

Bacich Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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	Maria Martin
Email Address	mmartin@kentfieldschools.org
School Website	https://bacich.kentfieldschools.org/
County-District-School (CDS) Code	21 65334 6024319

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Principal's Message

Bacich Elementary School is one of two schools in the Kentfield School District and serves students in Universal Transitional Kindergarten through Fourth Grade. Bacich inspires and challenges all students to live, learn, and lead to their fullest potential, while also providing a high quality education that empowers every student to reach high, work hard, and be kind.

At Bacich, we believe it is essential to educate the whole child. Social emotional learning and character development are valued and taught alongside academics. We teach the six pillars of character found in our Character Counts Program: Responsibility, Caring, Respect, Citizenship, Trustworthiness and Fairness. Cultivating these characteristics is critical in helping our young students develop the well rounded skills necessary to maximize their potential as model members of our society. We implemented the Toolbox Project Curriculum to strengthen social emotional learning and provide common language and skills across all classrooms. We also focus on social emotional learning during TEAM (Together Everyone Achieves More) lessons once a week. Our school counselor provides small group counseling sessions as well as classroom lessons to teach and reinforce these critical social skills. Our age appropriate social justice curriculum further reinforces our efforts to create an inclusive school community where everyone belongs.

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 are motivated and excited to learn. Our dedicated and talented 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 innovative, robust and engaging instruction for our students. Teachers differentiate instruction to provide students with what they need to be successful and reach their full potential. For students requiring additional support, intervention programs are offered in both reading and mathematics. Additionally, targeted special education supports are provided by highly skilled and qualified education specialists.

Mt. Tamalpais is the backdrop to our beautiful campus. The Bacich campus is welcoming, inclusive, well-maintained and conducive to optimal student learning. Our facilities include a large community center which serves as a gathering place for school wide assemblies, family and community events and physical education classes. Our community center is integral to our goal of creating and maintaining strong family and community connections.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	86
Grade 2	104
Grade 3	105
Grade 4	112
Total Enrollment	541

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
American Indian or Alaska Native	0.2%
Asian	2.2%
Black or African American	0.9%
Filipino	0.9%
Hispanic or Latino	18.3%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	13.3%
White	63.8%
English Learners	10.9%
Homeless	2.8%
Socioeconomically Disadvantaged	13.9%
Students with Disabilities	7.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.10	94.84	58.90	87.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.20	9.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.57	0.50	0.74	12115.80	4.41
Unknown	1.10	3.59	1.40	2.19	18854.30	6.86
Total Teaching Positions	31.70	100.00	67.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.20	97.08	56.70	82.02	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.40	15.09	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	1.44	11953.10	4.28
Unknown	1.00	2.92	1.00	1.44	15831.90	5.67
Total Teaching Positions	34.20	100.00	69.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 September 2023, 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 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 2023

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

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. In August 2022, two existing storage closets were converted to house two student gender neutral bathrooms which are located next to our Transitional Kindergarten class. These bathrooms are also available for use by all of our Bacich students.

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. The Principal communicates with the Facilities Director regularly concerning maintenance and school safety issues.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

September 2023

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			Various roof leaks being addressed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Some playground repair

Overall Facility Rate

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 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).

College and Career Ready

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	74	69	74	75	47	46
Mathematics (grades 3-8 and 11)	73	78	65	68	33	34

2022-23 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.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	216	98.63	1.37	68.98
Female	119	118	99.16	0.84	75.42
Male	100	98	98.00	2.00	61.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	37.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	30	100.00	0.00	73.33
White	144	142	98.61	1.39	76.06
English Learners	20	19	95.00	5.00	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77	3.23	23.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	24.00

2022-23 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.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	217	99.09	0.91	77.88
Female	119	119	100.00	0.00	79.83
Male	100	98	98.00	2.00	75.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	44.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	30	100.00	0.00	73.33
White	144	142	98.61	1.39	87.32
English Learners	20	20	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77	3.23	36.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	36.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			58.46	61.30	29.47	30.29

2022-23 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. 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.

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

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2023-24 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, teacher newsletters, and the Kentfield weekly electronic newsletter. Parents are strongly encouraged to attend Parent/Teacher Conferences twice a year.

OPPORTUNITIES TO VOLUNTEER

- Lead Room Parent
- School Lunch Service
- Carline
- Art for Bears
- Library Volunteers
- Classroom Volunteers
- Parents-In-Action
- Kentfield Schools Foundation - Kentfield Invests in Kids (kik)

COMMITTEES

- Communication Committee
- Finance Committee
- Safe Routes to School
- Safety Committee
- Equity and Inclusion Committee
- Technology Committee
- LCAP Strategic Plan Advisory Committee
- District English Learner Advisory Council (DELAC)
- Bacich School Site Council
- English Learner Advisory Council (ELAC)
- Kentfield Schools Parent Teacher Association (KSPTA)

SCHOOL ACTIVITIES

- Back to School Family Social
- Back to School Night
- Information Events
- Open House
- Parent Education Workshops
- Principal Chats
- Student Performances
- Talent Show
- Read-a-thon/Read Across America
- In-Motion Assemblies - Wednesday mornings
- Walk-N-Roll to School Events
- Grade Level Chorus Concerts

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	556	555	81	14.6
Female	281	280	41	14.6
Male	275	275	40	14.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	13	13	1	7.7
Black or African American	8	8	3	37.5
Filipino	5	5	3	60.0
Hispanic or Latino	101	100	13	13.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	77	77	14	18.2
White	348	348	46	13.2
English Learners	64	63	17	27.0
Foster Youth	1	1	1	100.0
Homeless	16	16	4	25.0
Socioeconomically Disadvantaged	84	83	22	26.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	54	13	24.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.34	0.19	1.26	0.36	0.94	1.95	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.26	0
Female	0.71	0
Male	1.82	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	7.69	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.99	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.3	0
White	1.15	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.38	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.41	0

2023-24 School Safety Plan

At the Kentfield School District we take the safety and security of every child very seriously. The staff at Bacich Elementary School are trained in CPR and first aid annually. In addition, every fall with the collaboration of the local fire and sheriff departments, we practice an emergency simulation in order to stay current in disaster preparedness. This simulation includes staff and students. We conduct monthly safety drills in order to prepare the children as well as the adults in the event of an emergency such as fire, earthquake, or an intruder on campus. Over the past several years, we have worked closely with our School Resource Officer and other representatives from the Marin County Sheriff Department to devise lockdown plans that will keep our students safe in the event of an emergency or when there is an immediate danger anywhere on our campuses.

Bacich Elementary School complies with all laws, rules, and regulations pertaining to safety standards. The District Safety Committee meets quarterly to review and address compliance. The Comprehensive School Safety Plan 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; and j) COVID mitigation strategies. The plan is updated and reviewed annually by the school faculty, School Safety Committee, School Site Council and approved by the Board of Trustees by March 1st each year.

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.

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	29		3	1
1	21	3	2	1
2	18	2	4	
3	15	3	6	
4	13	6	4	
Other	21	4		2

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	3	
1	23	4		1
2	36	1	2	1
3	22	1	4	
4	35		4	1
Other	36		2	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	27	0	5	1
1	27	0	3	1
2	36	0	3	1
3	26	0	4	0
4	22	0	5	0
5	0	0	0	0
6	0	0	0	0
Other	11	3	0	0

2022-23 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	541

2022-23 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)	
Psychologist	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$96,503
Percent Difference - School Site and District	N/A	N/A	-10.9	-7.6
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	55.4	16.5

Fiscal Year 2022-23 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 2022-23 school year, the District received categorical, special education, and support programs funds for:

- Lottery: Instructional Materials
- Art, Music and Instructional Materials Discretionary Block Grant

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$59,044	\$48,481
Mid-Range Teacher Salary	\$91,036	\$73,129
Highest Teacher Salary	\$105,893	\$99,406
Average Principal Salary (Elementary)	\$167,818	\$117,381
Average Principal Salary (Middle)	\$187,842	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$246,330	\$138,991
Percent of Budget for Teacher Salaries	36.36%	29.34%
Percent of Budget for Administrative Salaries	6.93%	5.99%

Professional Development

All training and curriculum development activities at Anthony G. Bacich Elementary School revolve around the California Common Core State Standards and the English Language Development Standards as well as Social Emotional Learning and Equity and Inclusion. During the 2020-21, 2021-22, and 2022-23 school years, Bacich School held 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
- Structured Literacy

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5