TOM MALONEY ELEMENTARY SCHOOL

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Fremont Unified School District
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Marcus Battle
Associate Superintendent

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Assistant Superintendent, Human Resources

School Description

Tom Maloney Elementary School is a wonderfully diverse learning community located in the beautiful Glenmoor area of Fremont. The school population of approximately 600 students is composed of many different races and cultures. We pride ourselves in building acceptance, creating environments where culture is valued, and recognizing that our differences make us stronger. Our teachers are at the forefront of cutting edge instructional strategies implemented through their work as collaborative communities . They also demonstrate a deep understanding of Common Core Standards, and how to incorporate them into everyday practice. This is evident through the adoption of Math Expressions and Springboard Math in 2016, and the 2018 adoption of a new Language Arts curriculum, Benchmarks. Teachers consistently work towards improving student outcomes, and refuse to accept failure. This is evident in our schools achievement on the California Assessment of Student Performance and Progress, scoring well above the state average for students meeting or exceeding standards. More importantly, you can observe our successes in the smiles you see on each of our students' faces. Our school truly puts students FIRST in everything we do!

Tom Maloney Elementary School's Mission: At Tom Maloney Elementary School our mission is to educate, inspire, and empower each other.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	99
Grade 2	72
Grade 3	89
Grade 4	60
Grade 5	80
Grade 6	90
Total Enrollment	589

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
Asian	67.2
Filipino	5.1
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.5
White	7.5
Two or More Races	0.8
Socioeconomically Disadvantaged	20.5
English Learners	25.6
Students with Disabilities	8.8
Homeless	0.2

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

For the School	17-18	18-19	19-20
With Full Credential	27	29	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

2) 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)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials
Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark/Adelante, Benchmark Education Adopted 2018 Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014 Big Day for PreK, Scholastic Adopted 2012 Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014 SpringBoard Course 1, College Board Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	STEMscopes for 6th grade Adopted 2017 Mystery Science Adopted 2016 California Science, Houghton Mifflin Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History -Social Science for CA, Scott Foresman Adopted 2006 World History: Ancient Civilizations, Holt Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Rights, Respect, Responsibility (3 R's) Adopted 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our main building was built in 1962. We added a new library and a computer lab in the mid 1990s. Along with our main building we also have five portables. All of our portables are in good condition. In the summer of 2004, we had our turf redone and added new play structures in the intermediate, primary and kindergarten playground areas. In the summer of 2005, we had major renovations throughout the school, in classrooms, the office, and multiuse rooms. In the summer of 2006–2007, we had a new parking area put in and the old area redone to accommodate student drop-off and pick-up. We have two areas outside for eating (weather permitting), one by the multipurpose room and one in a courtyard. We have repaired/replaced blacktop in all three play areas during the summer of 2015. During the summer of 2016, all classroom floors were replaced as part of an asbestos abatement project. Maloney has updated our technology by putting in wireless access points throughout the school, and a new PA and clock system during the summer of 2018. A new phone system was installed in the fall of the 2019-2020 school year.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/21/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 17-18	School 18–19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	78	77	78	50	50
Math	62	75	73	74	38	39

Notes:
1) 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.

2) 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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Notes:
1) Cells with N/A values do not require data.

2) The 2017–18 data is not available. The CDE developed a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.6	27.3	20.8

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	299	294	98.33	77.89
Male	152	149	98.03	76.51
Female	147	145	98.64	79.31
Black or African American	--	--	--	--
Asian	174	172	98.85	84.30
Filipino	17	17	100.00	88.24
Hispanic or Latino	64	62	96.88	51.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	88.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	75	97.40	58.67
English Learners	123	119	96.75	63.87
Students with Disabilities	27	26	96.30	34.62

Notes:
1) 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.

2) 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.

3) 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	299	295	98.66	75.25
Male	152	149	98.03	79.19
Female	147	146	99.32	71.23
Black or African American	--	--	--	--
Asian	174	173	99.43	85.55
Filipino	17	17	100.00	70.59
Hispanic or Latino	64	62	96.88	58.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	61.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	75	97.40	53.33
English Learners	123	120	97.56	69.17
Students with Disabilities	27	26	96.30	38.46

Notes:

1) 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.

2) 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.

3) 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.

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)
Parental involvement is crucial to the every day operations at Maloney Elementary School. We have many ways for parents to participate in the daily routine of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council (SSC), which works with administration to help make financial decisions to enhance our programs for the students by providing input to our school plan. This group meets once a month. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. The ELAC meets five times a year to assist with the allocation of LCAP funding. We host Back to School Night in the fall for parents to become familiar with the school, meet their child's teachers, and better understand classroom expectations in regards to curriculum and behavior. We also host an Open House every spring to celebrate our students hard work, and connect with families in a fun setting. Parent volunteers are always welcome and help with special projects in the classroom, chaperoning field trips, working with small groups of students supported by the classroom teacher, and even correcting and file assignments.

The PTA is a very important part of our school community. It sponsors many different activities, such as campus beautification days, when parents come on weekends to maintain our school grounds; funding technology, which provides access to computer programs such as Accelerated Reader; and evening events for families to come together and share in fun activities with their children. We invite all parents to attend school activities during the day or evenings, and to keep in contact with their children's teachers throughout the year. Our PTA also has many activities which we encourage our parents to volunteer, and participate. They are always looking for new volunteers!

If you would like to become involved, contact the principal at (510) 797-4426 or Angie Andersen, the school secretary, at (510) 797-4426.

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.

School Safety Plan

Staff members monitor the students and the school grounds before and after school as well as at all recesses. We have noon supervisors to monitor morning snack, lunch periods, and lunch recess. The staff regularly reviews the rules for safety and responsible behavior in class and on the playgrounds. Every year in the first week of school, the principal has grade level meetings to review all rules and expectations. At Back to School Night the teachers review classroom and school rules with parents so all parties involved have a full understanding of what it means to be a Maloney Bulldog. All visitors must sign in at the school office, and put on a visitor or volunteer badge before going to any area on the campus. Any parent needing to pick up their child before the school day is over must come in to the office to check the student out. At the end of the day, all parents must wait at the front of the school until the dismissal bell rings. Parents are then welcome to pick up students at the classroom or wait for students to come to the front of the school for pick-up.

The safety plan was reviewed and revised in August 2019, and presented to all staff at the August 26, 2019 staff meeting. An updated plan was approved August 2019 to ensure the best practices are being utilized in emergency situations. Staff members go over procedures with their classes and in grade-level meetings for students. The principal ensures that these are practiced regularly. The plan includes procedures for all emergencies and disasters, discipline policy, and school board policies. The plan is available in the office for parents to review, and is reviewed with the School Site Council (SSC). We practice four types of disaster drills during the year. Fire drills, Earthquake Drills, and Lock-down Drills are practiced monthly. At the beginning of each school year, the staff runs through a full evacuation drill to help prepare for major incidents. Our Safety Committee goes over any areas of concern and gives updates and training on emergency preparedness. Many staff members, including the principal, are trained in CPR and first aid, and the school offers on site training for all interested staff. At the beginning of each year, our Safety committee makes sure each class has water and food in all classrooms for emergencies. We have an emergency cargo bin on the school grounds that holds our emergency supplies. The safety committee goes through this yearly, and we are continuously adding to our supplies. The school nurse ensures that all students with health problems have a health plan and all staff involved are aware of the students' needs.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor	.0

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.2
Other	

Note: 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes Size 1-20	2016-17 # of Classes Size 21-32	2016-17 # of Classes Size 33+	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+
K	24		4		21	1	4		20	1	4	
1	23		3		24		3		24		4	
2	24		3		24		3		23		3	
3	28		3		26		3		28		3	
4	26		4		29		3		30		2	
5	28		2		30		3		26		3	
6	22	1	3		28		3		30		3	
Other	5	1			8	1			10	1		

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

2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days
2017-2018: 3 days
2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$65,398	$48,612
Mid-Range Teacher Salary	$87,958	$74,676
Highest Teacher Salary	$114,623	$99,791
Average Principal Salary (ES)	$142,026	$125,830
Average Principal Salary (MS)	$159,339	$131,167
Average Principal Salary (HS)	$160,959	$144,822
Superintendent Salary	$295,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8331	1158	7173	94086
District	N/A	N/A	7677	$89,130.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.8	7.4
School Site/ State	-0.2	17.4

Notes:
1) Cells with N/A values do not require data.

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

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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.