

# Mill Valley Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<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>E-mail Address</b>	alazzarini@mvschools.org
<b>Web Site</b>	www.mvschools.org/ms
<b>CDS Code</b>	21653916085187

<b>District Contact Information</b>	
<b>District Name</b>	Mill Valley School District
<b>Phone Number</b>	(415) 389-7700
<b>Superintendent</b>	Raquel Rose
<b>E-mail Address</b>	rrose@mvschools.org
<b>Web Site</b>	www.mvschools.org

### School Description and Mission Statement (School Year 2018-19)

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 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	359
<b>Grade 7</b>	325
<b>Grade 8</b>	366
<b>Total Enrollment</b>	1,050

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.0
<b>American Indian or Alaska Native</b>	0.4
<b>Asian</b>	4.6
<b>Filipino</b>	0.3
<b>Hispanic or Latino</b>	7.9
<b>Native Hawaiian or Pacific Islander</b>	0.2
<b>White</b>	77.0
<b>Socioeconomically Disadvantaged</b>	6.3
<b>English Learners</b>	1.2
<b>Students with Disabilities</b>	9.0
<b>Foster Youth</b>	0.0

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	58	60	58	170
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: January, 2019

Mill Valley School District held a public hearing on September 14, 2017 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, 2018).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littel	Yes	0
Mathematics	CPM Educational	Yes	0
Science	Prentice Hall	Yes	0
History-Social Science	TCI	Yes	0
Foreign Language	EMC World Languages	Yes	0
Health		Yes	

**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 is currently assessing the facility needs of all schools in the District, with more attention at Mill Valley Middle School. The last update and remodel of MVMS took place over 20 years ago. The school has recently gone under a facility needs assessment. MVSD will be working on a Facilities Master Plan within the next year. The Facilities Master Plan is the comprehensive plan that will be developed by the District and its Facilities Master Plan Committee. It serves as the blueprint that will address the District’s future 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 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. Data displayed in the chart was collected in January, 2019.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
Year and month of the most recent FIT report: January, 2019		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: January, 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Poor	Admin Building: Replace carpet Room 1: Patch & paint walls, repair carpet leveler Room 2: Replace ceiling tile Room 3: Patch & paint walls Room 4: Paint walls Room 5: Patch & paint walls, replace damaged ceiling tiles Room 6: Replace ceiling tiles, repair carpet leveler Room 7: Patch & paint walls, repair counter top Room 8: Paint walls Room 9: Paint walls Room 10: Paint walls Room 11: Replace ceiling tiles Room 12: Patch & paint walls Common area near rooms 19-24: Replace ceiling tiles Common area near rooms 1-6: Replace ceiling tiles Room 19: Patch & paint walls Room 20: Patch & paint walls Room 21: Patch & paint walls Room 22: Paint walls Library: Patch & paint walls along windows Room 23: Patch & paint walls Room 26: Paint walls, replace damaged ceiling tiles Room 27: Paint walls Room 28: Patch & paint walls Room 31: Replace ceiling tiles, repair counter Room 33: Patch & paint walls, replace ceiling tiles Room 34: Replace secure T-Bar ceiling Room 38: Patch & paint walls as needed Room 42: Patch & paint walls Room 45: Replace ceiling tiles, replace carpet Common area room 37-42: Patch & paint walls Common area near room 43-48: Patch & paint walls
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Boys' Restroom: Replace partitions Room 30: Repair eye wash station at sink area Room 31: Repair eye wash station at sink area

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: January, 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	Admin Office: Mount fire extinguisher Room 1: Install fire extinguisher & signage Room 2: Install exit sign at door Room 5: Install exit signage Room 6: Check all emergency lights Room 7: Install exit signage Room 8: Install fire extinguisher signage Room 10: Install exit signage Room 12: Install exit signage, check emergency light Common area near rooms 19-24: Install fire extinguisher signage Boys' and Girls' Restrooms: Install exit signage Common area near rooms 7-12: Install fire extinguisher signage Common area near rooms 1-6: Install fire extinguisher signage Theater Room: Install fire extinguisher signage, check emergency exit sign for operation Room 19: Install exit sign at door Room 20: Install fire extinguisher signage Room 23: Install fire extinguisher signage Room 24: Install fire extinguisher signage, install exit sign at door Room 25: Install fire extinguisher signage Room 27: Install exit signage Room 28: Install fire extinguisher signage Room 30: Install fire extinguisher signage Room 31: Check exit sign at door Room 32: Install fire extinguisher signage Room 35: Install exit signage, install fire extinguisher signage Room 36: Install fire extinguisher signage Room 39: Install exit signage Room 40: Install exit signage Room 41: Install fire extinguisher signage Room 42: Install exit signage Room 43: Install exit and fire extinguisher signage Room 44: Install fire extinguisher signage Room 48: Install exit signage, install fire extinguisher signage Common area near rooms 31-36: Install fire extinguisher signage Room 78: Install fire extinguisher signage Room 90: Install fire extinguisher signage Room 91: Install fire extinguisher signage Room 92: Install fire extinguisher signage Room 93: Install fire extinguisher signage Room 94 Install fire extinguisher signage Common area near room 43-48: Install fire extinguisher signage

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January, 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Poor	Roofing: Repair roofing throughout building - See plan Roofing: Repair roof leaks Building Siding: Repair/replace damaged siding throughout campus, repair roof leak MPR/Gym: Repair roof leak at gym area Room 45: Repair roof leak Room 6: Repair roof leak
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Asphalt: Repair asphalt, slurry seal employee parking lot and restripe, mill and overlay drive path, repair quad and around gym Building Siding: Repair building siding throughout campus Room 24: Adjust door operations MPR/Gym: Replace windows at east side of building, repair roof leak at gym area

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: January, 2019	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	80.0	85.0	81.0	85.0	48.0	50.0
Mathematics (grades 3-8 and 11)	73.0	75.0	76.0	79.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1036	1015	97.97	84.71
Male	552	535	96.92	81.12
Female	484	480	99.17	88.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	47	95.92	74.47
Filipino	--	--	--	--
Hispanic or Latino	86	82	95.35	74.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	792	778	98.23	86.36
Two or More Races	92	91	98.91	90.11
Socioeconomically Disadvantaged	69	65	94.20	67.69
English Learners	54	49	90.74	55.10
Students with Disabilities	103	87	84.47	43.68



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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,036	1,010	97.49	75.45
Male	552	533	96.56	78.8
Female	484	477	98.55	71.7
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	47	95.92	65.96
Filipino	--	--	--	--
Hispanic or Latino	86	82	95.35	59.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	792	773	97.6	78.4
Two or More Races	92	91	98.91	75.82
Socioeconomically Disadvantaged	69	64	92.75	50
English Learners	54	50	92.59	40
Students with Disabilities	103	84	81.55	33.33

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.9	31.3	41.1

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.

## 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 2018-19)

The Parent Teacher Student Association (PTSA) and Site 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.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.0	2.3	4.9	0.7	1.0	1.9	3.7	3.7	3.5
Expulsions	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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 hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually. All revisions are communicated to both the classified and certificated staff. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. There is a designated area for student drop-off and pick-up. All visitors are required to register at the front desk upon entering and leaving the campus. Visitors are required to wear a visitor’s pass when on campus.

**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.

The table displays the suspensions and expulsions figures for the school and district, as well as the percentage of total enrollment (number of students suspended divided by total enrollment). Expulsions occur only when required by law or when all other alternatives have been exhausted.

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

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	25.0	4	24		22.0	6	27		21.0	6	27	
<b>Mathematics</b>	23.0	7	22		22.0	7	25		23.0	9	22	
<b>Science</b>	27.0	2	24		26.0		27		25.0	2	25	
<b>Social Science</b>	27.0	1	24		24.0	2	27		24.0	2	27	

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	1.2	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.29	N/A
Speech/Language/Hearing Specialist	01.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0	N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,041	\$8,040	\$6,000	\$84,259
District	N/A	N/A	\$6,000	\$84,259
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$	\$
Percent Difference: School Site and State	N/A	N/A		

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 2017-18)**

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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,130	\$48,064
Mid-Range Teacher Salary	\$83,826	\$75,417
Highest Teacher Salary	\$103,448	\$94,006
Average Principal Salary (Elementary)	\$131,695	\$119,037
Average Principal Salary (Middle)	\$156,784	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$252,408	\$183,692
Percent of Budget for Teacher Salaries	36.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

**Professional Development (Most Recent Three Years)**

As part of the professional growth process, opportunities for training and staff development are provided at both the district and individual school site level to administrators, teachers, and classified staff. The district offers four staff development days in which staff members are offered professional growth opportunities in curriculum, teaching strategies, and instructional methodologies. The district places an emphasis on staff members 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-wide focus for professional development for 2016-17, 2017-18, and 2018-19 has been instructional technology, Next Generation Science Standards (NGSS), social-emotional wellness, global studies, and equity.

The Mill Valley School District has worked closely with EdTechTeacher to support its instructional technology initiative. Also, the district has partnered with the California Academy of Sciences to support the implementation of NGSS. Teachers and staff have enhanced their strategies for addressing social-emotional wellness by attending presentations led by speakers from EQ Schools, as well as by participating in other professional development related to social-emotional learning. The district has provided teachers the opportunity to deepen their understanding of global studies and how to help develop globally minded students by attending global education workshops, conferences, and presentations. In addition, over the past two years nearly 125 staff members 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.