

Mill Valley Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Mill Valley Middle School
Street	425 Sycamore Avenue
City, State, Zip	Mill Valley, CA 94941
Phone Number	(415) 389-7711
Principal	Anna Lazzarini
E-mail Address	alazzarini@mvschools.org
Web Site	https://www.mvschools.org/ms
CDS Code	21653916085187

District Contact Information	
District Name	Mill Valley School District
Phone Number	(415) 389-7700
Superintendent	Paul Johnson
E-mail Address	pjohnson@mvschools.org
Web Site	www.mvschools.org

School Description and Mission Statement (School Year 2017-18)

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 2015-16)

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 are also strongly supported by our parent community through our PTSA and our district foundation, Kiddo!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	334
Grade 7	367
Grade 8	341
Total Enrollment	1,042

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	4.5
Filipino	0.4
Hispanic or Latino	7.5
Native Hawaiian or Pacific Islander	0.1
White	78.8
Two or More Races	7.6
Socioeconomically Disadvantaged	4.8
English Learners	1
Students with Disabilities	9.6
Foster Youth	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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	60	58	60	177
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January, 2018

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 Littell	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	Prentice Hall	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, conference room, and a playground.

After more than two years of planning and public participation, Mill Valley School District voters approved Measure C on November 3, 2009. Measure C authorizes 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 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, 2018.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/4/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

<p>Interior: Interior Surfaces</p>			<p>X</p> <p>Admin Building: Patch & paint walls, install fire extinguisher signage</p> <p>All Restrooms: Replace partition at west boys restroom, install exit signs at side doors for both boys/girls</p> <p>Common Area Near Rooms 1-6: Replace ceiling tiles, install fire extinguisher signage</p> <p>Common Area Near Rooms 19-24: Replace stained ceiling tiles, repair roof leak, install fire extinguisher signage</p> <p>Common Area Near Rooms 37-42: Patch & paint walls</p> <p>Common Area Near Rooms 43-48: Patch & paint walls, install fire extinguisher signage</p> <p>Library: Patch & paint wall along windows, check emergency sign for proper operation (2)</p> <p>Lounge: Replace ceiling tiles, repair roof leak, patch & paint walls, install fire extinguisher signage</p> <p>Room 1: Patch & paint walls, repair carpet leveler, install fire extinguisher signage</p> <p>Room 10: Patch & paint walls, install exit sign at door</p> <p>Room 11: Replace ceiling tiles</p> <p>Room 12: Patch & paint walls, check emergency light, install exit sign at door</p> <p>Room 19: Install exit sign at door, patch & paint walls</p> <p>Room 2: Replace damaged ceiling tiles, install exit sign at door</p> <p>Room 20: Paint walls, install fire extinguisher signage</p> <p>Room 21: Paint walls</p> <p>Room 22: Paint walls</p> <p>Room 23: Patch & paint walls, replace lights to match all others, install fire extinguisher signage</p> <p>Room 26: Patch & paint walls, replace ceiling tiles</p> <p>Room 27: Patch & paint walls, install exit sign at door</p> <p>Room 28: Patch & paint walls, install fire extinguisher signage</p> <p>Room 3: Patch & paint walls</p> <p>Room 31: Replace stained ceiling tiles, check exit sign at door, repair counter near sink, repair emergency eye wash station</p> <p>Room 33: Patch & paint walls, replace damaged ceiling tiles</p> <p>Room 38: Patch & paint walls</p> <p>Room 4: Paint walls</p> <p>Room 42: Patch & paint walls, install exit sign at door</p> <p>Room 5: Paint wall, replace damaged ceiling tiles, install exit sign at door</p> <p>Room 6: Replace damaged and missing ceiling tiles, repair roof leak, repair carpet leveler, check emergency light</p> <p>Room 7: Patch & paint walls, repair counter top at sink area, install exit sign</p> <p>Room 73: Repair roof leak</p>
---	--	--	---

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 1/4/2018

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 79: Repair flooring seam, install fire extinguisher signage Room 8: Patch & paint walls, install fire extinguisher signage Room 82: Replace carpet, mount fire extinguisher and signage Room 9: Patch & paint walls
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Makerspace: Install electrical covers on all power panels at electrical room, install fire extinguisher signage, install exit sign at door
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Room 30: Repair emergency eye wash station, install fire extinguisher signage Room 31: Replace stained ceiling tiles, check exit sign at door, repair counter near sink, repair emergency eye wash station
Safety: Fire Safety, Hazardous Materials	X			Admin Building: Patch & paint walls, install fire extinguisher signage Common Area Near Rooms 37-42: Patch & paint walls
Structural: Structural Damage, Roofs	X			Building siding: Repair/replace damaged siding throughout campus Common Area Near Rooms 19-24: Replace stained ceiling tiles, repair roof leak, install fire extinguisher signage District Office: Repair window leak at south facing hinged window behind filing cabinets, repair roof leak near west exit door Lounge: Replace ceiling tiles, repair roof leak, patch & paint walls, install fire extinguisher signage Makerspace: Install electrical covers on all power panels at electrical room, install fire extinguisher signage, install exit sign at door MPR/Gym: Replace windows at east side of building, repair roof leak at gym area Roofing: Repair roof leaks Room 45: Replace stain ceiling tile, repair roof leak Room 6: Replace damaged and missing ceiling tiles, repair roof leak, repair carpet leveler, check emergency light Room 73: Repair roof leak

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/4/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Asphalt: Repair asphalt around transformer pad, slurry seal employee parking lot and restripe, mill and overlay drive path, repair quad and around gym District Office: Repair window leak at south facing hinged window behind filing cabinets, repair roof leak near west exit door MPR/Gym: Replace windows at east side of building, repair roof leak at gym area Playground Equipment: Replace padded area under equipment and install signage Room 24: Install exit sign at door, install fire extinguisher signage, adjust door

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/4/2018				
Overall Rating	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, 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	83	80	83	81	48	48
Mathematics (grades 3-8 and 11)	77	73	79	76	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,055	1,018	96.49	80.35
Male	559	538	96.24	75.84
Female	496	480	96.77	85.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	49	98	71.43
Filipino	--	--	--	--
Hispanic or Latino	77	74	96.1	60.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	829	800	96.5	82.63
Two or More Races	80	78	97.5	87.18
Socioeconomically Disadvantaged	51	50	98.04	50
English Learners	48	45	93.75	44.44
Students with Disabilities	104	94	90.38	37.23

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,055	1,005	95.26	73.03
Male	559	533	95.35	74.86
Female	496	472	95.16	70.97
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	48	96	70.83
Filipino	--	--	--	--
Hispanic or Latino	77	74	96.1	54.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	829	791	95.42	75.09
Two or More Races	80	75	93.75	78.67
Socioeconomically Disadvantaged	51	49	96.08	32.65
English Learners	48	47	97.92	44.68
Students with Disabilities	104	90	86.54	25.56

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	88	93	91	93	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.6	33.3	31.7

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The Parent Teacher Student Association (PTSA) and Site Leadership provide many opportunities for parent participation.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.8	1.0	2.2	1.3	0.7	1.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 were 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.

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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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+
English	23	7	24		25	4	24		22	6	27	
Mathematics	23	9	21		23	7	22		22	7	25	
Science	26	1	25		27	2	24		26		27	
Social Science	26	2	24		27	1	24		24	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	500
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	.8	N/A
Social Worker	0.0	N/A
Nurse	0.17	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0	N/A
Other	.28	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,915	\$7,010	\$4,905	
District	N/A	N/A	\$4,905	\$83,538
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,049	\$47,034
Mid-Range Teacher Salary	\$82,182	\$73,126
Highest Teacher Salary	\$98,478	\$91,838
Average Principal Salary (Elementary)	\$137,752	\$116,119
Average Principal Salary (Middle)	\$153,710	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$247,459	\$178,388
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	6%

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 methodologies. The district-wide focus for professional development for 2015-16, 2016-17 and 2017-18 has been instructional technology, Next Generation Science Standards (NGSS), social-emotional wellness, and global studies.

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 for the past two years 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, Challenge Success, as well as by participating in other professional development related to social-emotional learning. In addition, 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.