Lagunitas Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lagunitas Elementary School
Street	One Lagunitas School Road
City, State, Zip	San Geronimo, CA 94963-0308
Phone Number	(415) 488-4118
Principal	Laura Shain
Email Address	lshain@lagunitas.org
Website	www.lagunitas.org
County-District-School (CDS) Code	21653596024335

Entity	Contact Information
District Name	Lagunitas Elementary School District
Phone Number	(415) 488-4118
Superintendent	John A. Carroll
Email Address	jcarroll@lagunitas.org
Website	www.lagunitas.org

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

About the District
Lagunitas School District is located in Marin County, 6 miles west of Fairfax. 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 2019-2020 school year, 240 students were enrolled; 4.16% qualified for English Learner support and 13.33% qualified for free or reduced-price lunch.

School Profile
Lagunitas Montessori is the only public Montessori school in Marin County. The Montessori Program serves students in grade TK-5 and creatively combines academics, art and music to engage each child physically, cognitively, spiritually, and emotionally. The curriculum is based on the teachings of Maria Montessori with adaptations designed to align with the Common Core State Standards, including ongoing assessment of student progress. Through cultural subjects of history, geography, botany, and zoology, students are encouraged to see themselves as citizens of the world and learn to recognize the interrelationship of all living things.

Lagunitas Middle School serves students in grades 6-8. Following a flexible block schedule format, students receive an intensive core curriculum in language arts, math, physical education, science, and social studies supplemented with enrichment in art, drama, and music. By making learning exciting and relevant, students become actively involved in their education. Students are surrounded by a nurturing support system of parents, teachers, and friends to help them set and achieve their goals.

During the 2019-2020 school year, 57 students were enrolled in Montessori and 97 in Lagunitas Middle School.

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 2018-19)

Grade Level	Number of Students
Kindergarten	9
Grade 1	7
Grade 2	10
Grade 3	12
Grade 4	11
Grade 5	14
Grade 6	31
Grade 7	28
Grade 8	30
Total Enrollment	152

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
Filipino	0.7
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	2
White	69.7
Two or More Races	10.5
Socioeconomically Disadvantaged	8.6
English Learners	6.6
Students with Disabilities	8.6
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	8	8	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 01/30/2019

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 19, 2019, 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 #2020-07 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 2019-20 school year, health lessons were a component of the current science curriculum, therefore, the provision of additional classroom materials for health lessons was not needed. Students participating in 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Various books and novels 2017	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	2015 Singaporemath.com Inc., Singapore Math, 2011 McGraw Hill: CA Everyday Mathematics Marilyn Burns: Math Solutions Houghton-Mifflin Harcourt Go Math & Algebra Houghton-Mifflin Expressions Pearson Investigations	Yes	0%
Science	LakeshoreL EFT Kits FOSS Kits AIMS Education Foundation Holt, Rinehart & Winston; Earth, Life, and Physical Science	Yes	0%
History-Social Science	Houghton Mifflin; Houghton Mifflin Social Studies Montessori Philosphy and Materials Teachers Curriculum Institute (CPM); History Alive 2011 Howard Zinn history book 2017	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lagunitas Elementary School provides a safe and clean environment for learning through proper facilities maintenance and campus supervision.

Campus Maintenance

Lagunitas Elementary School staff is proud of the beautiful campus and is devoted to maintaining high standards regarding campus maintenance and general housekeeping practices. The Lagunitas 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. The custodian is responsible for daily cleaning of the Cafeteria/multi-purpose room, classrooms, offices 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. Lagunitas Elementary School's most recent inspection took place on January 29, 2018; the School Facility Good Repair Status table is illustrated.

Deferred Maintenance

Lagunitas School District allocates funding to assist with maintenance 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 for repairs and other general maintenance. In fiscal year 2019-20 the Deferred Maintenance fund budgeted $130,000 and to date has expended $74,443 of these funds for painting, repairs to HVAC systems and roofs, general maintenance, and gymnasium projects, for both schools; Lagunitas & San Geronimo.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
  • Determination of repair status for systems listed
  • Description of any needed maintenance to ensure good repair
  • The year and month in which the data were collected
  • The overall rating

Year and month of the most recent FIT report: 1/29/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

*   **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
*   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	64	61	64	50	50
Mathematics (grades 3-8 and 11)	29	42	30	42	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	98	75.97	24.03	64.29
Male	65	43	66.15	33.85	53.49
Female	64	55	85.94	14.06	72.73
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	10	76.92	23.08	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	92	71	77.17	22.83	66.20

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	14	10	71.43	28.57	100.00
Socioeconomically Disadvantaged	14	11	78.57	21.43	36.36
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	98	75.97	24.03	41.84
Male	65	43	66.15	33.85	37.21
Female	64	55	85.94	14.06	45.45
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	10	76.92	23.08	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	92	71	77.17	22.83	40.85
Two or More Races	14	10	71.43	28.57	80.00
Socioeconomically Disadvantaged	14	11	78.57	21.43	27.27
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	30.8	30.8	23.1
7	18.5	11.1	63.0

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

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school committee, and volunteering at the school. Staff welcome parents' assistance in the classroom, in the office, on field trips, and with special projects. 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), Middle School Parent Group, Montessori Parent Group, Parent Committees, PTO (Parent Teacher Organization), and other groups provide opportunities for parents to take an active role in the decision-making process. 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. 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. The school 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 Lagunitas Elementary School or are interested in participating in its learning community may contact their child's teacher. Staff contact information can be found on the Lagunitas School District website at www.lagunitas.org.

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.7	0.0	1.3	1.1	0.0	0.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was originally developed for Lagunitas 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.

Lagunitas School District is working in collaboration with the County of Marin, Woodacre Fire Department to review and update safety plan procedures, and will share any future updates annually (or as needed) with the Woodacre Fire Department, as well as law enforcement and other first responders.

In addition, Lagunitas School District is working with local law enforcement agencies, including our School Resource Officer from the Marin County Sheriff's Office to review emergency response procedures, including law enforcement's tactical response to criminal incidents, and procedures related to individuals with guns on school campuses and at school related functions, procedures to prepare for active shooters or other armed assailants, based on the specific needs and context of our schools and community.

Lagunitas Elementary School's most current school safety plan was reviewed, updated, and shared with school staff in August 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21		1		20	1			16	1		
2					15	1						
3	19	1							21		1	
4	19	1			21		1					
5	19	1			20	1			25		1	
6	28		5		23		5		32		10	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,498	$6,538	$8,960	$81,746
District	N/A	N/A	$8,960	$81,905.00
Percent Difference - School Site and District	N/A	N/A	0.0	-0.2
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	17.7	22.9

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

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

Types of Services Funded (Fiscal Year 2018-19)

In addition to general fund state funding, Lagunitas School District receives state and federal categorical funding for special programs. For the 2018-19 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
- 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,378	$45,252
Mid-Range Teacher Salary	$77,885	$65,210
Highest Teacher Salary	$102,125	$84,472
Average Principal Salary (Elementary)	$148,354	$107,614
Average Principal Salary (Middle)	$0	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$0	$124,686
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 2018-19 school year, Lagunitas Elementary School participated in three district sponsored staff development days and weekly site-based staff development (Wednesday afternoons). Staff training focused on special education including dyslexia and autism, a Writers Workshop with the Bay Area Writing Project, NGSS Science, Jo Boaler You Cubed Stanford Math, standards-based report cards and assessments, problem-based learning, EpiPen Guidelines, equity training, emergency and safety procedures, technology, 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.