



Saburo Muraoka Elementary School

1644 Santa Alexia Ave • Chula Vista, CA 91913 • (619) 216-5599 • Grades P-6

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<http://schools.cvesd.org/schools/muraoka/Pages/default.aspx>

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

Chula Vista Elementary School District

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Chula Vista, CA 91910-6100
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District Governing Board

Leslie Ray Bunker

Laurie K. Humphrey

District Administration

Francisco Escobedo, Ed.D.

Superintendent

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human
Resources Services and Support**

Oscar Esquivel

**Deputy Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

~School Mission~

Our mission at Saburo Muraoka Elementary is to provide an inclusive education, which unifies and empowers diversity for all learners. While supporting 21st century learning, we embrace culture and language and celebrate individuality through collaboration, critical thinking, and innovation. With a deep desire to learn, these practices and values will develop and strengthen our community.

~Inclusion Philosophy~

At Muraoka, we believe inclusion is the right of every student and benefits the entire community by providing the most effective learning environment. We value acceptance, equity, and diversity to provide the opportunity for the academic, social and emotional growth of each learner. Our goal is to create a inclusive learning environment that brings about change by enlightening hearts and minds to create an welcoming community.

School Description

Muraoka Elementary School is the newest of 49 schools in the Chula Vista Elementary School District, including charters. The school opened it's doors on July 19, 2017 and is located in Otay Ranch, a middle socio-economic area. Approximately 24% of our students qualify for free or reduced price meals. The school's ethnic diversity which includes African-American (11.6%), American Indian or Alaskan (0.3%), Asian (3.9%), Filipino (23.7%), Hispanic (39.4%), Native Hawaiian/Pacific Islander (0.4%), and White (8.1%). Students with multiple ethnic backgrounds (12.3%) or who did not respond (0.1%). The backgrounds of all students are acknowledged, respected, and incorporated into the school curriculum and activities.

Approximately 16% of our students are classified as English Language Learners (ELL's). Staff provides daily integrated and designated English Language Development (ELD) instruction centered on the English Language Development (ELD) Standards. Staff focuses specifically in speaking (oral language development), listening, reading and writing while utilizing the Benchmark and Adelante English Language Arts (ELA) support materials for English learners. Additionally, ELL students are taught English instructional skills through a variety of Specially Designed Academic Instruction in English (SDAIE) and GLAD (Guided Language Acquisition Design) strategies to ensure academic learning while students increase English language fluency. As a tier of intervention, some teachers are using phonics and foundational reading skills are also taught systematically through SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). There is a heavy emphasis on the Listening and Speaking Common Core Standards where teachers implement structured strategies and routines. After receiving professional development, staff has been implementing Socratic Seminars to enhance Speaking and Listening skills. Students have access to Accountable Talk, structured dialogue and rubrics to reinforce the expectations for Common Core. All students, including our English learners have access to Achieve 3000 and/or Imagine Learning (CELDT 1 and 2) daily to enhance language arts and ELD. Designated ELD supports all English Learners at all levels. All classroom teachers have either a CLAD or BCLAD credential.

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	142
Grade 1	114
Grade 2	105
Grade 3	86
Grade 4	97
Grade 5	78
Grade 6	95
Total Enrollment	717

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10
American Indian or Alaska Native	0.3
Asian	3.5
Filipino	23.4
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	0.8
White	9.2
Two or More Races	11.6
Socioeconomically Disadvantaged	23.8
English Learners	19.2
Students with Disabilities	12.6
Foster Youth	0.1

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 Saburo Muraoka	17-18	18-19	19-20
With Full Credential	28	33	36
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Saburo Muraoka Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* 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)

Textbooks and Instructional Materials

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Adopted, Adopted in 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt Go Math! K-6, Adopted in 20015-16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 1/15/2019

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	CR-210: Ceiling tile small stain
Electrical: Electrical	Good	CR-205: 1- Light out CR-212: Light switch by door don't work Restroom girls: Hand dryer doesn't work
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	CR-101 kinder: Water fountain low pressure CR-102 kinder: Water fountain low pressure CR-103 kinder: Drinking fountain water off CR-104 kinder: Drinking fountain low pressure CR-111: Water fountain Low pressure CR-214: Drinking fountain no water Kitchen: Entrance Lights not working properly , sink. Foucet handle goes to far back Play toy kinder: water fountain low pressure

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	CR-116: Diffuser plug
Structural: Structural Damage, Roofs	Good	Innovation center: Water leak around middle Multipurpose: There's a water Leak.
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	74	75	65	64	50	50
Math	63	59	51	51	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 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

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.0	28.6	32.5

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	355	351	98.87	74.64
Male	185	183	98.92	66.12
Female	170	168	98.82	83.93
Black or African American	38	38	100.00	71.05
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	91.67
Filipino	86	86	100.00	81.40
Hispanic or Latino	146	143	97.95	67.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.00	82.35
Two or More Races	36	36	100.00	80.56
Socioeconomically Disadvantaged	115	113	98.26	62.83
English Learners	78	74	94.87	64.86
Students with Disabilities	63	60	95.24	28.33
Foster Youth	--	--	--	--

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.

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	355	352	99.15	59.14
Male	185	184	99.46	51.10
Female	170	168	98.82	67.86
Black or African American	38	38	100.00	47.37
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	75.00
Filipino	86	86	100.00	69.41
Hispanic or Latino	146	144	98.63	52.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.00	64.71
Two or More Races	36	36	100.00	66.67
Socioeconomically Disadvantaged	115	114	99.13	52.21
English Learners	78	75	96.15	56.00
Students with Disabilities	63	60	95.24	18.97
Foster Youth	--	--	--	--

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.

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)

Contact Person: Principal- Dr. Erin Mahoney

Contact Person Phone Number: (619) 216-5599

The parents at Muraoka School are the foundation to the success of Muraoka. The Parent Teacher Organization (PTO) will sponsor many projects for the benefit and enjoyment of our children. Many parents and members of the community volunteer in the classrooms, help the overall school and assist with special events. The community feels welcomed and they actively support our school. They recognize the importance of parent engagement as vital to their child's success.

Currently, we offer programs that encourage parent involvement and participation school-wide. Parents participate through the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO) and as classroom volunteers throughout the year. Coffee Chats with the principal will help maintain ongoing communication and build a strong home-school partnership. In addition, throughout the year Muraoka PTO offers many events that promote family engagement. A parent volunteer committee led by the PTO supports teachers and students in the classroom. All cultures and languages are affirmed and respected at Muraoka Elementary School. We embrace diversity and promote acceptance, respect and tolerance.

Innovation, inclusion, collaboration and teamwork are the key to fostering our school's success. All stakeholders, students, parents, and staff will work together to enrich learning opportunities for our students and to make Muraoka a place of educational excellence and a 21st Century learning environment.

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

The safety of students and adults is a priority. Muraoka performs all mandated bus evacuation drills, disaster preparedness drills, fire drills, and lock down drills to practice safety procedures. We will continue to provide trainings for effective playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, a program directed toward gang suppression, and character education lessons. Our quarterly Rules/School Pride Assemblies support students by reminding them of our school rules to ensure a safe and positive learning community. Our School Resource Officer (SRO), social worker and school psychologist support Muraoka in ensuring that students are safe physically, socially, and emotionally. Muraoka School offers the Be Kind program where students engage in monthly (themed) activities that promote kindness. School-wide, teachers are utilizing Sanford Harmony and Trust Circles to build relationships and provide a classroom environment where students feel safe. There is ongoing training for students and adults. Our campus fence provides a safety feature to our school. Students must be signed out in the office by the parent or designee prior to leaving the school grounds. All staff and visitors are required to report to the office, and wear a badge while on campus. Our school's Safety Patrol and staff assist our school in enforcing traffic and pedestrian safety. The SSC approved the School Safety Plan in October 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate		0.7	0.3
Expulsions Rate		0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
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

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	3.4

* 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	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	3	2		21	1	6	
1					22	1	2		21	2	3	
2					18	3	1		20	2	3	
3					18	1	4		21		4	
4					31		2		26	1	3	
5					26		2		24		3	
6					25	1	3		25	1	3	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	21

Professional development is based on our school's data. The District provided Resource Teacher and the school's ILT, site lead learners, are offered district professional development on our identified areas of need.

Each year, teachers engaged in Professional Development Cycles to monitor, measure and modify best teaching practices to support school goals. Based on school data, teachers receive training which is aligned to an area for growth. The District provided Resource Teacher and the school's ILT are offered district professional development aligned to the District's Instructional Focus. The plan for professional development includes on-site coaching by teachers, District provided Resource Teacher, and administration.

During the 2017-2018 and 2-18-2019 school year, professional development included on-site coaching by teachers, District provided Resource Teacher, and administration. Our professional development plan included: Designated and Integrated ELD (K-6), Achieve 3000/Smarty Ants, District provided Dual Immersion Spanish Language Arts, Benchmark/Adelante, Coding, World of Work, Engineering Design Process, ELPAC and Speaking and Listening (refresher). Teachers understand how to unpack grade-level standards and continue to utilize learning objectives to support teaching and learning. Teachers use the Gradual Release of Responsibility model of instruction to ensure rigorous and scaffolded learning takes place daily.

During the 2019-2020 school year, professional development will be offered in the following areas:

- Speaking and Listening Standards
- Success Criteria
- Quality Indicators
- Guided Visits (Walkthrough protocol)
- ELPAC
- Social Emotional Learning

The goal is to continue build capacity and instructional leadership at the site for every teacher.

Principal will participate in professional development to learn skills and strategies to build stronger leadership capacity at school through our Instructional Leadership Team and grade level collaboration.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* 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				
District	N/A	N/A		\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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

This site provides additional resources and instruction to our socially economically disadvantaged and English Language Learners. A part-time aide is employed to deliver services and assessments to English Learners under the direction of the school administrator. Online data base for report cards, assessments, and assignments is paid for to provide constant monitoring of progress for all students. Collaboration teachers are funded through the district LCAP and site funds so that teachers may meet in grade level team to examine student work and plan accordingly.

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.