

# LAGUNITAS SCHOOL DISTRICT



# SAN GERONIMO VALLEY ELEMENTARY SCHOOL

## School Accountability Report Card

A Report of 2013-14 Activity Published in 2014-15

### San Geronimo Valley Elementary School

Grades K-6  
P.O. Box 308  
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[www.lagunitas.org](http://www.lagunitas.org)

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

## ABOUT THE DISTRICT

Lagunitas School District is located in Marin County, 30 miles north of San Francisco. The small, rural school district is tucked away in a beautifully scenic woodland in the unincorporated San Geronimo Valley. Serving children residing in four local hamlets, the district is comprised of two schools that offer a unique variety of educational programs. During the 2013-14 school year, 309 students were enrolled; 3.6% qualified for English Learner support and 19.4% qualified for free or reduced-price lunch.

## SAN GERONIMO VALLEY ELEMENTARY SCHOOL PROFILE

San Geronimo Valley Elementary School offers two unique educational programs for the students in its community: the Open Classroom Program and the Waldorf-Inspired Program. The Open Classroom program serves students in grade TK-6. Classrooms are multi-graded and rely upon parent participation to accommodate and stimulate a broad range of learning styles. The school program demonstrates that social, physical, emotional, and academic growth are interrelated and of equal value. School staff believe that learning is exciting and the learning is more effective in a "hands-on" environment. Rich, accessible instruction takes place in both a formal and spontaneous manner where developmental readiness and individuality of each child is respected.

The Waldorf-Inspired program serves children in grades TK-5. The curriculum is based on the educational philosophy founded by Rudolf Steiner, an Austrian philosopher, educator, scientist and artist. Lessons are designed around each child's natural course of development, incorporating their imaginations into their lessons and encouraging artistic mastery, as well as creative thinking and

### Percentage of Students by Ethnicity/Grade Level 2013-14

Ethnic Group	%	Grade Level	#
African American	1.4%	Kindergarten	19
American Indian or Alaskan Native	0.0%	Grade 1	30
Asian	0.0%	Grade 2	15
Filipino	0.7%	Grade 3	27
Hawaiian or Pacific Islander	2.1%	Grade 4	29
Hispanic or Latino	11.0%	Grade 5	12
White (not Hispanic)	80.7%	Grade 6	13
Two or More Races	4.1%	Grade 7	0
		Grade 8	0
Total Enrollment			145

problem-solving skills. Waldorf teaching methods emphasize a nurturing, multi-sensory, nature-based learning environment. Teachers nurture the imagination and engage students through movement, music, the outdoors and art in an effort to build a strong foundation for critical and abstract thinking. Intellect is gradually and appropriately challenged based on the individual development of each child.

During the 2013-14 school year, 145 students were enrolled. Student demographics are comprised of 0.7% qualifying as English learners, and 18.6% receiving free or reduced-price meals.

## MISSION STATEMENT

We are a community committed to continuous improvement in our educational effectiveness, aimed at fulfilling the needs of each individual student. We strive for quality, balancing academic excellence, social awareness, civic responsibility, and self-esteem in a safe and attractive learning environment where all participants benefit. We value parental choice and involvement, collaborating with staff, students, and the Board, to ensure that programs continue to be responsive, operations become ever more efficient, and educational opportunity continues to be optimized.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

**Pupil Achievement – State Priority 4:** Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

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

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

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

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

## PARENT INVOLVEMENT

Parent participation is an integral component of the program's structure. Families with students enrolled in the Open Classroom program are encouraged to either volunteer to help in the classroom or provide "out of classroom" support. Back to School Night, Open House, student performances, and parent education workshops provide wonderful experiences for parents to interact with school staff while supporting their child's efforts. The School Site Council, LEAP (Leap, Enrich, Achieve, and Progress), Open Classroom Parent Group, and Waldorf-Inspired Parent Group provide opportunities

for parents to take an active role in the decision-making process in a variety of councils.

LEAP is a fundraising organization dedicated to improving school programs and facilities; meetings are held once a month and open to all parents. Parent groups serve as a resource to discuss program interests, issues, and concerns. Annual surveys are used to recruit parent participation, solicit volunteers for special projects, and collect feedback related to school operations and programs.

School-to-home communication takes place in a variety of formats. The district publishes the *Weekly Notice* weekly to update parents on what's happening in school, providing detailed information on upcoming events, addressing seasonal topics, and offering helpful tips to support academic efforts at home. Each program's website features comprehensive information about school programs as well as general information. Some teachers prepare and send home weekly class newsletters. Flyers, letters, and e-mailed messages are used for special announcements and reminders. Parents who would like more information about San Geronimo Valley Elementary School or are interested in participating in its learning community may contact their child's teacher at (415) 488-9421 ext. 301.

## STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, San Geronimo Valley Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include end-of-unit tests, daily classroom performance, and daily observations.

## CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades

kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

## STANDARDIZED STATE ASSESSMENTS

Students at San Geronimo Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at San Geronimo Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only. During the 2013-14 school year, San Geronimo Elementary School had less than ten fifth grade students at the time the test was administered, therefore, no CAASPP results are shown.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's web site <http://star.cde.ca.gov>.

STAR Results									
All Students									
	Percentage of Students Scoring at Proficient and Advanced Levels								
	San Geronimo			Lagunitas SD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	53	63	31	60	70	66	54	56	55
Math	13	31	7	26	45	36	49	50	50
History				57	27	52	48	49	49

*Note: STAR Program was last administered in 2012-13. 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.*

## PHYSICAL FITNESS

In the spring of each year, San Geronimo is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pfi/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	16.7%	41.7%	33.3%

*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.*

## ACADEMIC PERFORMANCE

### INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades

10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights San Geronimo Elementary School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

## ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) web site [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's web site [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Academic Performance Index Three-Year Performance Comparison			
	San Geronimo Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank		3	1
Similar Schools Rank			
	Actual API Change		
	2010-11	2011-12	2012-13
All Students		B	-65
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino			
Hawaiian or Pacific Islander			
White (not Hispanic)			
Two or More Races			
Other Subgroups			
Economically Disadvantaged			
English Learners			
Students with Disabilities			

*Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.*

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Criteria	San Geronimo	Lagunitas SD
Overall Performance	*	*
Participation Rate		
Language Arts	*	*
Math	*	*
Percent Proficient		
Language Arts	*	*
Math	*	*
Graduation Rate	N/A	N/A
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	*	*
Number of Criteria Possible		

*A "\*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.*

## NO CHILD LEFT BEHIND (NCLB)

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

Title I PI Status 2014-15		
	San Geronimo	Lagunitas SD
PI Status	In PI	In PI
First Year of PI Implementation	2005-06	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		2
% Schools Currently In PI		100%

Note: Cells with N/A values do not require data.  
\*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

In 2013-14, San Geronimo Valley Elementary School qualified for Targeted Assistance Title I funding and is subject to comply with program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

## SCHOOL FACILITIES & SAFETY

### SCHOOL FACILITIES

San Geronimo Valley Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision.

Ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

Campus Description	
Bldg. Square Footage	16700
	Quantity
# of Permanent Classrooms	8
# of Restrooms (student use)	6 sets
Library	1
Teacher Work Room/Lunch Room	1

### CAMPUS MAINTENANCE

San Geronimo Valley Elementary School staff are proud of their beautiful campus and are devoted to maintaining high standards regarding campus maintenance and general housekeeping practices.

Lagunitas Elementary School District's custodial staff are qualified and equipped to handle routine cleaning needs, general maintenance, and minor repairs. Following a standard cleaning schedule, two full-time day custodians and one maintenance worker are responsible for keeping both campuses clean and fully operational. The custodians and maintenance worker are responsible for upkeep of both San Geronimo Elementary and Lagunitas Elementary. The maintenance worker is responsible for general groundskeeping and minor repairs; larger projects are typically outsourced to third-

party contractors. The day custodian is responsible for daily cleaning of the cafeteria, classrooms, and restrooms. Teachers communicate unscheduled maintenance needs and special projects requests to the business manager who either prepares a work order for the custodian/maintenance worker or makes arrangements for a third-party contractor to fulfill the request. Emergency situations are given high priority and resolved immediately by either the custodial staff or maintenance worker.

Every morning before school begins, maintenance inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. Restrooms are checked periodically as a proactive measure in keeping facilities safe, sanitary, and stocked.

The principal and school staff continually monitor the campus and its surrounding areas as a proactive measure in keeping facilities safe and clean. Schools are required on an annual basis to conduct a formal inspection of designated areas and systems as required by state law to report the condition of their facilities. San Geronimo Valley Elementary School's most recent inspection took place on December 18, 2013; the School Facility Good Repair Status table illustrated

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: December 18, 2013				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)			✓	Open Pod - Need more storage to allow less clutter in classrooms. Review of space utilization planned for 2013-14 school year. Grounds covered in separate area; Library - Carpet in library needs to be replaced. Will be addressed after space evaluation is complete; Grounds/Payground - Back wall of cover area has some wood rot. Not a structural or safety issue.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains	✓			
Restrooms	✓			
Sewer	✓			
Playground/School	✓			
Roofs	✓			
Overall Cleanliness	✓			
<b>Overall Summary of School Facility Good Repair Status</b>				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

in this report identifies the state-required inspection areas and discloses the operational status in each of those areas.

## CAMPUS SUPERVISION

As students arrive on campus each morning, one teacher supervises the bus area and an instructional aide supervises the playground. During recesses and lunch, two yard duty supervisors, and parent volunteers monitor students in the cafeteria and on the playground. When students are dismissed at the end of the day, one teacher supervises the bus area and one crossing guard ensures students leave campus in a safe and orderly manner.

San Geronimo Valley Elementary School is a closed campus. During school hours, visitors are required to check in at the front office upon arrival.

## SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was originally developed for San Geronimo Valley Elementary School in collaboration with local agencies and district administration 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. San Geronimo's most current school safety plan was reviewed, updated, and shared with school staff in the August 2014.

## DEFERRED MAINTENANCE

Lagunitas School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, San Geronimo Valley Elementary received \$18,133.97 of deferred maintenance funds for bathroom repairs, window repairs, fencing repairs and general maintenance.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

San Geronimo Valley Elementary School takes the welfare of every student very seriously, serving the academic, emotional, and behavioral needs of each child. Students

are expected to take responsibility for and be respectful of themselves, others, and their environment. Teachers have developed individual grade-appropriate classroom management plans and incentive programs for both behavior and academic achievements. Integrated into the curriculum are opportunities for students to develop cooperative learning skills, awareness of social responsibility, and self-reliance.

School rules and behavioral expectations are given to students and parents at the beginning of the school year. During the first week of school, the principal visits each classroom and conducts grade level assemblies to reinforce school rules, behavior expectations, safety rules, and consequences for poor conduct. Students are reminded throughout the year as needed by their teachers and the principal to conduct themselves in a safe, responsible, and respectful manner.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Students who continue to make poor choices in conduct are referred to the principal. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Suspensions and Expulsions									
	San Geronimo			Lagunitas SD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	2	1	1	3	4	2	366629	329370	279383
Expulsions (#)	0	0	0	0	0	0	9553	8266	6611

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

## CLASS SIZE

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

## ENRICHMENT ACTIVITIES

The Open Classroom Program embeds enrichment in the core curriculum through art, music, Spanish, gardening, and movement. The Waldorf-Inspired Program is infused with a variety of enrichment activities such as handwork, knitting, woodworking, foreign language, music, and movement. Students are encouraged to participate in field trips and special events.

Students in the Waldorf-Inspired Program remain with the same teacher for several years (when possible) which provides a sense of stability, continued guidance, and a feeling of camaraderie and commitment.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

The district is committed to providing the best educational program possible for its students. An important part of this commitment incorporates ongoing professional development of curriculum coordination, health and safety, and teacher training. All training and curriculum development at Lagunitas School District revolves around the Common Core State Standards.

Class Size Distribution Self-Contained Classrooms			
2011-12			
Grade	Average Class Size	Number of Classes*	
		1-20	21-32 33+
K	18.0	1	
1	20.0	1	
2	17.5	2	
4	26.0		1
5	16.5	1	1
2012-13			
K	15.0	2	
1	6.0	3	
2	13.0	2	
3	16.0	2	
4	7.0	2	
5	10.0	2	
6	6.0	1	
2013-14			
K	10.0	2	
1	10.0	3	
2	8.0	2	
3	9.0	3	
4	15.0	2	
5	6.0	2	
6	13.0	1	

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
3	3	3

During the 2013-14 school year, San Geronimo participated in three district-sponsored staff development days and weekly site-based staff development (Wednesday afternoons). Staff training focused on Math Articulation, Common Core State Standards, Theater Arts, CPR, EpiPen Training, Redirecting Children's Behavior, Marcy Cook Math, No-Bully Training, Technology, Writing Workshop, Special Education Topics, Science, Astronomy, and Mandated Reporter Training.

To support individual training needs, teachers participated in workshops sponsored by the Marin County Office of Education, which offers a broad-based variety of curriculum-based workshops to help teachers improve effectiveness of classroom instruction. Training activities took place during the summer recess, before school, and during school (on substitute release time). Teachers are encouraged to attend professional seminars and conferences related to their field of study, sharing their experiences with fellow staff upon their return.

Lagunitas School District and the Marin County Office of Education jointly support new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers to receive skills assistance over a two-year period.

Classified support staff receive job-related training from department supervisors, district representatives, and the Marin County Office of Education. Training activities and workshops are designed to enhance and extend job performance.

### SCHOOL LEADERSHIP

Leadership is a responsibility shared among the principal, instructional staff, parent groups, and parents. The principal is responsible for the day-to-day operations of the school, overall instructional program, and supervision of certificated and classified staff.

Principal Laura Shain has been in the educational field for 22 years (as of 2014-15 school year). Prior to joining San Geronimo Valley School, Ms. Shain's experience in the educational field includes serving as a principal, a vice principal, and a classroom teacher at Pacifica School District. Professional credentials include:

- Bachelor's Degree - Liberal Arts and Painting
- Master's Degree - Educational Administration
- Multiple Subject Teaching Credential
- Administrative Clear Credential

The School Site Council (SSC) is comprised of the principal, school staff, community volunteers, and parents. The SSC meets periodically throughout the year and takes an active role in making decisions concerning policy and procedures for school programs and to determine how funds for school programs are expended. Team members serve as a liaison between the school and community and are responsible for reviewing and approving the annual budget, school site plan, and school safety plan.

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout San Geronimo Valley Elementary School are being aligned to the Common Core State Standards. Instructional materials for grades K-8 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. District textbook review and adoption activities occur the year following the state's adoption.

On September 18, 2014, the Lagunitas 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 #2015-04 which certifies as required by Education

Code §60119 that (1) 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, 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 the following subjects: mathematics, science, history-social science, English/language arts, including the English language development component of an adopted program.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2014-15 school year, health lessons were a component of the current science curriculum, therefore, the provision of additional classroom materials for health lessons were not needed. Students participating in foreign language and visual and performing arts course work have been provided with supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks					
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade	
Reading/Language Arts					
2007	Yes	Houghton-Mifflin; <i>A Legacy of Literacy</i>	0%	K-5	
	Yes	Handwriting without Tears	0%	K-5	
	Yes	McDougal Littell; <i>Language of Literature</i>	0%	6	
2003	Yes	Hampton Brown; <i>High Point</i>	0%	6	
	Yes	Houghton Mifflin; <i>Write Source</i>	0%	6	
Math					
2008	Yes	Dale Seymore Publications; <i>Developing Number Concepts, Investigations in Number, Data and Space</i>	0%	K-5	
	Yes	McGraw Hill; <i>CA Everyday Mathematics</i>	0%	K-5	
	Yes	Marilyn Burns; <i>Math Solutions</i>	0%	K-5	
	Yes	CPM Educational Program; <i>CPM Math</i>	0%	6	
	Yes	Holt; <i>Holt Mathematics, California Version 2008</i>	0%	6	
	Science				
	Yes	Lakeshore; EFT Kits	0%	K-5	
	Yes	FOSS Kits	0%	K-5	
	Yes	Holt, Rinehart & Winston; <i>Earth, Life, and Physical Science</i>	0%	6	
Social Science					
	Yes	Houghton Mifflin; <i>Houghton Mifflin Social Studies</i>	0%	K-5	
	Yes	Teachers Curriculum Institute (CPM); <i>History Alive 2011</i>	0%	6	

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in March 2015.

## SPECIALIZED INSTRUCTION

All curriculum and instruction are being aligned to the Common Core State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. San Geronimo Valley Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies for both enrichment and intervention.

In the Waldorf-Inspired Program students, instruction begins with a two-hour main lesson focusing on one primary content area; the instructional focus continues for a three- to four-week block to maintain a fresh, enthusiastic, and in-depth learning experience. As a component of the learning process, students create their own textbooks as they daily record and illustrate their lessons.

Special education students are fully included in the general education classroom and receive services as identified by their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. One part-time resource specialist teacher and one resource specialist aide provide individual and small group instruction in and outside the general education classroom. Instructional aides collaborate with class teachers to provide individualized and small group support based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs.

San Geronimo has a very small number of students qualifying for English learner support. Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. English Language Development (ELD) instruction is provided by the teacher through differentiated instruction in core subject areas. ELD instruction typically focuses on oral language development, reading skills, and vocabulary development. As students increase fluency in the English language, teachers continue to monitor student performance through CELDT results and adjust instruction as needed to ensure continued success.

English only and English learners who are not meeting state proficiency standards in reading receive support from a certificated Title I/Intervention teacher. In-class, small group instruction focuses on reading, writing, frontloading content and concepts of future lessons, vocabulary development, and oral language proficiency.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

For the 2013-14 school year, San Geronimo Valley Elementary School had eight fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

Teacher Credentials and Assignments						
	San Geronimo			Lagunitas SD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	8	8	5	16	16	14
Teachers with Full Credential	6	8	5	14	16	14
Teachers without Full Credential	2	0	0	2	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	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.*

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

## TEACHER EVALUATIONS

Teacher evaluation procedures and criteria are defined in the teachers' Certificated Contract. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated in writing at least once every school year; permanent teachers are evaluated in writing at least every other year. Evaluations are performed by the principal who has been trained and certified for competency to perform teacher evaluations.

## SUBSTITUTE TEACHERS

The district does not experience any difficulty finding a qualified substitute when a teacher is absent due to illness, injury, or bereavement. If a substitute teacher were not available, the principal would fill the role of substitute.

Lagunitas School District has access to approximately 25 local substitutes who are typically called upon to fill vacancies and have proven effective in the district's unique educational programs. All substitutes are recruited through the Marin County Office of

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	2013-14	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
San Geronimo	85.0%	15.0%
District Totals		
All Schools	96.0%	4.0%
High-Poverty Schools	-	-
Low-Poverty Schools	96.0%	4.0%

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

Education. Applicants are required to possess a valid, current California Teaching Credential or a current Emergency 30-Day Substitute Teaching Permit.

## COUNSELING & SUPPORT SERVICES STAFF

San Geronimo Valley Elementary School makes every effort to meet the academic, emotional, and physical needs of its students. Counseling support is provided by the principal and teachers. A counselor, provided by the Bay Area Community Resources Center, visits the district three days a week to work with identified students at both Lagunitas School and San Geronimo Valley (One counseling intern provides student support services for both schools one and one-half days per week). A nurse from the Marin County Office of Education provides mandatory health screening and IEP services. A county psychologist assists with testing, evaluation, and progress monitoring of students with special needs.

As needed throughout the year, highly qualified specialists are provided by the Marin County Office of Education for:

- Health services
- Speech and language therapy
- Vision, orientation, and mobility services

### Counselors and Support Personnel (Nonteaching Professional Staff)

2013-14

	No. of Staff	FTE*
Academic Counselor	1	0.3
County Psychologist	**	
County Nurse	***	
Average Number of Students per Academic Counselor		133

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

\*\*2 days per month

\*\*\*5 days per year

## SARC DATA & INTERNET ACCESS DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about San Geronimo Valley School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

## PUBLIC INTERNET ACCESS

Parents may access San Geronimo Valley Elementary's SARC and access the Internet at any of the county's public libraries. The closest library to San Geronimo Valley Elementary is the Fairfax Public Library, a branch of the Marin County Free Library.

Phone: (415) 453-8151

Hours: Monday-Thursday: 10-9; Saturday: 10-6

Number of Computers Available: 6

Printers Available: Yes

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2012-13 school year, Lagunitas School District spent an average of \$11,067

of total general funds to educate each student (based on 2012-13 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 <http://www.cde.ca.gov/ds/fd/ec/> and <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.)

Salary Comparison 2012-13		
	Lagunitas SD	State Average of Districts in Same Category
Beginning Teacher Salary	-	38,970
Mid-Range Teacher Salary	-	56,096
Highest Teacher Salary	-	71,434
Average Principal Salaries:		
Elementary School	-	91,570
Superintendent Salary	-	107,071
Percentage of Budget For:		
Teacher Salaries	35	36
Administrative Salaries	6	7

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

### Current Expense of Education Per Pupil

2012-13

Expenditures Per Pupil	Dollars Spent Per Student				
	San Geronimo	Lagunitas SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	12,305	N/A	N/A	N/A	N/A
Restricted (Supplemental)	4,876	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,429	7,196	103.2%	4,690	158.4%
Average Teacher Salary	64,200	65,237	98.4%	57,931	110.8%

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

In addition to general fund state funding, Lagunitas School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction Grades K-3 (optional)
- Economic Impact Aid
- Education Jobs Fund
- Education Protection Account
- Lottery: Instructional Materials
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Transportation