

San Geronimo Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	San Geronimo Valley Elementary School
Street	One Lagunitas School Rd.
City, State, Zip	San Geronimo, CA 94963-0308
Phone Number	(415) 488-9421
Principal	Laura Shain
E-mail Address	lshain@lagunitas.org
Web Site	www.lagunitas.org
CDS Code	21 65359 6024343

District Contact Information	
District Name	Lagunitas Elementary School District
Phone Number	(415) 488-4118
Superintendent	John Carroll
E-mail Address	jcarroll@lagunitas.org
Web Site	www.lagunitas.org

School Description and Mission Statement (School Year 2016-17)

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 2016-17 school year, 261 students were enrolled; 2 % qualified for English Learner support and 21% qualified for free or reduced-price lunch.

San Geronimo Valley Elementary School Profile

San Geronimo Valley Elementary School offers a unique educational program for the students in its community: the Open Classroom 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.

During the 2016-17 school year, 87 students were enrolled. Demographics showed that 16% received 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	17
Grade 1	15
Grade 2	10
Grade 3	17
Grade 4	13
Grade 5	15
Grade 6	10
Total Enrollment	97

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0
Asian	1
Filipino	1
Hispanic or Latino	6.2
Native Hawaiian or Pacific Islander	2.1
White	81.4
Two or More Races	5.2
Socioeconomically Disadvantaged	19.6
English Learners	0
Students with Disabilities	11.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	4	4	13
Without Full Credential	5			
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

\Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Instructional Materials

All textbooks used in the core curriculum throughout Lagunitas 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 , 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 a textbook and supplemental materials to use in class and to take home. These materials comply with the state’s content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2007 and 2015 Houghton-Mifflin Handwriting without Tears High Noon Books; Leveled Reading Books and Sound Out Series Heinmann Publishing; Writer's Workshop and Readers Workshop Units of Study Prentice Hall; Words Their Way McDougal Littell; Language of Literature 2003 Houghton Mifflin; Write Source	Yes	
Mathematics	2015 Houghton Mifflin Harcourt Go Math Houghton Mifflin Harcourt Expressions Pearson Investigations Singaporemath.com Inc., Singapore Math, 2011 McGraw Hill: CA Everyday Mathematics Marilyn Burns: Math Solutions	Yes	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	LakeshoreL EFT Kits FOSS Kits AIMS Education Foundation Holt, Rinehart & Winston; Earth, Life, and Physical Science	Yes	
History-Social Science	Houghton Mifflin; Houghton Mifflin Social Studies Teachers Curriculum Institute (CPM); History Alive 2011	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

San Geronimo Valley Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. The Lagunitas Elementary School District passed a \$5 million dollar bond in November 2013 for the modernization of the Lagunitas & San Geronimo Schools. The final projects were completed in January 2017. Ongoing maintenance and improvements to ensure campus facilities remain up to date and provide adequate space and healthy environment for students and staff.

Campus Maintenance

San Geronimo Valley Elementary School staff is proud of their beautiful campus and is devoted to maintaining high standards regarding campus maintenance and general housekeeping practices. The Lagunitas Elementary School District's custodial staff is 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 the upkeep of both; Lagunitas & San Geronimo Schools. The maintenance worker is responsible for general grounds keeping and minor repairs; larger projects are typically outsourced to third party contractors. One day custodian is responsible for daily cleaning of the multi-purpose room, classrooms, and restrooms. Teachers communicate unscheduled maintenance needs and special projects requests to the secretary who prepares a work order and forwards it to the Chief Business Official (CBO) for review and approval. The CBO assigns the work order to 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 January 28, 2017; the School Facility Good Repair Status is table illustrated.

Deferred Maintenance

Lagunitas School District does not participate in the State School Deferred Maintenance Program and does not receive any funding to assist with major repairs or replacement of existing school building components. These components include but are not limited to, roofing, plumbing, electrical systems, playground structures, and exterior painting. The District's Board of Trustees and Administration understand the need to fund the District's Deferred Maintenance program; therefore, funds from the general fund are transferred into the Deferred Maintenance fund to cover the cost of repairs and other general maintenance. In fiscal year 2016-17, the Deferred Maintenance fund budgeted \$74,248 and to date has expended \$41,400 of these funds for painting, repairs to fencing and gates, repairs to boiler, general maintenance, and gymnasium projects, for both schools; Lagunitas & San Geronimo.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/28/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Grounds/Playground: Playground structure: Some rot and deterioration found-repairs planned. Signs or labels should be clearly posted on the playground equipment or be freestanding. Freestanding signs must be placed outside of the equipment use zone. The signs and/or labels should be readily visible to the intended viewer. LWIP Classroom: Roof leaks observed, but not structural damage. Ceiling surface in two areas is water stained. The cause of the water stain should be identified and repairs should be made if necessary. Administration will plan repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Grounds/Playground: Playground structure: Some rot and deterioration found-repairs planned. Signs or labels should be clearly posted on the playground equipment or be freestanding. Freestanding signs must be placed outside of the equipment use zone. The signs and/or labels should be readily visible to the intended viewer.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/28/2017				
Overall Rating	Exemplary	Good	Fair	Poor

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	33	100	54	61	44	48
Mathematics	75	33	30	29	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	3	17.6	133.3
	4	13	3	23.1	66.7
	5	15			
Male	5	12			
Female	3	11	2	18.2	150.0
White	3	13	3	23.1	100.0
	4	11	2	18.2	100.0
	5	11			

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	3	17.6	33.3
	4	13	3	23.1	33.3
	5	15			
Male	5	12			
Female	3	11	2	18.2	
White	3	13	3	23.1	33.3
	4	11	2	18.2	50.0
	5	11			

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--		77	72	82	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	15			
Male	12			
White	11			

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.3	20	53.3

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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), and Open Classroom 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 a Newsletter 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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.7	0.0	0.0	0.6	0.0	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2016.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		2		24		1		22		1	
2					24		1		21		1	
3	19	1	1									
4	26		1		25		1		25		1	
5	14	1										
6	23		1						24		1	
Other					27		1					

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		133
Counselor (Social/Behavioral or Career Development)	0.11	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.64	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.75	N/A
Resource Specialist	2.62	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12,305	\$4,955	\$7,350	\$79,721
District	N/A	N/A		\$69,550
Percent Difference: School Site and District	N/A	N/A		14.6
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	29.5	30.7

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Lagunitas School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- One-time for outstanding mandate claims
- Educator Effectiveness
- Education Protection Account
- Lottery: Instructional Materials
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,085
Mid-Range Teacher Salary		\$59,415
Highest Teacher Salary		\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary		\$116,069
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development (Most Recent Three Years)

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. Training and curriculum development at Lagunitas School District revolves around the Common Core State Standards.

During the 2015-2-16 school year, San Geronimo participated in three district sponsored staff development days and weekly site-based staff development (Wednesday afternoons). Staff training focused on Language Arts (Readers Workshop) NGSS Science, Math Articulation, Common Core State Standards Articulation, Theater Arts, EpiPen Training, Technology, Writing Workshop, Special Education Topics, 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.