

**Tamalpais Valley School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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).

#### **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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Tamalpais Valley School
Street	350 Bell Lane
City, State, Zip	Mill Valley CA 94941
Phone Number	(415) 389-7731
Principal	Laura Myers
Email Address	lmyers@mvschools.org
Website	<a href="https://www.mvschools.org/tm">https://www.mvschools.org/tm</a>
County-District-School (CDS) Code	21653916024475

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Mill Valley School District
Phone Number	(415) 389-7705
Superintendent	Kimberly Berman
Email Address	kberman@mvschools.org
Website	<a href="http://www.mvschools.org">www.mvschools.org</a>

### School Description and Mission Statement (School Year 2020-2021)

Tamalpais Valley School is one of six schools in the Mill Valley School District, which is comprised of five elementary schools and one middle school.

Tamalpais Valley School is nestled in a quiet valley, not far from Tennessee Beach and only five minutes from the Golden Gate Bridge. Mill Valley School District, in general, and Tam Valley, in particular, is a community that nurtures and treasures its children. It is because of this that the community is committed to the support of a rich educational experience. Parents, teachers, local businesses and children have all become partners in this mission. This cooperative spirit creates our unique Tam Valley Family.

Tamalpais Valley is particularly proud of its amazingly supportive PTA, extremely strong science program, stimulating fine arts classes, and excellent Learning Center for students with special needs. Teachers and specialists work together to promote conflict resolution, character building, and leadership development.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	69
Grade 1	65
Grade 2	80
Grade 3	81
Grade 4	75
Grade 5	82
<b>Total Enrollment</b>	<b>452</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	2.9
Hispanic or Latino	8.2
White	78.5
Two or More Races	9.3
Socioeconomically Disadvantaged	3.8
English Learners	2.9
Students with Disabilities	12.4
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25	25	26	170
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** January, 2020

Mill Valley School District held a public hearing on September 14, 2020 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).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinemann, and CCSS-based teacher developed instructional materials	Yes	0
Mathematics	McGraw-Hill, Pearson Investigations, and CCSS-based teacher developed instructional materials	Yes	0
Science	Amplify, Mystery Science, and NGSS-based teacher developed instructional materials	Yes	0
History-Social Science	Scott Foresman, and HSS standards-based teacher developed instructional materials	Yes	0
Visual and Performing Arts	Visual and performing arts standards-based teacher developed instructional materials	Yes	0

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

## School Facility Conditions and Planned Improvements

Tamalpais Valley Elementary was originally constructed in 1952 and is comprised of 28 classrooms, with a designated art room and music/PE room. The school also has a multipurpose room, library, staffroom, field, two playgrounds, and two play structures. In addition, the school has a Learning Center to provide support services and accommodate the needs of special education students.

After more than two years of planning and public participation, Mill Valley School District voters approved Measure C on November 3, 2009. Measure C authorized the District to issue up to \$59.8 million in bonds to pay for Phase 1 of the Facilities Master Plan. Measure C was approved by 66.5% of registered voters who voted in the November general election. Measure C required a minimum of 55% voter approval.

The Facilities Master Plan is the comprehensive plan developed over two years by the District and its Facilities Master Plan Committee. It serves as the blueprint that addresses the District’s future capital and infrastructure needs.

**Cleaning Process**

The principal works daily with the custodial staff to ensure that the cleaning and disinfection of the school are 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 is 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 to ensure efficient service and the highest priority is 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. Data displayed in the chart was collected in January 2021.

**School Facility Good Repair Status**

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 12/22/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	Modular Restrooms: replace missing tiles and refinish partition and paint
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Room 25: Replace Roof, Paint exterior of portable Room 25A-Ramp: Replace Roof, Paint exterior of portable, Resurface back ramp
<b>Electrical: Electrical</b>	Good	Modular MDP: Replace lighting inoperable light.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	Modular Restrooms: replace missing tiles and refinish partition and paint

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	Main Hallway: Replace solar domes and sylvights throughout hallway Room 19-Library: Replace damaged celing tiles Room 21: Secure roof leaks Room 22: Secure roof leaks Room 25: Replace Roof, Paint exterior of portable Room 25A-Ramp: Replace Roof, Paint exterior of portable, Resurface back ramp
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Poor	Lower Playground Equipment: Refinish and paint benches outdoors Upper Playground Equipment: Replace basketball nets on all hoops,
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	83	N/A	84	N/A	50	N/A
Mathematics (grades 3-8 and 11)	80	N/A	80	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	65	N/A	67	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### 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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

The Parent Teacher Association (PTA) and site leadership provide many opportunities for parent participation. The Mill Valley Parks and Recreation Department and a parent supported elementary world language program provide optional before and after school programs for interested students.

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 visual and performing arts, and music. A new campus opened in 2014 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.

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.4	0.6	1.9	1.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.4	0.6	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Tamalpais Valley 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 safety plan is reviewed and updated annually, typically in October when we practice our full annual disaster drill with staff and students. The Tam Valley Site Council reviewed, gave input, and updated the comprehensive safety plan in October and December.

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. Emergency drills are conducted on a regular basis throughout the school year.

#### Discipline & Climate for Learning

The Tam Valley 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.

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, as well as the knowledge, skills, and love of learning necessary for them to become successful adults.

## D. Other SARC Information

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

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21		4		21		3	3	23			
1	20	4			20	4			22		3	
2	20	3	1		20	4			20			4
3	20	4			19	4			20	3	1	
4	26		3		26		3		25		3	
5	27		3		25		3		27		3	

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	452

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	0.375
Psychologist	0.6
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,696	\$9,169	\$7,527	\$104,774
District	N/A	N/A	\$6,385	\$99,685

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	16.4	5.0
<b>State</b>	N/A	N/A	\$7,750	\$80,565
<b>Percent Difference - School Site and State</b>	N/A	N/A	-2.9	26.1

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

### Types of Services Funded (Fiscal Year 2019-2020)

In addition to general state funding, Mill Valley School District receives state and federal funding for the following categorical funds and other support programs:

- 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$57,587	\$50,574
<b>Mid-Range Teacher Salary</b>	\$87,562	\$76,649
<b>Highest Teacher Salary</b>	\$107,924	\$98,993
<b>Average Principal Salary (Elementary)</b>	\$149,152	\$125,150
<b>Average Principal Salary (Middle)</b>	\$164,773	\$129,394
<b>Average Principal Salary (High)</b>		\$122,053
<b>Superintendent Salary</b>	\$221,414.08	\$193,925
<b>Percent of Budget for Teacher Salaries</b>	35.0	34.0
<b>Percent of Budget for Administrative Salaries</b>	5.0	6.0

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	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	3

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 three 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 teacher-facilitated interest based professional development, collaboration and planning time.

In 2018/19 and 2019/20, 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 on global competence, instructional technology, social-emotional wellness, and equity.

This year, 2020-21, we were able to offer 16 hours of optional professional development prior to school starting to allow teacher teams to collaborate on unit development and best practices around remote instruction. All certificated staff came together for 3 full days designed to address equity, SEL, assessment, technology and best practices in Distance Learning. All certificated staff received a copy of The Distance Learning Playbook to promote deeper implementation of best practices during remote instruction.

Throughout the school year, all staff received training on our new benchmark assessment system i-Ready and how to use the on-line academic practice component to strengthen reading and math skills. Mill Valley School District is dedicated to deepening our work on equity, partnering with Facing History and Ourselves to provide training to site and district leaders this year and school site staff members the following year in 2021-22.