

LAGUNITAS SCHOOL DISTRICT



SAN GERONIMO VALLEY ELEMENTARY SCHOOL

School Accountability Report Card

A Report of 2009-10 Activity Published in 2010-11

San Geronimo Valley Elementary School

Grades K-6
P.O. Box 308
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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 and school facilities sections were acquired in April 2011.

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 2009-10 school year, 282 students were enrolled; 2.1% qualified for English Learner support, 10.3% receive special education services, and 21.4% 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 K-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.

Percentage of Students by Ethnicity / Grade Level

2009-10			
Ethnic Group	%	Grade Level	#
African-American	2.4%	Kindergarten	25
Amer. Indian or Alaskan Native	0.0%	Grade 1	21
Caucasian	0.0%	Grade 2	21
Asian	0.0%	Grade 3	21
Filipino	0.0%	Grade 4	16
Hispanic or Latino	9.4%	Grade 5	11
Pacific Islander	1.6%	Grade 6	12
Two or More Races	0.8%		
Not Reported	85.8%	Total Enrollment	127

The Waldorf-Inspired program currently serves children in grades K-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 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 2009-10 school year, 127 students were enrolled. Student demographics are comprised of 23% students receiving special education services, 1.6% qualifying as English learners, and 22% 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.

PARENT INVOLVEMENT

Parent participation is an integral component of the program's structure. Families with students enrolled in the Open Classroom program are required to donate three hours of time dedicated to in-class support. All parents 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 *Tuesday News* 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 and letters 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.

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.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	San Geronimo	Lagunitas SD
Overall School Results	No	No
Participation Rate		
English-Language Arts	No	No
Math	No	No
Percent Proficient		
English-Language Arts	Yes	Yes
Math	Yes	No
API	No	Yes

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results web site at <http://star.cde.ca.gov>.

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.

San Geronimo Valley Elementary School did not have an API score for the 2009-10, 2007-08, and 2006-07 cycles since greater than 20% of the students' parents filed a waiver to excuse their child(ren) from taking the STAR assessment. According to California Education Code §60615, a student's parent/guardian may submit a written request to excuse his or her child from participating in any or all parts of the STAR assessment.

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

STAR All Students Percentage of Students Scoring at Proficient & Advanced Levels

	San Geronimo			Lagunitas SD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	53	58	57	62	65	63	46	50	52
Math	20	38	36	40	31	34	43	46	48
Science	*	0	*	68	64	55	46	50	54
History	0	0	0	52	53	50	36	41	44

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	San Geronimo							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	*				*		55	
Math	*				*		37	
Science							*	
History								

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

STAR Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	San Geronimo					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	60	*			*	
Math	36	*			*	
Science		*				
History						

Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2010/>.

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/pf/>.

Grade Tested	Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10		
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	100	64.6	46.6

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.

In 2009-10, 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. San Geronimo did not meet all AYP criteria; therefore the school entered Program Improvement at the beginning of 2005-06 school year.

Title I Program Improvement (PI) Status		
	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
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		2
Percent of Schools Currently Identified for PI		100%

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	
Square Footage	16,700 sq. ft.
# 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.

San Geronimo Valley Elementary School's custodial staff are qualified and equipped to handle routine cleaning needs, general maintenance, and minor repairs. Following a standard cleaning schedule, one full-time day custodian and one full-time maintenance worker are responsible for keeping the campus clean and fully operational. The custodian 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. The principal and custodian meet formally once a month to address cleaning needs, maintenance projects, and safety concerns. 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, the custodian 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 February 16, 2010; the School Site Inspection table illustrated 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. During recesses and lunch, two yard duty supervisors, parent volunteers, and teachers 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 to ensure students leave campus in a safe and orderly manner.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: February 16, 2010	✓		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary ✓
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Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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 November 2010.

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 2009-10 school year, San Geronimo Valley Elementary received a portion of \$187,799.00 of deferred maintenance funds for critical hardship door and window project repairs, heating/cooling system repairs, and miscellaneous repairs throughout the campus.

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.

ENRICHMENT ACTIVITIES

The Open Classroom Program embeds enrichment in the core curriculum through art, music, gardening, and movement. The Waldorf-Inspired Program is infused with a variety of enrichment activities such as handwork, knitting, woodworking, 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 which provides a sense of stability, continued guidance, and a feeling of camaraderie and commitment.

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.

Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	11.0	1		
Combo K-3	19.7	3		
Combo 3-4	25.0		1	
Combo 4-6	21.0		2	
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	1		
1				
Combo K-3	19.3	3		
Combo 3-4	23.5	1	1	
Combo 4-6	23.0		1	
2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	1		
Combo K-3	19.3	3		
Combo 3-4	23.5	1	1	
Combo 4-6	23.0		1	

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

	Suspensions & Expulsions					
	San Geronimo			Lagunitas SD Elementary Schools		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions (#)	0	3	2	8	13	5
Suspensions (%)	0.00%	2.04%	1.57%	3.01%	4.53%	1.78%
Expulsions (#)	0	0	0	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days, is counted as two cases of suspension.

curriculum development at Lagunitas School District revolves around the California Content Standards and Frameworks. During the 2009-10 school year, San Geronimo participated in three district-sponsored staff development days and weekly site-based staff development (Wednesday afternoons). Staff training focused on vertical articulation, addressing PLC (Professional Learning Communities) critical questions, and writing.

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.

The School Site Council (SSC) is comprised of the principal, school staff, and parents. The SSC meets monthly 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 aligned to the California Content Standards and Frameworks. 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 21, 2010, 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 #2011-08 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 SARC's the sufficiency of instruction materials used for health, and visual/performing arts curricula. During the 2010-11 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 visual and performing arts course work have been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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

District Adopted Textbooks		
Year	Publisher	Grades
Math		
2002	McDougal Littell <i>Algebra I, Concepts and Skills</i>	6-8
2008	McGraw Hill <i>CA Everyday Mathematics</i>	K-6
*	CPM Math <i>Foundations for Algebra</i>	
Language Arts		
2007	Houghton-Mifflin <i>A Legacy of Literacy</i>	K-5
*	Houghton Mifflin <i>Write Source</i>	
*	McDougal Littell <i>Language of Literature</i>	6
2003	Hampton Brown <i>High Point</i>	4-8
Science		
*	Holt, Rinehart & Winston <i>Earth, Life, and Physical</i>	6-8
Social Science		
*	Houghton Mifflin <i>Houghton Mifflin Social Studies</i>	K-6

All textbooks are in adequate supply and condition. 100% of students, including English learners, in each core subject are provided the necessary textbooks and instructional materials to use in class and to take home. The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 2009-10 school year, San Geronimo Valley Elementary School had six 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".

In the table below, 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 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 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. The Bay Area

Teacher Credentials & Assignments									
	San Geronimo				Lagunitas SD				
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	
Total Teachers	8	7	8		18	17	18		
Teachers with Full Credential	7	5	6		17	15	16		
Teachers without Full Credential	1	2	2		1	2	2		
Teachers in Alternative Routes to Certification	1	1	0		1	1	0		
Pre-Internship	0	0	0		0	0	0		
Teachers with Emergency Permits	0	0	0		0	0	0		
Teachers with Waivers	0	0	0		0	0	0		
Teachers Teaching Outside Subject Area	0	0	0		0	0	0		
Teacher Misassignments - Total	0	0	0	0	0	0	0	0	
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0	
Teacher Vacancies	0	0	0	0	0	0	0	0	

Percentage of Core Classes:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2009-10		
San Geronimo	100	0
District Totals		
All Schools	100	0
High-Poverty Sch.	0	0
Low-Poverty Sch.	0	0

Teacher Education Levels 2009-10		
	San Geronimo %	Lagunitas SD %
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	14.2	11.1
Master's Degree	57.1	27.8
Bachelor's Degree plus 30 or more semester hours	28.6	61.1
Bachelor's Degree	0.0	0.0
Less than a Bachelor's Degree	0.0	0.0

Community Resources Center provides a counselor one day week to work with identified students. A nurse from the Marin County Office of Education conducts mandatory health screening and IEP services. A county psychologist assists with testing, evaluation, and progress monitoring of students with special needs.

Counselors & Support Personnel
(Nonteaching Professional Staff)
2009-10

	No. of Staff	FTE
Counselor	1	0.3
County Nurse	5 days a year	
County Psychologist	2 days a month	

FTE = Full-Time Equivalent

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

- Health services
- Speech and language therapy
- Occupational therapy
- Adapted and physical therapy
- Psychological services
- Vision, orientation, and mobility services

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 the Fairfax Branch of the Marin County Libraries which is located at 2097 Sir Francis Drake Blvd., Fairfax, CA.

Phone: (415) 453-8151

Hours: Mon. - Thurs: 10 a.m. to 9 p.m.
Sat: 10 a.m. to 6 p.m.

Number of Computers Available: 9

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.

	Salary Comparison 2008-09	
	Lagunitas SD	State Average of Districts in Same Category
Beginning Teacher Salary	\$44,291	\$38,905
Mid-Range Teacher Salary	\$63,606	\$56,504
Highest Teacher Salary	\$84,489	\$71,750
Average Principal Salaries:		
Elementary School	\$91,500	\$92,053
Superintendent Salary	\$122,652	\$111,055
Percentage of General Fund Expenditures For:		
Teacher Salaries	36.00 %	37.90 %
Administrative Salaries	5.90 %	6.80 %

EXPENDITURES PER STUDENT

For the 2008-09 school year, Lagunitas School District spent an average of \$11,640 of total general funds to educate each student (based on 2008-09 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.)

Expenditures Per Pupil	Current Expense of Education per Pupil 2008-09				
	San Geronimo	Lagunitas SD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$11,358	\$11,358	100.0%	N/A	N/A
Restricted (Supplemental)	\$4,714	\$4,714	100.0%	N/A	N/A
Unrestricted (Basic)	\$6,644	\$6,644	100.0%	\$5,681	117.0%
Average Teacher Salary	\$63,606	\$60,841	104.5%	\$57,352	106%

In addition to general fund state funding, Lagunitas School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Arts & Music Block Grant
- California Instructional School Garden
- California Peer Assistance and Review
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Instructional Materials
- Lottery
- Professional Development Block Grant
- Supplemental School Counseling
- School and Library Improvement Block Grant
- School Safety & Violence
- Special Education
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment Incentives
- Title I, II, IV, V
- Tobacco Use & Prevention Education
- Transportation