

Edna Maguire School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Edna Maguire School
Street	80 Lomita Drive
City, State, Zip	Mill Valley, CA 94941-1464
Phone Number	(415) 389-7733
Principal	Leo Kostelnik
Email Address	lkostelnik@mvschools.org
Website	https://www.mvschools.org/site/Default.aspx?PageID=156
County-District-School (CDS) Code	21653916024418

Entity	Contact Information
District Name	Mill Valley School District
Phone Number	(415) 389-7705
Superintendent	Kimberly Berman
Email Address	kberman@mvschools.org
Website	www.mvschools.org

School Description and Mission Statement (School Year 2019-20)

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 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. Our beautiful new campus, built in 2014, includes the newest technology and a large garden with an outdoor classroom. The district Kiddo! foundation provides exceptional programs in the arts. The rich ethnic makeup of our student body is unique with a student population that includes speakers of 13 different languages. At Edna Maguire, we value the energy and commitment of our community, openness among all staff members, and individuality and creative freedom in pursuit of common learning goals for students. We believe in hard work and fun, that students do best when staff have the time and tools to collaborate and develop learning experiences, and that every student has unique learning needs that need to be met in order for them to reach their potential.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	107
Grade 1	85
Grade 2	84
Grade 3	79
Grade 4	89
Grade 5	92
Total Enrollment	536

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	7.1
Filipino	0.6
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.4
White	71.8
Two or More Races	8.8
Socioeconomically Disadvantaged	8.2
English Learners	7.3
Students with Disabilities	8.8
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	35	33	170
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

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

Mill Valley School District held a public hearing on October 3, 2019 and determined that each school within the district had sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English learners, have access to standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Materials approved for use by the State are reviewed by teachers and administrators, and a recommendation is made to the School Board. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school (as of January, 2020).

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Edna Maguire School was originally constructed in 1956 and is comprised of 37 classrooms, with a designated art room and music room. In addition, the school has a multipurpose room, library, staffroom, playground, field, and play structure.

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, 2020.

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

Year and month of the most recent FIT report: January, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No deficiencies noted
Interior: Interior Surfaces	Good	Room 32 - Repair carpet seem near teachers desk MPR - Prep and paint walls at stage area and conference rooms. MPR - Resurface gym floor Music room - Prep and paint walls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 28 - Deep clean art room over break
Electrical: Electrical	Good	Room 28 - Install GFI at outlet circuit below sink area C-complex - Replace light switch cover at staff restroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 25 - Repair fountain C-complex hallway - Adjust water flow at fountain outside of room 28
Safety: Fire Safety, Hazardous Materials	Good	No deficiencies noted
Structural: Structural Damage, Roofs	Good	Mechanical room - Install fall protection at roof opening; Room 28 - Secure roof leak above kiln MPR - Secure roof leak at storage area Music room - Secure roof leak

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Room 17 - Repair door handset-not locking Playground - Re-stripe blacktop
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	85	82	85	84	50	50
Mathematics (grades 3-8 and 11)	81	83	79	80	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	255	99.61	0.39	81.96
Male	139	139	100.00	0.00	80.58
Female	117	116	99.15	0.85	83.62
Black or African American					
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	13	13	100.00	0.00	69.23
Filipino					
Hispanic or Latino	34	34	100.00	0.00	55.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	185	185	100.00	0.00	88.11
Two or More Races	22	22	100.00	0.00	81.82
Socioeconomically Disadvantaged	29	28	96.55	3.45	53.57
English Learners	22	21	95.45	4.55	42.86
Students with Disabilities	34	33	97.06	2.94	60.61
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	255	99.61	0.39	83.14
Male	139	139	100.00	0.00	83.45
Female	117	116	99.15	0.85	82.76
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	69.23
Filipino					
Hispanic or Latino	34	34	100.00	0.00	55.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	185	185	100.00	0.00	88.65

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	22	100.00	0.00	86.36
Socioeconomically Disadvantaged	29	28	96.55	3.45	57.14
English Learners	22	21	95.45	4.55	52.38
Students with Disabilities	34	33	97.06	2.94	69.70
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.8	30.0	34.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The Parent Teacher Association (PTA) and site leadership provide many opportunities for parent participation. Monthly PTA Association meetings are hosted at the school for parents to join the discussions and decision making around PTA-sponsored school programming. Our very active PTA sponsors many community building events throughout the school year. Additionally, Edna Maguire has an Inclusion and Diversity Committee, comprised of parents, teachers, and the principal, who collaborate on developing school-wide learning experiences focused on inclusion and diversity in and beyond our community. Our Site Council also offers parents the opportunity to participate in school planning and goal setting. It Takes a Village (ITAV) is Mill Valley's Special Education PTA to support students with learning differences and their parents. ITAV provides information and resources to understand, identify and teach students who learn differently.

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 programs, including visual and performing arts, music, Spanish, technology and global studies. A new campus opened in 2014 through community supported bond measures totaling \$26,300,000. At the classroom level, parents are frequently invited to join students on field trip excursions, participate in special programs, and work with small groups of students in regularly scheduled learning centers. Our art, garden and library programs offer weekly volunteer opportunities for parents.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.3	0.6	1.0	1.9	1.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Edna Maguire Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to safety standards. The school has a Comprehensive School Safety Plan that includes strategies and programs to address a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) procedures to notify teachers of dangerous pupils; e) sexual and gender-based harassment policies; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; h) rules and procedures on school discipline; i) bullying and harassment policies; j) suicide prevention measures; k) school counseling; and l) school resource officer. The plan is reviewed and updated annually by the School Site Council. It was reviewed and updated in the Fall of 2019 and approved by the site council on November 21, 2019.

In conjunction with the district's Comprehensive School Safety Plan, staff is trained by local emergency preparedness professionals in search and rescue and first aid. The school's emergency 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. All certificated staff participate in an annual "table-top" disaster drill in preparation for a school and district-wide full-scale disaster drill. This drill involves simulations of injured, missing and trapped students, as well as parents picking up their children from student release. Local fire and police personnel are on-site to provide feedback on search and rescue and communication protocols.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	5			22	1	4		21		5	
1	21	1	3		20	3	1		21		4	
2	19	4			21		4		21	1	3	
3	21		4		22		4		20	4		
4	26		5		23		4		22		4	
5	25		4		27		5		23		4	
Other**												

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	536.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.8
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.5
Social Worker	0
Nurse	.29
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	2.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,549	\$7,575	\$5,974	\$85,904
District	N/A	N/A	\$6,173	\$87,290
Percent Difference - School Site and District	N/A	N/A	-3.3	-1.6
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-17.1	10.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

- Title II, Part A Teacher and Principal Training and Recruiting Fund
- Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement
- Title III, Immigrant Education
- Special Education Program

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,458	\$49,378
Mid-Range Teacher Salary	\$85,845	\$77,190
Highest Teacher Salary	\$105,867	\$96,607

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$141,666	\$122,074
Average Principal Salary (Middle)	\$160,560	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$258,486	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

As part of the district's professional growth program, opportunities for training and staff development are provided at both the district and individual school site level to MVSD staff. The district has four staff development days in which teachers are offered professional growth opportunities related to curriculum, teaching strategies, and instructional methodologies, as well as collaborative planning time. The district places an emphasis on teachers learning from and with one another through a variety of means, such as teacher-facilitated interest based professional development, regular collaboration and planning time, and through its Teacher Leader program.

The district's Instructional Technology Coach and Global Studies Coach lead workshops throughout the school year, and provide small-group/one-on-one coaching support to teachers. The district-wide areas of focus for professional development for 2017-18, 2018-19, and 2019-2020 have been on global competence, instructional technology, social-emotional wellness, and equity. In addition, the district has provided teachers the opportunity to deepen their understanding of teaching for global competence and how to help develop globally minded students through global education workshops, conferences, and presentations. MVSD has worked closely with EdTechTeacher to support its instructional technology initiative. Teachers and staff have enhanced their strategies for addressing social-emotional wellness by participating in training on the Toolbox curriculum, as well as by participating in other professional development related to social-emotional learning. Additionally, over the past three years nearly 175 staff members will have participated in Courageous Conversations/Beyond Diversity trainings, which have allowed participants to build their racial consciousness and consider different ways to address issues of equity in our schools.