

The School Plan for Student Achievement

School: Edna Maguire School
CDS Code: 21653916024418
District: Mill Valley School District
Principal: Leo Kostelnik
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:

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

School Vision and Mission

Edna Maguire School's Vision and Mission Statements

Edna Maguire VALUES and BELIEFS

We value:

- the energy and commitment of our Edna community.
- transparency, trust and openness among all staff members.
- individuality and creative freedom in pursuit of common learning goals for students.

We believe:

- in hard work and fun.
- students do best when staff have the time and tools to collaborate and develop teaching and learning experiences.
- every student has unique learning needs that need to be met in order for them to reach their potential.
- students learn best when they construct their own understanding, feel safe to make mistakes, and have the power to make choices about their learning experiences.

Community

Edna Maguire students, staff, and families know each other, learn together, and share a sense of belonging in the community. Students come together for learning in multi-age groupings. Edna staff works together to promote community and a powerful learning experience for our students over their six or seven years in our school. Through our PTA and classroom communities, parents have many opportunities to participate in social events and the learning life of their children.

Curricular Collaboration

Edna Maguire staff develop a powerful, coherent student learning experience that connects across grade levels. They have the time and tools for this work.

Instructional Practices

Edna Maguire staff enjoy creative freedom and individuality in their teaching practices. However, they are also committed to learning progressions which are consistent across a span of grade levels.

Learning

Edna Maguire students learn by constructing their own knowledge in a safe environment where they have ownership of their learning experiences.

School Profile

Edna Maguire Elementary School is one of six schools in the Mill Valley School District, which is comprised of five elementary schools and one middle school. Edna Maguire Elementary School is a kindergarten through fifth grade school, with 510 students in 23 classrooms. Edna Maguire School is located in southern Marin County in the City of Mill Valley. The school, nestled at the base of a public open space called Horse Hill, is a short distance from downtown Mill Valley and ten minutes from the Golden Gate Bridge. Edna Maguire opened in 1956, but was rebuilt from the ground up in 2014 and is now housed in a beautiful new campus.

Edna Maguire School is a unique and delightful place. We are proud of our community of enthusiastic, dedicated students, families and staff who work together to make Edna a school where children love to learn. The rich ethnic makeup of our student body is unique with a student population that includes speakers of many different languages.

We are dedicated to the nurturing of children; planting values which respect our earth and each other; promoting high expectations for curiosity, risk taking, and intellectual growth, celebrating the unique qualities of every living thing. We guide our students down the path of responsibility and stewardship towards sustaining our community and the balance within the natural world. This statement makes clear the fact that at Edna Maguire the two things we hold most dear are children and learning. We desire to bring out the best in each child. We aim to stimulate curiosity and imagination, fill students with wonder and wisdom and promote inventiveness. As a result, children feel safe here. They know they will be treated kindly and with respect. Students know that they

are expected to behave responsibly and work toward doing their personal best at all times. Our students feel good about themselves, develop self-confidence, take risks to learn something new every day and give back to their classrooms and their community. As a result, Edna Maguire continues to be a place where children love to learn.

We are committed to providing students with meaningful multi-faceted instruction and preparing them to make positive choices for themselves and their community. Edna Maguire School educates and nurtures each child according to the highest standards of academic excellence and responsible behavior. We provide a solid program of the basic academic subjects taught by a staff of highly trained, dedicated, and caring teachers with help of paraprofessionals.

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. Edna Maguire is blessed with a large and unique school garden, including fruit trees, a greenhouse, planter boxes, chickens, and an outdoor covered Garden classroom. The school garden is a central part of Edna Maguire's identity and receives enthusiastic support from the school community. Thanks to PTA and volunteer support, all TK-5 students participate in regular Garden classes.

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	88	87	78	88	85	78	88	85	78	100	97.7	100
Grade 4	135	95	88	132	94	87	132	93	87	97.8	98.9	98.9
Grade 5	101	138	90	100	134	90	100	134	90	99	97.1	100
All Grades	324	320	256	320	313	255	320	312	255	98.8	97.8	99.6

* 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	2477.9	2487.0	2492.2	51.14	58.82	56.41	25.00	18.82	24.36	15.91	14.12	15.38	7.95	8.24	3.85
Grade 4	2524.7	2529.3	2546.1	50.76	51.61	63.22	31.06	31.18	21.84	9.85	9.68	8.05	8.33	7.53	6.90
Grade 5	2577.6	2583.8	2572.3	47.00	55.97	50.00	40.00	35.07	30.00	10.00	5.97	14.44	3.00	2.99	5.56
All Grades	N/A	N/A	N/A	49.69	55.45	56.47	32.19	29.49	25.49	11.56	9.29	12.55	6.56	5.77	5.49

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	60.23	50.59	58.97	31.82	44.71	35.90	7.95	4.71	5.13	
Grade 4	49.24	54.84	59.77	45.45	40.86	35.63	5.30	4.30	4.60	
Grade 5	56.00	58.21	55.56	40.00	36.57	37.78	4.00	5.22	6.67	
All Grades	54.38	55.13	58.04	40.00	40.06	36.47	5.63	4.81	5.49	

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	35.23	47.06	28.21	48.86	41.18	66.67	15.91	11.76	5.13
Grade 4	40.91	42.22	45.98	47.73	47.78	45.98	11.36	10.00	8.05
Grade 5	54.00	55.97	50.56	43.00	37.31	39.33	3.00	6.72	10.11
All Grades	43.44	49.51	42.13	46.56	41.42	50.00	10.00	9.06	7.87

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	42.05	47.06	43.59	51.14	47.06	53.85	6.82	5.88	2.56
Grade 4	33.33	37.63	44.83	62.12	56.99	51.72	4.55	5.38	3.45
Grade 5	39.00	37.31	35.56	60.00	58.96	61.11	1.00	3.73	3.33
All Grades	37.50	40.06	41.18	58.44	55.13	55.69	4.06	4.81	3.14

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	43.18	54.12	50.00	47.73	41.18	47.44	9.09	4.71	2.56
Grade 4	43.94	44.09	56.32	50.00	51.61	36.78	6.06	4.30	6.90
Grade 5	52.00	69.40	51.11	45.00	28.36	43.33	3.00	2.24	5.56
All Grades	46.25	57.69	52.55	47.81	38.78	42.35	5.94	3.53	5.10

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	88	87	78	88	85	78	88	85	78	100	97.7	100
Grade 4	135	95	88	132	95	87	132	93	87	97.8	100	98.9
Grade 5	101	138	90	100	134	90	100	134	90	99	97.1	100
All Grades	324	320	256	320	314	255	320	312	255	98.8	98.1	99.6

* 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	2491.4	2510.7	2517.5	44.32	68.24	58.97	35.23	15.29	35.90	15.91	9.41	3.85	4.55	7.06	1.28
Grade 4	2518.3	2520.3	2533.2	34.09	29.03	47.13	39.39	44.09	28.74	21.97	22.58	19.54	4.55	4.30	4.60
Grade 5	2566.4	2580.8	2564.7	45.00	51.49	42.22	30.00	34.33	37.78	21.00	9.70	12.22	4.00	4.48	7.78
All Grades	N/A	N/A	N/A	40.31	49.36	49.02	35.31	32.05	34.12	20.00	13.46	12.16	4.38	5.13	4.71

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	63.64	73.81	78.21	27.27	16.67	17.95	9.09	9.52	3.85			
Grade 4	46.21	50.00	60.92	43.94	36.96	26.44	9.85	13.04	12.64			
Grade 5	51.00	69.40	53.33	39.00	20.90	38.89	10.00	9.70	7.78			
All Grades	52.50	64.84	63.53	37.81	24.52	28.24	9.69	10.65	8.24			

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	52.27	67.86	64.10	42.05	22.62	34.62	5.68	9.52	1.28
Grade 4	40.91	42.39	49.43	50.00	51.09	42.53	9.09	6.52	8.05
Grade 5	53.00	56.72	44.44	38.00	38.81	46.67	9.00	4.48	8.89
All Grades	47.81	55.48	52.16	44.06	38.06	41.57	8.13	6.45	6.27

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	52.27	72.62	67.95	43.18	17.86	30.77	4.55	9.52	1.28
Grade 4	46.21	40.66	54.02	41.67	52.75	37.93	12.12	6.59	8.05
Grade 5	42.00	48.51	38.89	52.00	45.52	52.22	6.00	5.97	8.89
All Grades	46.56	52.75	52.94	45.31	40.13	40.78	8.13	7.12	6.27

Conclusions based on this data:

1. Continue to work to meet the needs of individual 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	1423.5	*	1434.6	*	1396.8	*	11	9
Grade 1	*	*	*	*	*	*	*	6
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	6
All Grades							30	32

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
K	*	*	*	*	*	*	*	*	11	*
1	*	*	*	*		*		*	*	*
2	*	*		*		*	*	*	*	*
3	*	*		*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	40.00	21.88	36.67	56.25	*	18.75	*	3.13	30	32

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
K	*	*	*	*	*	*	*	*	11	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	50.00	37.50	*	46.88	*	12.50	*	3.13	30	32

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	*	*	*	*	*	*	*	*	11	*
1	*	*	*	*	*	*		*	*	*
2	*	*		*		*	*	*	*	*
3	*	*		*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
All Grades	*	18.75	*	40.63	*	37.50	*	3.13	30	32

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	
K	*	*	*	*	*	*	11	*	
All Grades	73.33	56.25	*	40.63	*	3.13	30	32	

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	
K	*	*	*	*	*	*	11	*	
2	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
All Grades	*	25.00	56.67	68.75	*	6.25	30	32	

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	
K	*	*	*	*	*	*	11	*	
1	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
All Grades	*	18.75	53.33	71.88	*	9.38	30	32	

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
K	*	*	*	*	*	*	11	*
2	*	*	*	*	*	*	*	*
All Grades	36.67	31.25	56.67	62.50	*	6.25	30	32

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	*	1		*	1		*	*	
Asian	25	39		0	1		0.0	2.6	
Filipino		1			1			*	
Hispanic or Latino	63	66		6	7		9.5	10.6	
Did not Report									
Pacific Islander	*	1		*	1		*	*	
Two or More Races	59	60		0	5		0.0	8.3	
White	436	437		15	14		3.4	3.2	
Male	315	333		10	11		3.2	3.4	
Female	276	280		14	17		5.1	6.1	
English Learners	22	41		2	2		9.1	5.0	
Students with Disabilities	52	51		3	4		5.8	7.8	
Socioeconomically Disadvantaged	25	58		2	5		8.0	9.1	
Migrant									
Foster	*	1		*	1		*	*	
Homeless	*			*			*		
Kindergarten	100	119		4	8		4.0	6.8	
Grades 1-3	253	259		13	14		5.1	5.5	
Grades 4-6	238	235		7	6		2.9	2.6	
Grades 7-8									
Grades K-8	591	613		24	28		4.1	4.6	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	591	613		24	28		4.1	4.6	

Conclusions based on this data:

1. Continue to work to meet the needs of individual 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			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
536	8.2	7.3	0.2
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	39	7.3
Foster Youth	1	0.2
Socioeconomically Disadvantaged	44	8.2
Students with Disabilities	47	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	38	7.1
Filipino	3	0.6
Hispanic	57	10.6
Two or More Races	47	8.8
Pacific Islander	2	0.4
White	385	71.8

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Blue

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1.

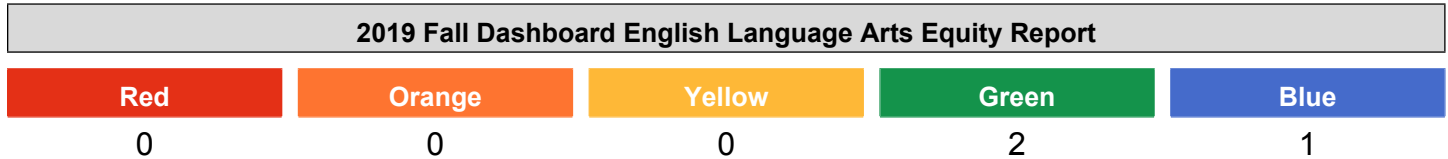
School and Student Performance Data

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>All Students</p> <p>Blue</p> <p>68.3 points above standard</p> <p>Maintained ++0.2 points</p> <p>252</p>	<p>English Learners</p> <p>No Performance Color</p> <p>5.2 points below standard</p> <p>Declined -9.5 points</p> <p>21</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>11 points above standard</p> <p>Increased ++8.2 points</p> <p>28</p>	<p>Students with Disabilities</p> <p>Green</p> <p>20.6 points above standard</p> <p>Increased ++10.5 points</p> <p>33</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 40.5 points above standard Declined Significantly -30.4 points 13	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.6 points above standard Declined Significantly -18.6 points 34	 No Performance Color 76.5 points above standard Declined Significantly -23.2 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 80.7 points above standard Increased ++9.5 points 182

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

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	35.1 points above standard 13	74.9 points above standard Increased ++3.5 points 223

Conclusions based on this data:

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

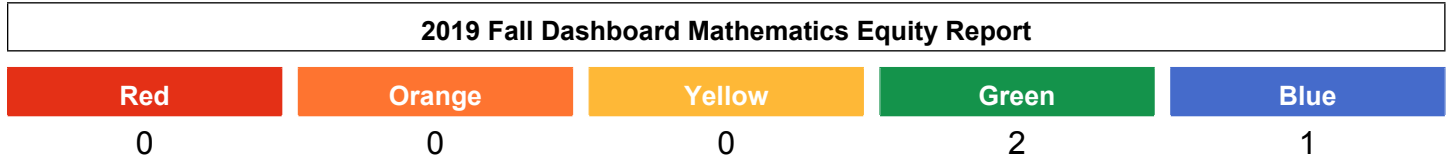
School and Student Performance Data

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		
<p>All Students</p>  <p>Blue</p> <p>54.5 points above standard</p> <p>Maintained ++1.3 points</p> <p>252</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>12.5 points below standard</p> <p>Declined -14.8 points</p> <p>21</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>11.2 points above standard</p> <p>Increased ++14.2 points</p> <p>28</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>15.9 points above standard</p> <p>Increased ++3.1 points</p> <p>33</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color 54 points above standard Declined -9.8 points 13	
Hispanic	Two or More Races	Pacific Islander	White
 Green 8 points above standard Declined -3.8 points 34	 No Performance Color 69.6 points above standard Maintained ++0.3 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 61.3 points above standard Maintained ++2.8 points 182

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 8	17.9 points above standard 13	61.2 points above standard Increased ++5.5 points 223

Conclusions based on this data:

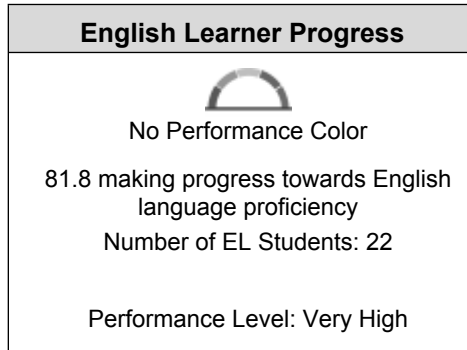
1. Continue to work to meet the needs of individual students and student groups

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

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	3	1	17

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	3	1	3	0

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>Green 3.3 Declined -1.3 539</p>	<p>Yellow 5.1 Maintained +0.1 39</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>Orange 9.6 Increased +0.5 52</p>	<p>Orange 10.2 Increased +2.3 59</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 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 5.3 Increased +2.6 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.5 Declined -7.1 57	 Green 4.3 Declined -4.1 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 2.6 Declined -0.7 388

Conclusions based on this data:

1. Continue to work to meet the needs of individual 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



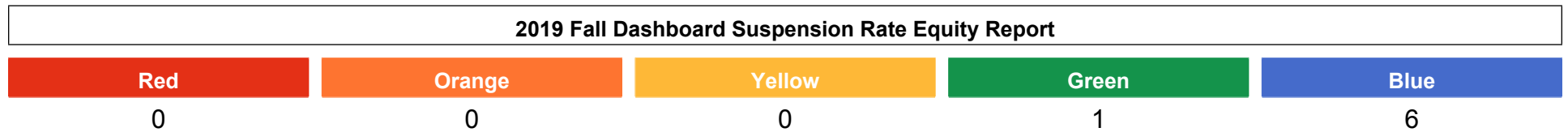
Green



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




Blue

0.4

Maintained 0

542

English Learners




Blue

0

Maintained 0

39

Foster Youth




No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Homeless

Socioeconomically Disadvantaged




Blue

0

Maintained 0

52

Students with Disabilities











Blue

0

Declined -2

59

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 Less than 11 Students - Data Not 2	 Blue 0 Maintained 0 38	 No Performance Color Less than 11 Students - Data Not 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -1.5 57	 Blue 0 Declined -1.7 48	 No Performance Color Less than 11 Students - Data Not 2	 Green 0.5 Increased +0.5 390

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.4

Conclusions based on this data:

1. Continue to work to meet the needs of individual 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:

SUBJECT: Reading
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners
SCHOOL GOAL #1:
100% of grades 1-5 students will meet the year-end grade level benchmark, or make one year of reading skills progress as measured by the Fountas and Pinnell reading assessment.
Data Used to Form this Goal:
Fountas and Pinnell Reading Assessment
Findings from the Analysis of this Data:
Overall students are achieving at high levels and making good progress, but we have not yet met the goal.

How the School will Evaluate the Progress of this Goal:

Findings by Grade Level (Data refers to Fountas and Pinnell Reading Assessment):

Greater than 1 year growth

- 1st (%) 93.6
- 2nd (%) 60.4
- 3rd (%) 24
- 4th (%) 20
- 5th (%) 31.3

1 year growth

- 1st (%) 3.8
- 2nd (%) 32.1
- 3rd (%) 44
- 4th (%) 35.4
- 5th (%) 47.8

Less than 1 year growth

- 1st (%) 2.6
- 2nd (%) 7.5
- 3rd (%) 24
- 4th (%) 44.6
- 5th (%) 20.9

Exceed year-end benchmark

- 1st (%) 59.5
- 2nd (%) 70.9
- 3rd (%) 79.7
- 4th (%) 53.1
- 5th (%) 45.5

Meet year-end benchmark

- 1st (%) 26.2
- 2nd (%) 25.5
- 3rd (%) 18.9
- 4th (%) 32.8
- 5th (%) 31.8

Approaches year-end benchmark

- 1st (%) 8.3
- 2nd (%) 1.8
- 3rd (%) 0
- 4th (%) 6.3
- 5th (%) 9.1

Below year-end benchmark

- 1st (%) 5
- 2nd (%) 1.8
- 3rd (%) 1.4
- 4th (%) 7.8
- 5th (%) 13.6

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer Fountas and Pinnell reading assessment to each student grades 1-5 a minimum of two times per school year.	Annual	Faculty		1000-1999: Certificated Personnel Salaries	District Funded	
Utilize district adopted Lucy Calkins Readers Workshop curriculum, and other teacher-identified curricula as needed.	Ongoing	Faculty		1000-1999: Certificated Personnel Salaries	District Funded	
Provide Primary Grade intervention instruction and Intermediate Grade intervention instruction to teach reading to students who are reading below benchmark goals.	Ongoing	Faculty		2000-2999: Classified Personnel Salaries	District Funded	
Provide funds to support EL teacher (English Learners) for students qualifying as EL students in the core subject area of reading instruction.	Ongoing	District Administration			District Funded	
Provide reading materials at students' independent and instructional levels through classroom leveled libraries.	Ongoing	Faculty			Parent-Teacher Association (PTA)	1000
Provide reading materials at students' independent and instructional levels through independent practice programs (e.g.: Lexia, Reading A-Z, Reading Ally).	Ongoing	Faculty			Other	1250

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:

SUBJECT: Reading
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners
SCHOOL GOAL #2:
Goal 2: 100% of students receiving RAMP (Reading and Math Program) intervention support in reading will make one year of reading skills progress as measured by the Fountas and Pinnell reading assessment.
Data Used to Form this Goal:
Fountas and Pinnell Reading assessments
Findings from the Analysis of this Data:
Grades 1-3 have relatively high rates of students who receive reading intervention achieving one year of measured growth in reading achievement. Grades 4-5 have lower percentages of students who receive reading intervention achieving one year of growth.

How the School will Evaluate the Progress of this Goal:

Ongoing data analysis (each trimester), and reflection on practices

Of students receiving reading intervention:

1yr growth/total

- 1st: 14/15
- 2nd: 10/16
- 3rd: 4/5
- 4th: 3/13
- 5th: 1/3

Data not entered

- 1st: 0
- 2nd: 5
- 3rd: 0
- 4th: 6
- 5th: 0

% students receiving RAMP w/1 yr growth

- 1st: 93
- 2nd: 63
- 3rd: 80
- 4th: 23
- 5th: 33

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Leveled Literacy Intervention (LLI), Foundations, and other appropriate reading intervention curricula in small-group and 1-on-1 intervention classes.	Ongoing	Faculty			District Funded	
Provide Primary Grade intervention instruction and Intermediate Grade intervention instruction to teach reading to students who are reading below benchmark goals.	Ongoing	Faculty			District Funded	
Provide funds to support EL teacher (English Learners) for students qualifying as EL students in the core subject area of reading instruction.	Ongoing	District Administration			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide reading materials at students' independent and instructional levels through classroom leveled libraries.	Ongoing	Faculty			Parent-Teacher Association (PTA)	1000
Provide reading materials at students' independent and instructional levels through independent practice programs (e.g.: Lexia, Reading A-Z, Reading Ally).	Ongoing	Faculty			Other	1250
Provide common grade-level time for intervention classes a minimum of 1/2 hour, three times per week.	Ongoing	Principal			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:

SUBJECT: Social Emotional Learning
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners
SCHOOL GOAL #3:
In order to improve school climate and enhance social emotional well-being, Edna Maguire students and staff will use shared social-emotional tools throughout the school day, including in less structured times and places on campus (for example: lunch, recess, transitions). Parents will be aware of the tools for their own use. School programs for learning social-emotional tools are Zones of Regulation, Kimochis, and Toolbox.
Data Used to Form this Goal:
2018-19 School Site Council Site Perception Survey

Findings from the Analysis of this Data:

Findings from the analysis of this data:

Questions 60-65:

- 96% of respondents think students sometimes, often or always have skills and strategies to deal with their conflicts.
- 65% of respondents think students sometimes, often or always use Zones, Kimochis and other teacher taught programs to help deal with conflicts.
- 95% of respondents think that their kids have skills to make the school a more peaceful place. This is higher than the specific response about Zones and Kimochis. How do we get parents to see these as one and the same?
- Nearly 30% of respondents don't know how often their students use strategies from the Zones and Kimochis programs to deal with conflicts. We could strengthen parent communication about these programs. I don't think this is for lack of effort on the part of the teachers (see parent letters from Jen about Kimochi lessons and parent ed night on SEL programs), but we could approach our communication differently and/or more broadly Question 67: 22 answers involved wanting more effective work (promoting climate; teaching students strategies and tools) with students on the general themes of kindness, conflict resolution, social inclusion, empathy, and correction of repeated misbehaviors.

Questions 47-60:

- 5% of parents believe their child has been bullied very often or often during the school year (e.g., 10 out of 184 respondents), with five incidents of verbal bullying, 3 incidents of physical bullying, and no incidents of electronic bullying reported (two chose not to indicate).
- The written comments reinforce that the incidents of bullying are typically verbal "put downs", "teasing", or via "exclusion", and physical harassment is typically one-off incidents rather than repeated harassment.
- 26% of parents reported that their child has felt sad for a few weeks during the school year because other students have been mean to them. Comments don't elaborate on the potential root causes beyond the bullying described above, but this percentage seems outsized compared to the 5% who report bullying.

Questions 35-40:

- 83% of respondents agree or strongly agree that their child's playground experience has been positive.
- 73% of respondents gave a good or excellent rating regarding their child's experience during recess. 29 comments suggest a 50-50 split positive-negative. Negative comments include overcrowding and feelings of exclusion.
- 87% of respondents stated that most or all of the time their child finds something engaging to do at recess.
- 87% of respondents state that their child feels welcomed and included in play during recess.

How the School will Evaluate the Progress of this Goal:

2019-20 School Site Council Site Perception Survey

Evidence of implementation (equipment, training dates, observation)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued teaching and classroom practice of Zones of Regulation and Kimochis, K-5	September-April, 2017-18 school year	School Site Council (administer survey and evaluate survey data) Edna Maguire Faculty (evaluate survey data)	Subscription to online survey tool		District Funded	150
Initial teaching (to students) of Toolbox strategies in advance of 2020-21 district-wide implementation of program.	November 2019-June 2020	School Counselor, faculty			District Funded	
Training of yard supervisor/Instructional Assistants in Kimochis/Toolbox strategies for use at recesses and lunch.	February 2020	School Counselor, principal			District Funded	
Train Peaceful Playground Coaches (3rd-5th grade students) to help students at recess use select SEL Kimochi & Toolbox strategies	January-February 2020	Staff coordinators for Peaceful Playground Coaches			District Funded	

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,250.00
Goal 2	2,250.00
Goal 3	150.00

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
Leo Kostelnik	X				
Erin Frazier		X			
Lisa Stapp		X			
Jennifer Foskett		X			
Carly Scholz			X		
Michael Broom				X	
Julie Duryea				X	
Steve Richmond				X	
Liz Moriarty				X	
Rachel Duffy				X	
Numbers of members of each category:	1	3	1	5	N/A

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.