

Malaga Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	luisa.custodio@fowler.k12.ca.us
Website	www.fowlerusd.org
County-District-School (CDS) Code	10-62158-6006043

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Fowler Unified School District
Phone Number	(559) 834-6080
Superintendent	Dr. Paul Marietti
Email Address	paul.marietti@fowler.k12.ca.us
Website	www.fowlerusd.org

School Description and Mission Statement (School Year 2020-2021)

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 social-emotional wellness.

Malaga continues to implement best instructional practices, while incorporating even greater focus and accountability on our classroom instruction through Professional Learning Communities, Achievement Teams, direct and active instruction, and common core opportunities that reflect 21st century learning. Our site administration works with our teachers and paraprofessionals to provide high quality, well structured, and consistent reading and math programs. Additionally, all children receive small group focused instruction at their instructional level and Multilingual Students receive designated and integrated 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 Advisory 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, an electronic message board, and various forms of social media. All communication between school and home is in English and Spanish.

Luisa Custodio Lopes

Principal

Major Achievements:

*2020 CA Distinguished Schools Award

*Malaga Elementary provides technology enhanced classrooms in addition to each student being provided with an electronic device.

*Malaga Elementary was honored with the PBIS bronze, silver and gold medals for its successful implementation of the positive behavior program.

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 Student Government club. Additionally, all students participate in the "Book University" reward program for achieving reading goals.

Our goals include continuing to:

- Provide social and emotional learning supports to students through research-based resources.
- Evaluate and enhance our mathematics instruction during the regular instructional day.
- Evaluate and enhance our ELD instruction both through designated and integrated instruction with assistance from an ELD instructional coach.
- Monitor and improve writing instruction strategies.
- 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 guidance instructional specialist.
- Continue to encourage students to set personal goals and track academic data throughout the year.
- Provide all students small group instruction to address and meet their individual needs.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	41
Grade 1	28
Grade 2	28
Grade 3	40
Grade 4	38
Grade 5	38
Total Enrollment	213

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.5
Asian	6.1
Hispanic or Latino	80.8
White	8.9
Two or More Races	0.9
Socioeconomically Disadvantaged	84.5
English Learners	27.2
Students with Disabilities	11.3
Foster Youth	0.5
Homeless	0.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	14	14	13	123
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

It is policy in Fowler Unified to provide textbooks and instructional materials that are aligned to the California State Standards in all content areas. District adoptions of new curriculum and materials follow the criteria set forth by the California Department of Education. All Fowler Unified students are provided textbooks and supporting materials in each content area. Teachers, academic coaches, and site administrators participate in training on the instructional methodology and implementation of new curriculum. Additional training's support instruction over the course of the adoptions.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (Adopted in 2018), SBE adopted	Yes	0%
Mathematics	Ready Classroom Math (adopted 2020)	Yes	0%
Science	MacMillan McGraw Hill (Adopted in 2007), SBE adopted	Yes	0%
History-Social Science	K-2nd Grades- Pearson Scott Foresman (Adopted in 2006), SBE adopted/ 3rd-5th grades-Studies Weekly (adopted 2015), SBE adopted	Yes	0%

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

School Facility Conditions and Planned Improvements

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.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Good	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 6 door handle plate is loose.
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	43	N/A	50	N/A	50	N/A
Mathematics (grades 3-8 and 11)	37	N/A	37	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	27	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Our School Site Council (SSC) provides excellent oversight of school programs and budget decisions and our English Learner Advisory Committee (ELAC) provides valuable input and oversight on site decisions. Committee 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.

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. 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	1.6	1.4	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.5	2.6
Expulsions	0.0	0.0	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

We inspect our facilities every month to ensure the safety of equipment and buildings. A school safety plan, 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. The safety plan was last updated and discussed with school stakeholders on December 17, 2020.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	16	2			17	2			21	1	1	
1	20	1	1		16	2			14	2		
2	18	2			20	2			14	2		
3	20	1	1		19	2			20	2		
4	24		2		19	2			19	2		
5	19	2			25		2		19	2		

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12170	3220	8950	64217
District	N/A	N/A	8073	\$72,939
Percent Difference - School Site and District	N/A	N/A	10.3	-12.7
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	14.4	-16.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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. The site also employs several instructional aides who work closely with students.

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, 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 English Language Proficiency Assessments for California (ELPAC) annually and are also regularly assessed 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 English Language Arts and math 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 state assessment scores. Additionally, teacher teams collaborate with each other 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,315	\$47,145
Mid-Range Teacher Salary	\$72,629	\$74,952
Highest Teacher Salary	\$93,313	\$96,092
Average Principal Salary (Elementary)	\$115,819	\$116,716
Average Principal Salary (Middle)	\$124,215	\$120,813
Average Principal Salary (High)	\$137,150	\$131,905
Superintendent Salary	\$186,667	\$192,565
Percent of Budget for Teacher Salaries	34.0	31.0
Percent of Budget for Administrative Salaries	4.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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. 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. Examples of staff professional development offered include technology training, English Language Development, and social and emotional learning.