

# The School Plan for Student Achievement

**School:** Tamalpais Valley School  
**CDS Code:** 21653916024475  
**District:** Mill Valley School District  
**Principal:** Laura Myers  
**Revision Date:** June 5, 2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Laura Myers  
**Position:** Principal  
**Phone Number:** (415) 389-7731  
**Address:** 350 Bell Lane  
Mill Valley CA 94941  
**E-mail Address:** lmyers@mvschools.org

**The District Governing Board approved this revision of the SPSA on June 17, 2020.**

## **School Vision and Mission**

### **Tamalpais Valley School's Vision and Mission Statements**

#### School Mission Statement

Tam Valley School will nurture skills and confidence in each student so that he or she may achieve full academic, social and emotional potential. Members of the Tam Valley School community will work together to create excitement about learning, celebrate student accomplishments, and inspire children to successfully negotiate the challenges of learning. Tam Valley strongly believes that learning is a lifelong process, and actively promotes this value through a rich, coordinated instructional program.

#### School Description

Tamalpais Valley (Tam Valley) Elementary School serves kindergarten through fifth grade students in the Mill Valley School District, with 492 students in 21 classrooms. Tam Valley School is located in an unincorporated area of southern Marin County adjacent to the City of Mill Valley. The school, nestled in a quiet valley, is a short distance from Tennessee Beach and five minutes from the Golden Gate Bridge. Tam Valley School opened in 1952, but has been expanded multiple times and extensively remodeled since then.

Tam Valley School has a rich curriculum taught by a dedicated and talented staff. Classroom teachers are assisted by instructional aides for approximately five hours per week. Specialists work with children in the areas of art, vocal music, instrumental music, library, and physical education. A school psychologist, counselor, and speech and language specialist are available to students and their parents. The district parent-supported foundation, Kiddo!, provides instrumental music, dance, drama, poetry, and innovative teaching grants. The school PTA funds a science teacher for first through third grade students, and a garden coordinator who works with all classes.

Basic education thrives at Tam Valley. Students graduate with math and language arts skills established through a careful and extensive planning and evaluation process. Standards and expectations are high, and they are met by the vast majority of the students. In addition, there is a strong school-wide emphasis on character education.

The Learning Center uses a mainstream special education model. Tam Valley is one of three base schools for children with special learning needs at the elementary level in the District. The Learning Center was successfully implemented with the support of the staff and parent community in 1996.

Teachers are the heart of our school community. They take pride in teaching, establishing grade-level standards, and communicating with parents. They also reach beyond the classroom through training, committees, and workshops to continually find new and better ways to teach our children.

Parents are a vital part of the Tam Valley educational process. Every classroom has numerous room parents and volunteers. All field trips are parent supported. On a garden day you will find parents digging holes, children of all ages pulling weeds, and teachers planting contributions from local nurseries. Parents also work on the PTA, Site Council, Kiddo! and the District's Board of Trustees.

The Mill Valley community is another indispensable partner with our school. Local businesses sponsor classrooms. The Mill Valley Parks and Recreation Department provides an after school enrichment program, and the Tamalpais Community Services District supports an ongoing after school, supervised play program.

## **School Profile**

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.

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.

Tam Valley is currently composed of three classes at each of the kindergarten, first, fourth and fifth grade levels, and four classes each at second and third grade levels. Tam Valley has 21 regular education teachers, four staff members in the Learning Center, a .8 time librarian and 40 full- and part-time support staff employees.

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.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	84	79	76	82	79	74	82	79	74	97.6	100	97.4
Grade 4	83	79	78	83	78	78	83	78	78	100	98.7	100
Grade 5	79	81	76	79	79	75	79	79	75	100	97.5	98.7
All Grades	246	239	230	244	236	227	244	236	227	99.2	98.7	98.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2465.8	2482.7	2495.5	40.24	51.90	50.00	32.93	25.32	33.78	19.51	17.72	14.86	7.32	5.06	1.35
Grade 4	2529.5	2535.0	2533.9	51.81	58.97	55.13	28.92	17.95	25.64	12.05	12.82	12.82	7.23	10.26	6.41
Grade 5	2577.0	2603.3	2589.4	50.63	64.56	60.00	39.24	27.85	25.33	6.33	2.53	8.00	3.80	5.06	6.67
All Grades	N/A	N/A	N/A	47.54	58.47	55.07	33.61	23.73	28.19	12.70	11.02	11.89	6.15	6.78	4.85

Reading												
Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 3				43.90	53.16	58.11	42.68	40.51	37.84	13.41	6.33	4.05
Grade 4				45.78	50.65	55.13	46.99	38.96	35.90	7.23	10.39	8.97
Grade 5				56.96	72.15	65.33	37.97	22.78	28.00	5.06	5.06	6.67
All Grades				48.77	58.72	59.47	42.62	34.04	33.92	8.61	7.23	6.61

Writing												
Producing clear and purposeful writing												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 3				37.80	39.24	32.43	50.00	45.57	62.16	12.20	15.19	5.41
Grade 4				45.78	57.14	43.59	45.78	35.06	48.72	8.43	7.79	7.69
Grade 5				59.49	68.35	53.33	37.97	27.85	42.67	2.53	3.80	4.00
All Grades				47.54	54.89	43.17	44.67	36.17	51.10	7.79	8.94	5.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.37	36.71	40.54	57.32	59.49	58.11	7.32	3.80	1.35
Grade 4	42.17	29.87	42.31	49.40	63.64	53.85	8.43	6.49	3.85
Grade 5	39.24	49.37	41.33	58.23	48.10	54.67	2.53	2.53	4.00
All Grades	38.93	38.72	41.41	54.92	57.02	55.51	6.15	4.26	3.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.59	55.70	45.95	47.56	39.24	48.65	15.85	5.06	5.41
Grade 4	46.99	42.86	42.31	46.99	48.05	53.85	6.02	9.09	3.85
Grade 5	56.96	69.62	65.33	39.24	25.32	26.67	3.80	5.06	8.00
All Grades	46.72	56.17	51.10	44.67	37.45	43.17	8.61	6.38	5.73

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	84	79	76	82	79	74	82	79	74	97.6	100	97.4
Grade 4	83	79	78	83	76	78	83	76	78	100	96.2	100
Grade 5	79	81	76	78	80	75	78	80	75	98.7	98.8	98.7
All Grades	246	239	230	243	235	227	243	235	227	98.8	98.3	98.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2476.2	2487.3	2490.7	42.68	35.44	40.54	29.27	46.84	40.54	19.51	15.19	17.57	8.54	2.53	1.35
Grade 4	2532.6	2538.3	2533.6	42.17	43.42	34.62	37.35	39.47	46.15	15.66	13.16	17.95	4.82	3.95	1.28
Grade 5	2567.0	2588.2	2574.9	47.44	63.75	50.67	23.08	20.00	26.67	25.64	10.00	14.67	3.85	6.25	8.00
All Grades	N/A	N/A	N/A	44.03	47.66	41.85	30.04	35.32	37.89	20.16	12.77	16.74	5.76	4.26	3.52

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 3	52.44	60.76	58.11	34.15	31.65	37.84	13.41	7.59	4.05			
Grade 4	61.45	61.84	48.72	30.12	31.58	39.74	8.43	6.58	11.54			
Grade 5	50.00	65.00	52.00	39.74	27.50	32.00	10.26	7.50	16.00			
All Grades	54.73	62.55	52.86	34.57	30.21	36.56	10.70	7.23	10.57			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.88	56.96	52.70	34.15	41.77	44.59	10.98	1.27	2.70
Grade 4	49.40	53.95	44.87	43.37	40.79	51.28	7.23	5.26	3.85
Grade 5	46.15	62.50	57.33	48.72	32.50	33.33	5.13	5.00	9.33
All Grades	50.21	57.87	51.54	41.98	38.30	43.17	7.82	3.83	5.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.68	51.90	44.59	46.34	46.84	48.65	10.98	1.27	6.76
Grade 4	48.19	53.95	48.72	42.17	35.53	47.44	9.64	10.53	3.85
Grade 5	46.15	55.00	48.00	44.87	40.00	44.00	8.97	5.00	8.00
All Grades	45.68	53.62	47.14	44.44	40.85	46.70	9.88	5.53	6.17

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4		*		*		*		*
All Grades							*	10

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
2	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	*	*	*		*	*	*	



Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

**Conclusions based on this data:**

1. Continue to work to meet the needs of English Learners

## School and Student Performance Data

### Chronic Absenteeism Data

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	*	1		*	1		*	*	
American Indian or Alaskan Native									
Asian	16	16		0	1		0.0	6.3	
Filipino	*	1		*	1		*	*	
Hispanic or Latino	35	39		1	1		2.9	2.6	
Did not Report									
Pacific Islander									
Two or More Races	51	47		1	0		2.0	0.0	
White	384	382		16	9		4.2	2.4	
Male	267	262		11	5		4.1	1.9	
Female	223	227		7	6		3.1	2.7	
English Learners	13	12		0	0		0.0	0.0	
Students with Disabilities	69	65		5	3		7.2	4.6	
Socioeconomically Disadvantaged	15	22		3	0		20.0	0.0	
Migrant									
Foster	*	1		*	1		*	*	
Homeless									
Kindergarten	79	88		6	3		7.6	3.4	
Grades 1-3	246	241		5	4		2.0	1.7	
Grades 4-6	165	160		7	4		4.2	2.5	
Grades 7-8									
Grades K-8	490	489		18	11		3.7	2.3	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	490	489		18	11		3.7	2.3	

#### Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>452</b>	<b>3.5</b>	<b>2.9</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	2.9
Socioeconomically Disadvantaged	16	3.5
Students with Disabilities	67	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
Asian	16	3.5
Hispanic	38	8.4
Two or More Races	44	9.7
White	353	78.1

### Conclusions based on this data:

1. Consider the needs of student groups in our student population

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

English Language Arts



Blue

Mathematics



Green

#### Academic Engagement

Chronic Absenteeism



Blue

#### Conditions & Climate

Suspension Rate



Green

#### Conclusions based on this data:

1.

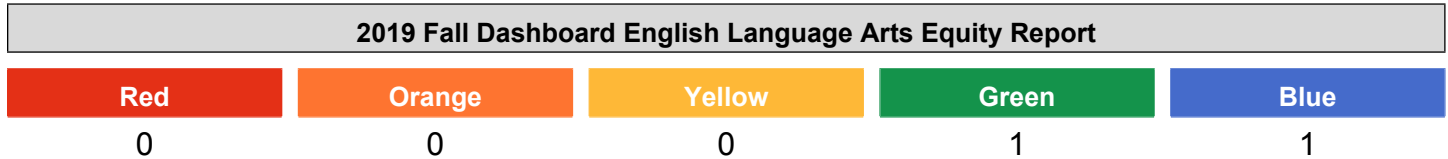
# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>71 points above standard</p> <p>Maintained ++0.8 points</p> <p>224</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>24.3 points above standard</p> <p>Increased ++8.1 points</p> <p>50</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 77.6 points above standard Increased ++6.1 points 16	 No Performance Color 96.6 points above standard Maintained ++1.3 points 24	 No Performance Color 0 Students	 Blue 68.4 points above standard Maintained -1.4 points 177

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 8	75.2 points above standard Maintained ++2.1 points 205

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups

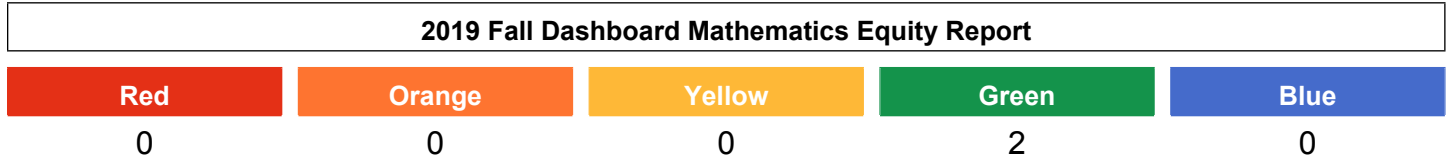
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green 50.6 points above standard Declined -4.2 points  224	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  9	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  8	 Green 23.9 points above standard Increased ++13.5 points  50

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 35.6 points above standard Maintained -1.1 points 16	 No Performance Color 66.8 points above standard Declined -4 points 24		 Green 50.3 points above standard Declined -6.9 points 177

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 8	53.5 points above standard Declined -4 points 205

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups

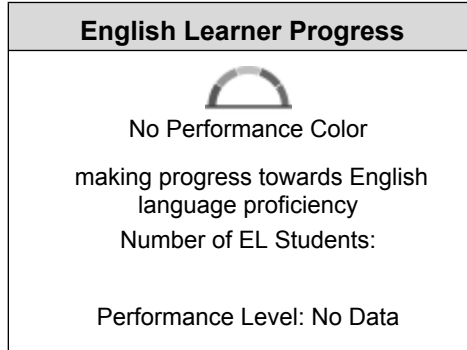


# School and Student Performance Data

## Academic Performance English Learner Progress

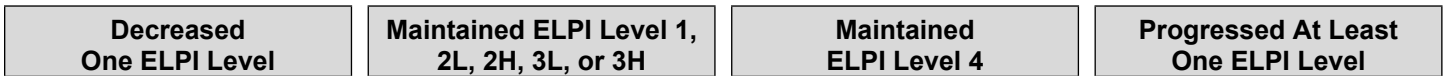
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. Continue to work to meet the needs of English Learners

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Blue 2.4 Maintained +0.1 460</p>	<p>No Performance Color 7.1 Increased +7.1 14</p>	<p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>	<p>No Performance Color 5 Increased +5 20</p>	<p>Orange 5.4 Increased +0.8 74</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Declined -6.3 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Blue 2.5 Maintained -0.1 40	 Blue 0 Maintained 0 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.8 Maintained +0.4 359

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



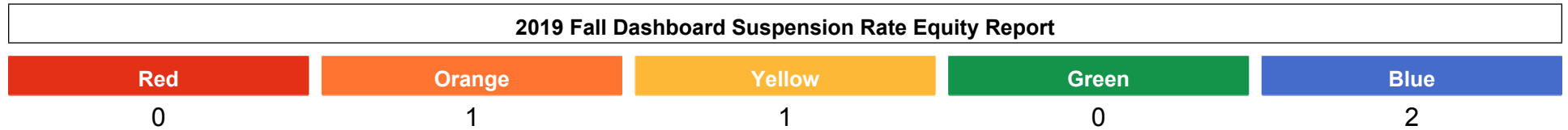
Green



Blue

Highest Performance


This section provides number of student groups in each color.




This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**


**All Students**

  
 Green  
 0.6  
 Maintained +0.2  
 467

**English Learners**


  
 No Performance Color  
 0  
 Maintained 0  
 14

**Foster Youth**


  
 No Performance Color  
 Less than 11 Students - Data Not Displayed for Privacy  
 1

**Homeless**







**Socioeconomically Disadvantaged**

  
 No Performance Color  
 0  
 Maintained 0  
 20

**Students with Disabilities**

  
 Orange  
 2.6  
 Increased +1.1  
 76

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 2		 No Performance Color 0 Maintained 0 17	 No Performance Color Less than 11 Students - Data Not 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 40	 Blue 0 Maintained 0 45		 Yellow 0.8 Increased +0.3 362

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.4	0.6

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Academic</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal 1: Balanced Learners
<b>SCHOOL GOAL #1:</b>
Students are offered innovative and differentiated learning experiences to meet their diverse learning needs.
<b>Data Used to Form this Goal:</b>
Tech surveys and Interviews
<b>Findings from the Analysis of this Data:</b>
Continue to work to meet the individual needs of students and student groups
<b>How the School will Evaluate the Progress of this Goal:</b>
The staff will look for upward trends of F & P scores within student grade level bands.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will work together to share best practices, innovative ideas, and successes with differentiated instruction.	Ongoing	Principal, Teachers, Director of Technology	Staff meeting sharing, grade level sharing, and meeting minutes		District Funded	
Teachers will work together to analyze the effectiveness of various tools and apps to support skilled integration of instructional technologies.	Ongoing	Principal, Teachers, Director of Technology	Staff meeting sharing, grade level sharing, and meeting minutes		District Funded	

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Intervention</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal 1: Balanced Learners
<b>SCHOOL GOAL #2:</b>
The Tam Valley Staff will work together to evaluate and fine-tune our intervention programs.
<b>Data Used to Form this Goal:</b>
Fountas & Pinnell scores, RAMP schedule, surveys if needed
<b>Findings from the Analysis of this Data:</b>
Continue to develop and enhance intervention programs
<b>How the School will Evaluate the Progress of this Goal:</b>
The staff will look for upward trends of F & P scores within student grade level bands. The staff will look to see that the RAMP schedule optimizes students receiving intervention with fidelity, and will look to see that students are exiting the program as appropriate.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.a. The RAMP Subcommittee will determine student RAMP entrance and exit criteria for math, with input from grade level teams. We will also determine RAMP entrance and exit parent communication protocols.</p> <p>1.b. The RAMP Subcommittee will share recommendations for math RAMP entrance and exit criteria at a staff meeting.</p> <p>1.c. The RAMP Subcommittee will create a RAMP schedule that optimizes students' ability to access intervention with fidelity.</p>	By June 2021	Principal, Teachers	Subcommittee meetings		District Funded	
Staff will have group discussions to evaluate our intervention programs, identify needs, and alter programs as needed.	Ongoing	Principal, Teachers	Classroom observations, grade level and staff meeting sharing		District Funded	

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Culture</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal 1: Balanced Learners
<b>SCHOOL GOAL #3:</b>
Students will learn and play in positive school environments that support and align with the objectives in the Mill Valley Learner Profile.
<b>Data Used to Form this Goal:</b>
Playground observations, student and staff interviews
<b>Findings from the Analysis of this Data:</b>
Continue to develop and enhance programs that address positive school culture and character education
<b>How the School will Evaluate the Progress of this Goal:</b>
Ongoing data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Tam Valley will use positive behavior supports to help students problem solve such as:</p> <ol style="list-style-type: none"> <li>1. Classes will use Community Circles to resolve issues, celebrate successes, and build community. Various staff members (librarian, office staff, etc) will be invited to attend classroom circles.</li> <li>2. Staff and students will be trained in Toolbox social-emotional learning (SEL) curriculum and will use Toolbox vocabulary.</li> <li>3. Staff and students will continue to use the Zones of Regulation to discuss feelings.</li> <li>4. Teachers will share best practices within and across grade levels that promote the Mill Valley Learner Profile.</li> </ol>	Ongoing	Classroom Teachers, Specialists, Principal, Parents	Staff meeting discussions, classroom observations		District Funded	
Tam Valley will secure STEM-based playground options that promote inclusivity, collaboration, and development.	Ongoing	Classroom Teachers, Specialists, Principal, Parents	Teacher anecdotal records		Parent-Teacher Association (PTA)	
Principal, counselor and other learning specialists will support character education by visiting classrooms, leading class discussions, and reading aloud appropriate books to classes.	Ongoing	Classroom Teachers, Specialists, Counselor, Principal	Principal visits to classrooms		District Funded	
Students and staff will be recognized for displaying the attributes of the Mill Valley Learner Profile throughout the school year.	Ongoing	Classroom Teachers, Specialists, Principal, Parents	Specialists' feedback		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tam Valley will create a SEL parent liaison position to help the counselor and staff communicate current SEL learning through the monthly PTA newsletter.	Ongoing	Classroom Teachers	District Funded			

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Laura Myers	X				
Marissa Mendoza		X			
Karen O'Toole		X			
Stacy Woolley			X		
Cathy Cohen		X			
Lisa Grant				X	
Valerie Crawford				X	
Peter Macy				X	
Corrine Stephenson				X	
Wendy Verret				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>N/A</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.