

Malaga Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Malaga Elementary School
Street	3910 South Ward Ave.
City, State, Zip	Fresno, CA 93725
Phone Number	(559) 834-6140
Principal	Luisa Custodio Lopes
E-mail Address	lcustodio@fowlerusd.org
Web Site	
CDS Code	10-62158-6006043

District Contact Information	
District Name	Fowler Unified School District
Phone Number	(559) 834-6140
Superintendent	Eric Cederquist
E-mail Address	ecederquist@fowlerusd.org
Web Site	www.fowlerusd.org

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

Principal's Message

Malaga Elementary School continues the important work of improving the academic achievement of our students. Our goal is to ensure a safe, secure environment that offers a wide variety of activities designed to encourage students' good character, academic achievement, and physical fitness.

Malaga continues to implement best instructional practices, while incorporating even greater focus and accountability on our classroom instruction through Professional Learning Communities, direct, active instruction, and common core opportunities that reflect 21st century learning. Our principal and academic coach work with our teachers and paraprofessionals to provide a high quality, well structured, and consistent reading program. Additionally, all children receive small group focused instruction at their instructional and challenge level for a minimum of one hour each day and English Language Learners receive 30 minutes per day of instruction targeting the development of English skills.

We continue to work with families to increase the number of parents involved in the Parent Club, the English Language Acquisition Committee (ELAC), and the School Site Council (SSC). Our ELAC and SSC advise on the use of our categorical funds and review our various school programs. We communicate with parents through our weekly newsletter, our telephone call system, a sign in front of the school, and community newsletters. All communication between school and home is in English and Spanish.

Luisa Custodio Lopes
Principal

Major Achievements

- Malaga Elementary provides technology enhanced classrooms in addition to each student being provided with an electronic device.
- Malaga Elementary was honored with the PBIS Gold Medal awarded in 2016-2017 school year for its successful implementation of the behavior program.
- Malaga Elementary students' culture was honored and celebrated each year in our Heritage Appreciation Night.
- 71% of the 4th grade students met or exceeded the ELA standards on the CAASPP for the 206-2017 school year.
- 66% of 4th grade students met or exceeded the Math standards on the CAASPP for the 206-2017 school year.

Focus for Improvement.

Malaga continues to seek opportunities to improve our students' overall participation in all aspects of learning, fitness, and character development. Students participate in community service and work toward the Presidential and Governor's Service Awards and have opportunities for leadership development through our Falcon Dreamers program. Students may also participate in extra-curricular activities after school such as Folklorico, Running Club, Legos Jr. and Enrichment in addition to after school tutoring and homework assistance. Additionally, all 2nd through 5th grade students participate in the Accelerated Reader reward program for achieving reading goals.

Our goals include continuing to:

- Evaluate and enhance our mathematics instruction during the regular instructional day and through extra-help services for struggling students with assistance from district math coach.
- Evaluate and enhance our ELD instruction both through designated and integrated instruction with assistance from an ELD coach.
- Monitor and improve writing instruction strategies using Writing Units of Study.
- Train and involve parents in instructional strategies so they may further help students at home.

- Continue teacher training in reading through on-site training and collegial collaboration, both at individual grade levels and with our academic coach.
- Continue to encourage students to set personal goals for independent reading to increase fluency, vocabulary, and reading comprehension.
- Provide all students at least one hour per day of small group instruction in order to meet the needs of remediation or a greater challenge.

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

Grade Level	Number of Students
Kindergarten	45
Grade 1	39
Grade 2	37
Grade 3	46
Grade 4	36
Grade 5	38
Total Enrollment	241

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	3.3
Filipino	0
Hispanic or Latino	85.5
Native Hawaiian or Pacific Islander	0
White	10
Two or More Races	0
Socioeconomically Disadvantaged	90.9
English Learners	34.4
Students with Disabilities	7.1
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	14	14	127
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

The Williams decision calls for all students to have an individual textbook in core classes and that those textbooks be current with the California State adoptions. Malaga Elementary monitors this closely all students have the appropriate materials. The following texts are in use at our school:

- Houghton-Mifflin: Reading: A Legacy of Literacy
- McMillian-McGraw Hill: California Science and California Mathematics
- Scott Foresman: California Social Studies

These texts are all aligned with the California Content Standards. The textbooks we use and the tests we give are based on these content standards, and our classroom instruction is firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

The content standards for each subject and grade level are given to parents on Back-to-School night and are also available on the Web site of the California Department of Education (CDE).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading CA (Adopted in 2001 and re-adopted in 2009); ELA Units of Study	Yes	0%
Mathematics	Houghton Mifflin Harcourt: California Go Math (Adopted in 2014)	Yes	0%
Science	MacMillan McGraw Hill (Adopted in 2007)	Yes	0%
History-Social Science	Scotts Foresman (Adopted in 2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Site and district staff members ensure that the school is clean, safe, and functional. Every month we evaluate the cleanliness and condition of the facilities and grounds using a school inspection form. Our school has undergone numerous renovations to add new buildings and update older buildings with windows, carpeting, shelving, heating/air conditioning, roofing, bathroom updating, concrete replacement, etc. and so on. Our custodial and maintenance staff does an excellent job. Custodians check the rest rooms after each recess to make sure they are clean and well supplied.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams decision of 2004. As a result, our facilities are assessed on more than a dozen aspects: their structural integrity, electrical systems, heating and ventilation systems, cleanliness, safety, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams decision. The six-page survey form used for the assessment is available on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			Some minor problems were remediated with painting.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Some classrooms had issues with overall cleanliness
Electrical: Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	48	45	45	42	48	48
Mathematics (grades 3-8 and 11)	30	38	28	29	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	122	120	98.36	45
Male	66	64	96.97	46.88
Female	56	56	100	42.86
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	105	103	98.1	41.75
White	11	11	100	72.73
Socioeconomically Disadvantaged	113	112	99.12	41.96
English Learners	54	53	98.15	45.28
Students with Disabilities	14	14	100	21.43
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	122	120	98.36	38.33
Male	66	64	96.97	42.19
Female	56	56	100	33.93
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	105	103	98.1	33.98
White	11	11	100	72.73
Socioeconomically Disadvantaged	113	112	99.12	34.82
English Learners	54	53	98.15	39.62
Students with Disabilities	14	14	100	21.43
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	75	30	44	42	56	54

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.8	28.2	41

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Our School Site Council (SSC) provides excellent oversight of school programs and budget decisions. Council members give high-quality feedback on the needs of students at our school. Members also participate in an annual walk-through to help identify students' strengths and needs.

All parents whose children participate in our after school program volunteer a minimum of 10 hours per year at the school. This volunteer service includes help preparing classroom materials, painting, SSC/ELAC, and Parent Club activities.

Our Parent Club provides a wide array of student activities and fund-raising to augment school services. Through various fundraising activities they have been able to purchase sound equipment, stage risers, stage curtains, and digital cameras for the school. Forty-seven families (30%) participated in at least 8 parent involvement nights throughout the year and were acknowledged for their involvement with a "Thank You" dinner at the end of the year. To find out more about becoming involved at the school, please contact Principal Luisa Custodio Lopes at (559) 834-6140.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	1.1	0.0	1.6	2.1	1.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

We inspect our facilities every month to ensure the safety of equipment and buildings. A school safety plan, last updated in 2017 and reviewed annually, is on file at the site and the district office. Teachers review the guidelines for play equipment and boundaries each year. Teachers, assistants, and administrators monitor students before school, at recess, at lunch, and after school. All classrooms have signs posted with charts and procedures to follow in the event of earthquakes, tornadoes, and lock-downs. Monthly fire drills and annual inspections by the fire marshal ensure fire safety compliance. Our handbook explains our emergency evacuation plan to the Malaga Community Center, which is a short walk from our campus. Parents are also regularly notified of any safety concerns through the weekly newsletter. Additionally, the automated phone system allows us to contact all parents in a matter of minutes in the event of an emergency.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2011-2012
Year in Program Improvement*	Year 4	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	1		22		2		23		2	
1	23		2		19	2			20	2		
2	20	2			21	1	1		19	2		
3	19	2			20	2			23		2	
4	25		2		17	2			18	2		
5	30		1		23		2		19	2		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.09	N/A
Resource Specialist	.5	N/A
Other	.20	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9943	2317	7626	57882
District	N/A	N/A	7317	66881
Percent Difference: School Site and District	N/A	N/A	4.2	-13.5
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	16.0	-16.9

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

Types of Services Funded (Fiscal Year 2016-17)

Malaga Elementary provides the services of a part-time health aide, nursing services, and a library technician. The resource specialist is available for a full day each day and the district psychologist is on site weekly. A certified speech and language pathologist and speech technicians provide speech therapy. Fourth and fifth graders also take instrumental music instruction or choral music.

Gifted and Talented Education (GATE): We identify second through fifth grade students for our GATE/ enrichment program using the district criteria, which incorporates both formal and informal assessments. Students may qualify for GATE or for enrichment based on their overall performance. Identified students are able to work with the learning specialist or the enrichment teacher each week to enhance their knowledge and experience in science, writing, literacy, the arts, and technology.

Special Education Program: Our students benefit from the services of a full time resource specialist, a part-time speech pathologist, and a part-time district psychologist. Our resource assistant and speech technician work with students daily. The Student Study Team makes recommendations for extra help and assessment. The principal, academic coach, psychologist, resource teacher, nurse, and speech pathologist meet monthly to ensure that we address all student needs in a coordinated fashion.

English Learner Program: All teachers at Malaga are certified in Cross-cultural Language and Academic Development (CLAD) and provide 30 minutes daily of English Language Development to groups composed exclusively of English learners and additional sheltered instruction in English throughout the day. These groups are organized by student need and skill development. Students are assessed with the California English Language Development Test (CELDT) annually and regularly on an informal basis.

Response to Intervention: Malaga uses a 3-tiered system to provide appropriate services and instruction to every student in order to assure that prior to being referred to Special Education, all other options and services have been considered. Every student in school receives 60 minutes per day of English Language Arts instruction at their level of need. Some students may participate in challenge activities, some in core curricular support, and some in remediation. We believe that this attention to all students' needs has been central to the academic growth that is apparent in our CST and API scores. Additionally, teacher teams collaborate with a certificated tutor across all curriculum areas to provide immediate and specific support to students based on performance on common assessments at that grade level.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,144
Mid-Range Teacher Salary		\$69,119
Highest Teacher Salary		\$86,005
Average Principal Salary (Elementary)		\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)		\$121,395
Superintendent Salary		\$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	3%	6%

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

Professional Development (Most Recent Three Years)

All teachers participate in ongoing staff development. Every year staff evaluates our students' academic achievement and set staff development goals according to observed student needs. These goals are carried out through staff book studies and on-site trainings with our own staff and outside experts, including our academic coach. All teachers participate in a minimum of three days of professional growth annually in addition to other site-specific trainings. Malaga also designates one early release day per week. This 1:30 p.m. dismissal is for the purpose of Advancing Academic Achievement to provide teachers with training and collaboration on instructional strategies. In the past year teachers have also participated in specific training focused on improving writing instruction, the development of Professional Learning Communities (PLC), and the use of direct, active instruction techniques.