

# Mill Valley Middle 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
<b>School Name</b>	Mill Valley Middle School
<b>Street</b>	425 Sycamore Avenue
<b>City, State, Zip</b>	Mill Valley, CA 94941
<b>Phone Number</b>	(415 ) 389-7711
<b>Principal</b>	Anna Lazzarini
<b>Email Address</b>	alazzarini@mvschools.org
<b>Website</b>	www.mvschools.org/ms
<b>County-District-School (CDS) Code</b>	21653916085187

Entity	Contact Information
District Name	Mill Valley School District
Phone Number	(415) 389-7705
Superintendent	Kimberly Berman
Email Address	kberman@mvschools.org
Website	www.mvschools.org

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

We strive to be a school where everyone feels welcome, safe, and accepted. We seek to inspire creative, healthy, thoughtful people who are motivated to contribute to the global community. We foster personal growth, critical thinking, technological literacy, and academic excellence, with a commitment to high standards and support for all students.

### School Profile (School Year 2018-2019)

Mill Valley Middle School is one of six schools in the Mill Valley School District, which is a K - 8 district, comprised of five elementary schools and one middle school.

Mill Valley Middle School promotes academic excellence, respect for self and others, and development of personal responsibility. It borders Bay Front Park and the Mill Valley Community Center. The main building is organized in pods, housing between 140 - 145 students in each teaching team. World Languages, PE, Music, and Art are taught in classrooms outside of the main building. Educating and nurturing our children to be college and career ready is our responsibility and our contribution to the future. We have highly qualified teachers who educate and engage our students in learning at high levels. We also have a intervention programs to support struggling students in Reading and Mathematics. We have strong community support by our parents, PTSA, and our district foundation, Kiddo!

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	383
Grade 7	342
Grade 8	314
Total Enrollment	1,039

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.6
Asian	4.4
Filipino	0.3
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0.1
White	75.9
Two or More Races	10
Socioeconomically Disadvantaged	6.3
English Learners	1.8
Students with Disabilities	10.6
Homeless	0.1

## 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	60	58	60	170
Without Full Credential	0	1	0	1
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:** January, 2020

Mill Valley School District held a public hearing on October 3, 2019 and determined that each school within the district had sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English learners, have access to standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Materials approved for use by the State are reviewed by teachers and administrators, and a recommendation is made to the School Board. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school (as of January, 2020).

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	McDougal Littel, and CCSS-based teacher developed instructional materials	Yes	0
<b>Mathematics</b>	CPM Educational, and CCSS-based teacher developed instructional materials	Yes	0
<b>Science</b>	Prentice Hall, and NGSS-based teacher developed instructional materials	Yes	0
<b>History-Social Science</b>	Teachers' Curriculum Institute, and HSS standards-based teacher developed instructional materials	Yes	0
<b>Foreign Language</b>	EMC World Languages	Yes	0
<b>Health</b>	Prentice Hall, and standards-based teacher developed instructional materials	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts standards-based teacher developed instructional materials	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Mill Valley Middle School was originally constructed in 1972 and is comprised of 56 classrooms, changing rooms for PE, a gym, library, staff lounge, offices, conference room, and a playground.

The Mill Valley School District has completed a facilities needs assessment of all schools in the District, with more attention at Mill Valley Middle School. The last modernization the MVMS took place over 20 years ago. The Facilities Master Plan is the comprehensive plan that has been developed by the District and its Committee. It serves as the blueprint that will address the MVMS capital and infrastructure needs.

### Cleaning Process

The site administration works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used (School Dude - CMMS) to ensure efficient service and highest priority are given to emergency repairs.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation either during the school year or project work during the summer break. Data displayed in the chart was collected in December 2019 - January, 2020.

## 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:** January, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	All 10 multi-zone roof top heaters are in need of replacement due to their age and parts availability. Also, the aging energy management system is in need of upgrading.
<b>Interior:</b> Interior Surfaces	Poor	Replace carpet in the following rooms: Administrative area, room 4, room 7, room 10, room 11, room 20, room 22, room 24, media room, library, teachers lounge, room 25, room 27, room 29, room 30, common area to rooms 25-30, room 32, room 33, room 35, room 36, room 37, room 38, room 41, room 42, common area to rooms 37-42, room 43, room 46, room 47, room 48, common area to rooms 43-48, room 82  Prep and paint walls in the following rooms:

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>Administrative area, room 1, room 2, room 4, room 5, room 8, room 9, room 10, District Office, room 19, room 21, room 22, room 23, common area to rooms 19-24, conference room, media room, main hallway, teachers lounge, room 25, room 26, room 28, common area to rooms 25-30, room 31, room 32, room 33, room 34, room 35, common area to rooms 31-36, room 37, room 39, room 40, room 41, room 42, common area to rooms 37-42, room 44, room 48, common area to rooms 43-48, 73, boys' and girls' restroom at MPR, room 78</p> <p>Replace ceiling tiles in the following rooms: Room 3, room 5, room 6, room 11, common area to rooms 7-12, District Office, room 20, common area to rooms 19-24, room 26, room 31, room 34, room 36, room 43, room 44, room 45, room 48, room 70</p> <p>Boys and girls bathrooms in main hallway:  Replace restroom partitions  Room 25 - Repair cabinet  Girls restroom at MPR: Replace flooring surface  Room 91 - Resurface ramps  Room 92 - Resurface ramps  Room 93 - Resurface ramps  Room 94 - Resurface ramps</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No deficiencies
<b>Electrical:</b> Electrical	Good	Room 36 - Replace outlet and cover Room 40 - Replace outlet and cover Room 41 - Replace outlet and cover Room 73 - Secure electrical panel lock
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Room 6 - Repair eyewash station Room 12 - Repair eyewash station Room 25 - Repair eyewash station Room 30 - Repair eyewash station Room 31 - Repair eyewash station Room 37 - Repair eyewash station
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Room 19 -Install exit sign at door
<b>Structural:</b> Structural Damage, Roofs	Poor	Main building and MPR - Replace entire roof system

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	District Office - Replace damaged window latches Asphalt areas - Resurface and re-stripe employee parking lot and basketball courts
Overall Rating	Fair	

## 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)	85	84	85	84	50	50
Mathematics (grades 3-8 and 11)	75	77	79	80	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	1038	1015	97.78	2.22	84.24
Male	552	542	98.19	1.81	81.00
Female	486	473	97.33	2.67	87.95
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	46	45	97.83	2.17	64.44
Filipino	--	--	--	--	--
Hispanic or Latino	83	78	93.98	6.02	73.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	791	777	98.23	1.77	86.36
Two or More Races	102	101	99.02	0.98	89.11
Socioeconomically Disadvantaged	76	71	93.42	6.58	57.75
English Learners	48	46	95.83	4.17	43.48
Students with Disabilities	128	116	90.63	9.37	55.17
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	1038	1013	97.59	2.41	77.30
Male	552	541	98.01	1.99	78.00
Female	486	472	97.12	2.88	76.48
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	46	45	97.83	2.17	71.11
Filipino	--	--	--	--	--
Hispanic or Latino	83	78	93.98	6.02	62.82
Native Hawaiian or Pacific Islander	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	791	775	97.98	2.02	78.97
Two or More Races	102	101	99.02	0.98	82.18
Socioeconomically Disadvantaged	76	71	93.42	6.58	43.66
English Learners	48	46	95.83	4.17	45.65
Students with Disabilities	128	116	90.63	9.37	49.14
Students Receiving Migrant Education Services					
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
7	8.0	30.0	54.3

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)

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The Parent Teacher Student Association (PTSA) and Site Council Leadership provide opportunities for parent participation. Parents have many opportunities to volunteer in different capacities through our PTSA or as a member of our Site Council. Through the PTSA, parents volunteer and are involved in community service, student social events, and student fundraising events. The Site Council parents work with the staff on the Safety plan, and on creating the overarching goals and action plans for the Single Site Plan of the school.

Parents, community members, and local businesses support local schools through a parcel assessment and contributions to Kiddo!, which raises funds to augment a broad range of school programs, including the arts and technology. All sites have been renovated through community supported bond measures totaling \$26,300,000.

It Takes a Village (ITAV) is Mill Valley's first Special Education PTA. It was formed in 2005 to support students with learning differences and their parents. ITAV provides information and resources to understand, identify and teach students who learn differently. ITAV works closely with school administrators and teachers in order to create positive and productive relationships with parents. The organization sponsors monthly speaker events, informal coffees at parents' homes, and holds children's playgroups at local playgrounds.

### 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	2.2	4.9	2.8	1.0	1.9	1.3	3.6	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Mill Valley Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to safety standards. It has a Comprehensive School Safety Plan that includes strategies and programs to address a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) procedures to notify teachers of dangerous pupils; e) sexual and gender-based harassment policies; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; h) rules and procedures on school discipline; i) bullying and harassment policies; j) suicide prevention measures; k) school counseling; and l) school resource officer. The plan is reviewed and updated annually by the School Site Council.

In conjunction with the district's Comprehensive School Safety Plan, staff is trained by local emergency preparedness professionals in search and rescue and first aid. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. All certificated staff participated in a table-top disaster drill on October 23rd, 2019 in preparation for our school-wide full-scale disaster drill on November 20th, 2019. This drill involved simulations of injured, missing and trapped students, as well as parents picking up their children from student release. Our local fire department was on-site to provide feedback on search and rescue and communication protocols.

### Discipline & Climate for Learning

The Mill Valley Middle School community works together to provide a safe, caring environment where uniqueness and differences are respected and all children are supported to reach their full potential. Staff and parents alike are committed to a tradition of academic excellence and social skill development. Our schools basic behavioral expectations are: Be kind and respectful, be honest and truthful, be safe and responsible. When students make poor decisions or are involved in actions that break school rules or Ed Code, we first determine whether the incident would be best addressed through restorative practices or a combination of traditional consequences coupled with restorative practices. We believe that students should learn from their mistakes and not only serve a consequence without any reflection about the incident they were involved in.

Parents provide strong support to all aspects of the school program and play an integral part in the education of the children. They are active partners who contribute time and expertise to the school in order to support classroom programs and special events. A high percentage of families volunteer their time in one or more school projects.

We will provide our students with a secure, caring, and challenging environment along with the knowledge, skills, and love of learning necessary for them to become successful adults.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	22	6	27		21	6	27		23	4	25	
Mathematics	22	7	25		23	9	22		23	6	23	
Science	26		27		25	2	25		25	2	24	
Social Science	24	2	27		24	2	27		24	2	25	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	346.3

\*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)	3.0
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	.375
Psychologist	1.0
Social Worker	0
Nurse	.29
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	3.4

\*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	\$14,099	\$10,165	\$3,934	\$85,391
District	N/A	N/A	\$6,173	\$87,290
Percent Difference - School Site and District	N/A	N/A	-44.3	-2.2
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-17.1	10.2

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 state funding, Mill Valley School District receive state and federal funding for the following categorical funds and other support programs:

- Title I, Part A Low Income
- Title II, Part A Teacher and Principal Training and Recruiting Fund
- Title III, Part A English Language Acquisition, Language Enhancement and Academic Achievement
- Title III, Immigrant Education
- Special Education Program

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,458	\$49,378
Mid-Range Teacher Salary	\$85,845	\$77,190

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$105,867	\$96,607
Average Principal Salary (Elementary)	\$141,666	\$122,074
Average Principal Salary (Middle)	\$160,560	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$258,486	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	6%

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	4	4	4

As part of the district's professional growth program, opportunities for training and staff development are provided at both the district and individual school site level to MVSD staff. The district has four staff development days in which teachers are offered professional growth opportunities related to curriculum, teaching strategies, and instructional methodologies, as well as collaborative planning time. The district places an emphasis on teachers learning from and with one another through a variety of means, such as teacher-facilitated interest based professional development, regular collaboration and planning time, and through its Teacher Leader program.

The district's Instructional Technology Coach and Global Studies Coach lead workshops throughout the school year, and provide small-group/one-on-one coaching support to teachers. The district-wide areas of focus for professional development for 2017-18, 2018-19, and 2019-2020 have been on global competence, instructional technology, social-emotional wellness, and equity. In addition, the district has provided teachers the opportunity to deepen their understanding of teaching for global competence and how to help develop globally minded students through global education workshops, conferences, and presentations. MVSD has worked closely with EdTechTeacher to support its instructional technology initiative. Teachers and staff have enhanced their strategies for addressing social-emotional wellness by participating in training on the Toolbox curriculum, as well as by participating in other professional development related to social-emotional learning. Additionally, over the past three years nearly 175 staff members will have participated in Courageous Conversations/Beyond Diversity trainings, which have allowed participants to build their racial consciousness and consider different ways to address issues of equity in our schools.