Specialist	0.00	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,902	\$1,219	\$8,683	\$81,437
District	N/A	N/A	\$10,881	\$82,979
Percent Difference: School Site and District	N/A	N/A	-22.5	-1.9
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	27.6	9.3

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

Types of Services Funded (Fiscal Year 2016-17)

For the 2016-17 school year, Kentfield School District spent an average of \$13,598 of total general funds to educate each student (based on 2016-17 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 2016-17 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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,179	\$47,034
Mid-Range Teacher Salary	\$80,450	\$73,126
Highest Teacher Salary	\$93,581	\$91,838
Average Principal Salary (Elementary)	\$146,109	\$116,119
Average Principal Salary (Middle)	\$147,417	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$195,684	\$178,388
Percent of Budget for Teacher Salaries	41%	37%
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, 2016-17, and 2017-18 school years, Anthony G. Bacich Elementary School held and will hold staff development training devoted to:

- Literacy Assessment Training
- Next Generation Science Standards (NGSS)
- Differentiated Instruction
- Diversity Awareness
- English Language Learners
- Response to Intervention
- Institute for Social & Emotional Learning (IFSEL)
- Mindfulness

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 2017-18 school year, Anthony G. Bacich Elementary School's teachers attended the following events hosted by the Kentfield School District:

- Diversity, Equity and Inclusion
- Common Core State Standards - Eureka Math, Reading Workshop, Fountas & Pinnell Literacy Assessment
- Curriculum Mapping - Lite
- CPR Refresher Training
- Sexual Harassment Training
- Responsive Classroom
- Character Education
- Institute for Social & Emotional Learning (IFSEL)
- Project Based Learning (PBL)

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.