

Lagunitas Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School 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	Jenelle Ferhart
Email Address	jferhart@lagunitas.org
School Website	www.lagunitas.org
Grade Span	TK-5
County-District-School (CDS) Code	21 65359 6024343

2025-26 District Contact Information

District Name	Lagunitas Elementary School District
Phone Number	(415) 488-4118
Superintendent	Kathleen Graham
Email Address	kgraham@lagunitas.org
District Website	www.lagunitas.org

2025-26 School Description and Mission Statement

About the District

Lagunitas School District is located in Marin County, approximately 30 miles north of San Francisco and six miles west of Fairfax. This small, rural district is nestled in a scenic woodland setting within the unincorporated San Geronimo Valley. Serving students from four local hamlets, the district previously operated two schools; however, beginning in the 2025–26 school year, San Geronimo Valley Elementary School merged with Lagunitas Elementary School. During the 2025–26 school year, enrollment totaled 168 students, with 4% qualifying for English Learner support and 15% eligible for free or reduced-price lunch.

Our TK-8th grade core values include community partnerships, dynamic academics, creatively integrated arts, well-being and social emotional learning, advocacy of equity and peaceful conflict resolution, and experiential immersion in our natural environment. We embrace project based learning and arts integration throughout the grades. The California Common Core standards are followed and a robust curriculum is the foundation of the student experience at Lagunitas School.

Lagunitas Elementary School Profile

Our Elementary program serves students in TK-5th grade. Our multi-age classrooms encourage robust social and learning opportunities. Students participate in art studio classes each week with the opportunity to access the open art room multiple times weekly. Other enrichment classes, including garden, Spanish, music, and library time are also embedded in the weekly schedule. Student autonomy is encouraged and students have plentiful opportunities outdoors each day in free play and structured activities.

Lagunitas Middle School Profile

The Lagunitas Middle School serves students in grades 6-8. Students receive an intensive core curriculum in language arts, math, science, social studies, and physical education supplemented with enrichment in Spanish, art, drama, music, and other electives. 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. Each grade has a significant excursion each year with students attending outdoor education programs, embarking on a cross-country backpacking trip from mountain to shore, and the culmination of an 8th grade equity and activism trip to Georgia and Alabama in the spring.

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	4
Kindergarten	14
Grade 1	8
Grade 2	11
Grade 3	13
Grade 4	26
Grade 5	18
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	94

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
Non-Binary	0
American Indian or Alaska Native	0
Asian	1.1
Black or African American	0
Filipino	0
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0
Two or More Races	11.8
White	65.6
English Learners	7.5
Foster Youth	0
Homeless	1.1
Migrant	0
Socioeconomically Disadvantaged	20.4
Students with Disabilities	17.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	100	10.6	88.83	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.9	8.25	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.3	2.75	15831.9	5.67
Total Teaching Positions	3	100	12	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	75	12	92.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	25	1	7.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	4	100	13	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	75	12	92.31	230039.4	100
Intern Credential Holders Properly Assigned	1	25	1	7.69	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	4	100	13	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 TK-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 11, 2025, 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 #2026-08 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 SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2025-26 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.

Year and month in which the data were collected

January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2021 Amplify Education ELA Books 2022 Fountas & Pinnell Interactive Read Aloud Fountas & Pinnell Reading and Writing Mini Lessons Heineman Jump Rope Readers High Noon Books; Leveled Reading Books and Sound Out Series Various books and novels	0
Mathematics	2015	0

Science	Mystery Science 2024	0
	FOSS Kits	
	AIMS Education Foundation	
	Holt, Rinehart & Winston; Earth, Life, and Physical Science	
History-Social Science	Houghton Mifflin; Houghton Mifflin Social Studies	0
	Teachers Curriculum Institute (CPM)	
	Social Studies Texts/Novels and teacher developed curriculum	

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

School Facility Conditions and Planned Improvements

School Facilities

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

Campus Maintenance

Lagunitas 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 custodians and one maintenance worker are responsible for the upkeep of both Lagunitas Elementary School campuses. The maintenance worker is responsible for general groundskeeping and minor repairs. Larger projects are typically outsourced to third party contractors. Custodians are responsible for daily cleaning of the multi-purpose room, gym, 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 principal and 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 routinely as a proactive measure in keeping facilities safe, sanitary, and stocked.

Lagunitas Elementary School's most recent facility inspection took place on September 18, 2025. The FIT report ratings are indicated in the table below with an overall facility rate of Good.

Year and month of the most recent FIT report

09/18/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			
Gas Leaks, Mechanical/HVAC, Sewer				
Interior:	X			
Interior Surfaces				
Cleanliness:	X			
Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains:	X			
Restrooms, Sinks/ Fountains				

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X	
Structural: Structural Damage, Roofs		X Classrooms Hub: Hub Restrooms: Office/Classrooms wing:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	53	55	62	65	47	48
Mathematics (grades 3-8 and 11)	46	46	46	54	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	58	47	81.03	18.97	55.32
Female	32	25	78.13	21.87	64.00
Male	26	22	84.62	15.38	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	9	75.00	25.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	38	31	81.58	18.42	54.84
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	6	54.55	45.45	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	58	48	82.76	17.24	45.83
Female	32	25	78.13	21.87	52.00
Male	26	23	88.46	11.54	39.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	31	81.58	18.42	45.16
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	6	54.55	45.45	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	66.67	52.5	59.38	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	15	88.24	11.76	66.67
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent participation is an integral component of the program's structure. Families with students enrolled in the elementary 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. The school district's website features comprehensive information about school programs as well as general information. Teachers prepare and send home weekly class newsletters. Flyers, letters, and emailed messages are used for special announcements and reminders.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	1.2	0	1.16	1.75	3	3.6	3.28	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	3	0.08	0.07	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was originally developed for Lagunitas Elementary School in collaboration with local agencies and district administration. 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 2025 and the School Site Council in January 2026.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	14	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	1	0	0	0
K	10	1	0	0
1	11	0	0	0
2	11	0	1	0
3	23	0	1	0
4	17	0	0	0
5	8	0	1	0
6	0	0	0	0
Other	81	1	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	4	0	0	0
K	14	1	0	0
1	8	0	0	0
2	11	0	0	0
3	13	1	0	0
4	26	0	1	0
5	18	1	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,822	\$3,561	\$8,261	\$90,651
District	N/A	N/A	\$9,831	\$99,676
Percent Difference - School Site and District	N/A	N/A	-17.4	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-26.4	13.2

Fiscal Year 2024-25 Types of Services Funded

In addition to general fund state funding, Lagunitas School District receives state and federal categorical funding for special programs. For the 2023-24 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, IV

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,555	\$55,248
Mid-Range Teacher Salary	\$97,478	\$80,746
Highest Teacher Salary	\$127,817	\$109,655
Average Principal Salary (Elementary)	\$185,678	\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$243,810	\$155,954
Percent of Budget for Teacher Salaries	22.36%	25.26%
Percent of Budget for Administrative Salaries	10.72%	6.12%

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

During the 2024-25 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 Project-Based Learning through the Buck Institute for Education, special education including dyslexia and autism, Reading and Writing strategies, Social Emotional Learning through Zones of Regulation, social justice and racial equity, project-based learning, EpiPen Guidelines, 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 the 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Lagunitas Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School 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	Jenelle Ferhart
Email Address	jferhart@lagunitas.org
School Website	www.lagunitas.org
Grade Span	TK-8
County-District-School (CDS) Code	21653596024335

2025-26 District Contact Information

District Name	Lagunitas Elementary School District
Phone Number	(415) 488-4118
Superintendent	Kathleen Graham
Email Address	kgraham@lagunitas.org
District Website	www.lagunitas.org

2025-26 School Description and Mission Statement

About the District

Lagunitas School District is located in Marin County, approximately 30 miles north of San Francisco and six miles west of Fairfax. This small, rural district is nestled in a scenic woodland setting within the unincorporated San Geronimo Valley. Serving students from four local hamlets, the district previously operated two schools; however, beginning in the 2025–26 school year, San Geronimo Valley Elementary School merged with Lagunitas Elementary School. During the 2025–26 school year, enrollment totaled 168 students, with 4% qualifying for English Learner support and 15% eligible for free or reduced-price lunch.

Our TK-8th grade core values include community partnerships, dynamic academics, creatively integrated arts, well-being and social emotional learning, advocacy of equity and peaceful conflict resolution, and experiential immersion in our natural environment. We embrace project based learning and arts integration throughout the grades. The California Common Core standards are followed and a robust curriculum is the foundation of the student experience at Lagunitas School.

Lagunitas Elementary School Profile

Our Elementary program serves students in TK-5th grade. Our multi-age classrooms encourage robust social and learning opportunities. Students participate in art studio classes each week with the opportunity to access the open art room multiple times weekly. Other enrichment classes, including garden, Spanish, music, and library time are also embedded in the weekly schedule. Student autonomy is encouraged and students have plentiful opportunities outdoors each day in free play and structured activities.

Lagunitas Middle School Profile

The Lagunitas Middle School serves students in grades 6-8. Students receive an intensive core curriculum in language arts, math, science, social studies, and physical education supplemented with enrichment in Spanish, art, drama, music, and other electives. 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. Each grade has a significant excursion each year with students attending outdoor education programs, embarking on a cross-country backpacking trip from mountain to shore, and the culmination of an 8th grade equity and activism trip to Georgia and Alabama in the spring.

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	17
Grade 7	27
Grade 8	23
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	67

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.1
Male	55.9
Asian	1.5
Hispanic or Latino	16.2
Two or More Races	11.8
White	70.6
English Learners	2.9
Homeless	1.5
Socioeconomically Disadvantaged	13.2
Students with Disabilities	13.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.6	85.11	10.6	88.83	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	11	0.9	8.25	11953.1	4.28
Unknown/Incomplete/NA	0.3	3.67	0.3	2.75	15831.9	5.67
Total Teaching Positions	9	100	12	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	100	12	92.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	7.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	9	100	13	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.5	100	7.5	88.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	11.76	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	4.5	100	8.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.90	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 TK-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 11, 2025, 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 #2026-08 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 SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2025-26 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.

Year and month in which the data were collected

January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify Education ELA Books (6th-8th) 2021 Paragraphs for Middle School 2024 Junior Great Books (6th-8th) 2023 Teacher created materials Common Lit 2023 Membean Vocabulary 2024 Various books and novels 2023	0%
Mathematics	Houghton-Mifflin Harcourt Go Math & Algebra 2015	0%

Science	McGraw Hill - CA Inspire Science: Earth & Space Science Grade 6 (Books & Collaboration Kits) 2020 McGraw Hill - CA Inspire Science: Life Science Grade 7 (Books & Collaboration Kits) 2020 McGraw Hill - CA Inspire Science: Physical Science Grade 8 (Books & Collaboration Kits) 2020 Mystery Science 2025 Teacher created materials	0%
History-Social Science	Social Studies books and novels 2024 (Howard Zinn history book, Just Mercy, Braiding Sweet Grass, Call Me Abdi)	0%

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

School Facility Conditions and Planned Improvements

School Facilities

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

Campus Maintenance

Lagunitas 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 custodians and one maintenance worker are responsible for the upkeep of both Lagunitas Elementary School campuses. The maintenance worker is responsible for general groundskeeping and minor repairs. Larger projects are typically outsourced to third party contractors. Custodians are responsible for daily cleaning of the multi-purpose room, gym, 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 principal and 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 routinely as a proactive measure in keeping facilities safe, sanitary, and stocked.

San Geronimo Valley Elementary School's most recent facility inspection took place on September 18, 2025. The FIT report ratings are indicated in the table below with an overall facility rate of Good.

Year and month of the most recent FIT report 09/18/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			
Gas Leaks, Mechanical/HVAC, Sewer				
Interior:	X			
Interior Surfaces				
Cleanliness:	X			
Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains:	X			
Restrooms, Sinks/ Fountains				
Safety:	X			
Fire Safety, Hazardous Materials				

School Facility Conditions and Planned Improvements

Structural:

Structural Damage, Roofs

X

ADMIN BUILDING:

EN HUB ROOMS 4-10:

GYM:

M.S. BATHROOMS:

M.S. WING 12-17:

External:

Playground/School Grounds, Windows/

Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	66	74	62	65	47	48
Mathematics (grades 3-8 and 11)	45	61	46	54	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	68	54	79.41	20.59	74.07
Female	31	23	74.19	25.81	82.61
Male	37	31	83.78	16.22	67.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	5	41.67	58.33	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	48	42	87.50	12.50	71.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	5	38.46	61.54	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	68	56	82.35	17.65	60.71
Female	31	24	77.42	22.58	58.33
Male	37	32	86.49	13.51	62.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	6	50.00	50.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	48	43	89.58	10.42	62.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	6	46.15	53.85	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	51.52	52.94	52.5	59.38	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	17	70.83	29.17	52.94
Female	11	7	63.64	36.36	--
Male	13	10	76.92	23.08	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	13	81.25	18.75	53.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	100	100	100	100	100
Grade 9	--	--	--	--	--

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to be involved in their child's learning environment by attending school events, serving on school committees, 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), Parent Committees, 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 arts 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. Teachers prepare and send home weekly class newsletters. Flyers, letters, and emailed 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	71	68	15	22.1
Female	31	31	5	16.1
Male	40	37	10	27.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	12	1	8.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	50	48	11	22.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	13	13	1	7.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.45	2.27	4.23	1.16	1.75	1.78	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.23	0.00
Female	0.00	0.00
Male	7.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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 and the 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 2025 and the School Site Council in January 2026.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	20	8	0	0
Other	17	2	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	21	0	18	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	17	14	0	0
Other	0	0	0	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.50

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,822	\$3,561	\$8,261	\$90,651
District	N/A	N/A	\$9,831	\$99,676
Percent Difference - School Site and District	N/A	N/A	-17.4	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-26.4	13.2

Fiscal Year 2024-25 Types of Services Funded

In addition to general fund state funding, Lagunitas School District receives state and federal categorical funding for special programs. For the 2024-25 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, IV
- Other State Funds

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,555	\$55,248
Mid-Range Teacher Salary	\$97,478	\$80,746
Highest Teacher Salary	\$127,817	\$109,655
Average Principal Salary (Elementary)	\$185,678	\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$243,810	\$155,954
Percent of Budget for Teacher Salaries	22.36%	25.26%
Percent of Budget for Administrative Salaries	10.72%	6.12%

Professional 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. Training and curriculum development at Lagunitas School District covers a variety of topics.

During the 2024-25 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 Project-Based Learning through the Buck Institute for Education, special education including dyslexia and autism, Reading and Writing strategies, Social Emotional Learning through Zones of Regulation, social justice and racial equity, project-based learning, EpiPen Guidelines, 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 the 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. The District also hired coaches to work with probationary teachers.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
---------	---------	---------	---------

Professional Development			
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

