

# Bacich Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### 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

### School Contact Information (School Year 2019-20)

Entity	Contact Information
<b>School Name</b>	Bacich Elementary School
<b>Street</b>	699 Sir Francis Drake Blvd.
<b>City, State, Zip</b>	Kentfield, CA 94904
<b>Phone Number</b>	(415) 925-2220
<b>Principal</b>	Sally B. Peck
<b>Email Address</b>	speck@kentfieldschools.org
<b>Website</b>	www.kentfieldschools.org
<b>County-District-School (CDS) Code</b>	21 65334 6024319

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

## School Description and Mission Statement (School Year 2019-20)

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### 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 2019-20 school year, 630 students were enrolled, including 9.4% in special education, 8.7% qualifying for English Language Learner support, and 14.6% qualifying for free or reduced price lunch.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	131
Grade 1	136
Grade 2	123
Grade 3	118
Grade 4	132
<b>Total Enrollment</b>	<b>640</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	3
Filipino	0.5
Hispanic or Latino	10.3
White	60.5
Two or More Races	9.8
Socioeconomically Disadvantaged	9.4
English Learners	9.4
Students with Disabilities	9.1
Homeless	0.8

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	43.55	45.08	48	91
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 10, 2019

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 10, 2019, 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 #1 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 2019-20 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 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 (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 November 2014 Measure D was passed by the community. Construction was completed on a new six-classroom building and administrative space as well as improved parking and classroom modernization in Fall 2019.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Anthony G. Bacich Elementary School.

The day custodian is responsible for:

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

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

The evening custodians are responsible for:

- Classroom cleaning
- General use areas
- Office area cleaning
- Restroom cleaning
- Community Center cleaning

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

### 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

**Year and month of the most recent FIT report:** 11/20/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	74	73	77	75	50	50
<b>Mathematics (grades 3-8 and 11)</b>	79	81	72	72	38	39

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	252	247	98.02	1.98	72.87
<b>Male</b>	122	120	98.36	1.64	71.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	130	127	97.69	2.31	74.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	12	92.31	7.69	91.67
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	40.00
Native Hawaiian or Pacific Islander					
White	160	157	98.13	1.87	78.34
Two or More Races	32	31	96.88	3.12	77.42
Socioeconomically Disadvantaged	22	22	100.00	0.00	36.36
English Learners	23	21	91.30	8.70	23.81
Students with Disabilities	34	34	100.00	0.00	32.35
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	248	98.41	1.59	81.45
Male	122	120	98.36	1.64	85.83
Female	130	128	98.46	1.54	77.34
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	92.31
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	25	25	100.00	0.00	44.00
Native Hawaiian or Pacific Islander					
White	160	157	98.13	1.87	86.62
Two or More Races	32	31	96.88	3.12	87.10
Socioeconomically Disadvantaged	22	22	100.00	0.00	50.00
English Learners	23	22	95.65	4.35	31.82
Students with Disabilities	34	34	100.00	0.00	38.24
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			



Note: 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. The 2018-19 PFT data has not been published by CDE. The SARC's are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARC's will be posted as soon as the data is published.

## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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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 email, the school marquee, the school website, Kentfield weekly electronic bulletin, email blasts, and the daily bulletin. Contact the PTA President at (415) 458-5130 for more information on volunteering and other involvement opportunities.

#### OPPORTUNITIES TO VOLUNTEER

Chaperone Field Trips  
Classroom Helper  
Eco-Action Club  
Community Service Leader  
Grade Level Parent  
Library Assistant  
Office Helper  
PE Uniform Distribution  
Lunch Bar  
Student Clubs

#### COMMITTEES

Communication Committee  
Finance Committee  
Kentfield Schools Foundation - Kentfield Invests in Kids (kik)  
Parent Teacher Association (KSPTA)  
Safe Routes to School  
School Site Council  
Strategic Planning  
Safety Committee  
Equity Committee  
Technology Committee

#### LCAP Parent Input Opportunities

#### SCHOOL ACTIVITIES

Back to School Night  
Dance Chaperones for Grades 7th & 8th  
Games Night for Grades 5th & 6th  
Information Events  
Open House

Parent Education Workshops  
 Principal Chats  
 Student Orientation  
 Student Performances  
 Volunteer Luncheon  
 Student Concerts

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.6	0.9	0.8	1.5	1.5	1.5	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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 November 2019 and is available on our website.

### 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.

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

Grade Level	2016-17 Average Class Size	2016-17			2017-18			2018-19			2018-19		
		# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	
<b>K</b>	27		7	1	27		7	1	29	2	5	3	
<b>1</b>	21	1	4		20	6			22		6		
<b>2</b>	22	1	5		17	3	4		24	3	1	1	
<b>3</b>	21	2	4		22		6		21	2	3	1	
<b>4</b>	23	1	5		25		5		26		5		
<b>Other**</b>	11	2			16	2			21		1		

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	640.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	2.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,150	\$1,769	\$9,381	\$70,062
District	N/A	N/A	\$11,339	\$85,633.00
Percent Difference - School Site and District	N/A	N/A	-18.9	-20.0
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	22.2	-10.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

For the 2018-19 school year, Kentfield School District spent an average of \$15,998 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Kentfield School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the District received categorical, special education, and support programs funds for:

- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$53,755	\$49,378
<b>Mid-Range Teacher Salary</b>	\$82,880	\$77,190
<b>Highest Teacher Salary</b>	\$96,407	\$96,607
<b>Average Principal Salary (Elementary)</b>	\$156,602	\$122,074
<b>Average Principal Salary (Middle)</b>	\$157,990	\$126,560
<b>Average Principal Salary (High)</b>	\$0	\$126,920
<b>Superintendent Salary</b>	\$247,635	\$189,346
<b>Percent of Budget for Teacher Salaries</b>	41%	36%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4.5	4.5	4.5

All training and curriculum development activities at Anthony G. Bacich Elementary School revolve around the California Common Core State Standards. During the 2017-18, 2018-19, and 2019-20 school years, Bacich 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
- Multitiered Systems of Support

\* Visual and Performing Arts

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. 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 are provided the opportunity to participate in district-sponsored staff development workshops or training sessions 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 2018-19 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
- CPR Refresher Training
- Sexual Harassment Training
- Responsive Classroom
- Character Education
- Institute for Social & Emotional Learning (IFSEL)
- Project Based Learning (PBL)
- A Touch of Understanding

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 department supervisors and district representatives.