

Saburo Muraoka Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

DataQuest



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

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.

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.

2023-24 School Contact Information

School Name	Saburo Muraoka Elementary School
Street	1644 Santa Alexia Ave
City, State, Zip	Chula Vista, CA 91913
Phone Number	(619) 216-5599
Principal	Veronica Konkoly
Email Address	veronica.konkoly@cvesd.org
School Website	https://muraokaelementary.edublogs.org/
County-District-School (CDS) Code	37 68023 0135277

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

~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 a welcoming community.

School Description

Muraoka Elementary School is one of the newest of 50 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. The school is the largest school in the district with over 1,130 students in grade preschool through 6. Approximately 23% of our students qualify for free or reduced price meals. The school's ethnic diversity which includes African-American (12%), Asian (4.4%), Filipino (26.6%), Hispanic (39%), Native Hawaiian/Pacific Islander (.9%), and White (7%). Students with multiple ethnic backgrounds (11.8%) or who did not respond (0.1%). The backgrounds of all students are acknowledged, respected, and incorporated into the school curriculum and activities.

Approximately 14% 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, teachers are using phonics and foundational reading skills are also taught systematically through SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words). There is a heavy emphasis on the

2023-24 School Description and Mission Statement

Listening and Speaking Common Core Standards where teachers implement structured strategies and routines. After receiving professional development, staff has been implementing High Impact Language Development 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 Smarty Ants daily to enhance language arts instruction. Designated ELD supports all English Learners at all levels. All classroom teachers have either a CLAD or BCLAD credential. All teachers were given a refresher training on Designated and Integrated ELD.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	149
Grade 1	166
Grade 2	149
Grade 3	166
Grade 4	158
Grade 5	160
Grade 6	153
Total Enrollment	1,101

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
American Indian or Alaska Native	0.3%
Asian	4.5%
Black or African American	9.5%
Filipino	23.8%
Hispanic or Latino	39.1%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	14.2%
White	7.7%
English Learners	15.9%
Foster Youth	0.2%
Homeless	0.5%
Socioeconomically Disadvantaged	23.3%
Students with Disabilities	12.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.90	94.87	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	5.10	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	0.00	0.00	106.00	7.66	18854.30	6.86
Total Teaching Positions	38.90	100.00	1383.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.50	93.12	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	3.36	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	2.02	33.90	2.36	11953.10	4.28
Unknown	0.60	1.48	109.80	7.63	15831.90	5.67
Total Teaching Positions	44.60	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.90	1.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.90	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.90
Total Out-of-Field Teachers	0.00	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.2	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

We are proud of our beautiful school campus. Our new facilities are maintained by our wonderful custodial team. Because Muraoka was recently built and is well cared for, our campus is in wonderful condition. Our custodians and the district custodial supervisor recently (1-7-2022) walked the campus to review and inspect all areas of our campus. These types of walkthroughs occur regularly to ensure our facilities are safe and clean.

Year and month of the most recent FIT report

1/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			200-H Electrical: Earth quake tarp for AC not secured
Interior: Interior Surfaces	X			: 200- J - speech room: outside door wall needs paint and wall patch repair CR-206: 2 Stained ceiling tiles CR-207: Stained ceiling tiles CR-215 - Special ed class: Remove nail in wall above door Workroom: 2 Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			CR-210: Ceiling tile stain
Electrical	X			CR-112: Outlet on white board loose CR-205: 1- Light out CR-212: Light switch by door don't work Restroom Boys: Light don't turn on
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR-214: Drinking fountain no water Kitchen: Foucet handle goes to far back
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Innovation center: Water leak around middle
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	64	62	54	53	47	46
Mathematics (grades 3-8 and 11)	56	51	41	43	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	631	622	98.57	1.43	61.90
Female	311	307	98.71	1.29	66.12
Male	320	315	98.44	1.56	57.78
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	59.26
Black or African American	63	62	98.41	1.59	50.00
Filipino	159	159	100.00	0.00	77.99
Hispanic or Latino	249	244	97.99	2.01	49.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	84	84	100.00	0.00	72.62
White	40	37	92.50	7.50	70.27
English Learners	79	76	96.20	3.80	23.68
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	158	99.37	0.63	44.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	99	98.02	1.98	16.16

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	631	624	98.89	1.11	51.28
Female	311	308	99.04	0.96	49.68
Male	320	316	98.75	1.25	52.85
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	62.96
Black or African American	63	62	98.41	1.59	27.42
Filipino	159	159	100.00	0.00	64.78
Hispanic or Latino	249	246	98.80	1.20	41.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	84	84	100.00	0.00	61.90
White	40	37	92.50	7.50	62.16
English Learners	79	78	98.73	1.27	26.92
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	159	100.00	0.00	36.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	99	98.02	1.98	17.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	51.06	49.04	36.97	34.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	158	158	100.00	0.00	48.73
Female	85	85	100.00	0.00	50.59
Male	73	73	100.00	0.00	46.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	33.33
Filipino	37	37	100.00	0.00	54.05
Hispanic or Latino	57	57	100.00	0.00	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	70.00
White	12	12	100.00	0.00	66.67
English Learners	16	16	100.00	0.00	6.25
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	4.00

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.51%	90.51%	91.77%	89.87%	91.14%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Contact Person: Principal- Mrs. Veronica Konkoly
Contact Person Phone Number: (619) 216-5599

The community at Muraoka School is 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 families 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 family involvement and participation school-wide. Families participate through the School Site Council (SSC), English Learner 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. We also have a family night committee that plans engaging, evening family activities throughout the year. 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, families, 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1146	1135	162	14.3
Female	561	554	69	12.5
Male	585	581	93	16.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	52	52	3	5.8
Black or African American	112	109	8	7.3
Filipino	268	266	33	12.4
Hispanic or Latino	451	447	85	19.0
Native Hawaiian or Pacific Islander	9	9	2	22.2
Two or More Races	163	162	18	11.1
White	87	86	13	15.1
English Learners	182	182	26	14.3
Foster Youth	4	4	0	0.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	300	296	59	19.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	167	167	31	18.6

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.09	0.52	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.52	0
Female	0	0
Male	1.03	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.15	0
English Learners	0.55	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.2	0

2023-24 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 Expectations Assemblies and Weekly Momonga Monday Meet Ups on the Blacktop support students by reminding them of our school expectations to ensure a safe and positive learning community. Our Muraoka peace patrol ensures that students are supported during recess through peer mediators. Our School Resource Officer (SRO), social worker, part-time counselor and school psychologist support Muraoka in ensuring that students are safe physically, socially, and emotionally. Muraoka School has 4 schoolwide expectations that are consistently modeled and reinforced: Be safe, Be respectful, Be responsible, and Be Kind. School-wide, teachers are utilizing Sanford Harmony, Trust Circles, Positivity Project, and Zones of Regulation to build relationships and provide a classroom environment where students feel safe. There is ongoing training for students and adults. 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 fall of 2023. The Board of Education approval date for the CSSP is January 17, 2024.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	6	
1	22	2	5	
2	18	4	4	
3	21	3	4	
4	34	3	1	3
5	33	1	2	2
6	34	1	2	2

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	5	
1	20	2	5	
2	21	1	6	
3	19	3	5	
4	32	1	4	1
5	20	3	4	
6	22	1	4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	6	0
1	21	1	7	0
2	21	2	5	0
3	21	2	6	0
4	42	1	2	3
5	23	2	5	0
6	31	1	4	1
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	2202

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,451.84	4,990.67	7,461.17	78,356
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	-17.2	-8.7
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	12.3	-10.8

Fiscal Year 2022-23 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. VAPA 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. In addition, a behavioral specialist is funded through site funds to support students and staff with social emotional regulation. A part time Library Technology Technician is site funded to promote literacy for all Momongas.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

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

Each year, teachers engage 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 school's ILT and grade level teams are offered district professional development aligned to the District's Instructional Focus. The plan for professional development includes on-site coaching by administration.

During the 2021-2022 school year, professional development is being offered in the following areas:

- Cultural Proficiency/Equity
- Zones of regulation
- Quality Indicators
- iReady Math Online Learning Program, Achieve300, and Smarty Ants
- ELPAC
- Routines to Promote Discourse and Thinking in Math

During the 2022-2023 school year, professional development is being offered in the following areas:

- Cultural Proficiency/Equity
- Journal Writing and Revision
- Mentor Texts
- Building and Sustaining a Writing Community

Professional Development

- Designated and Integrated ELD
- Writing Quality Indicators
- iReady Math Online Learning Program, Achieve300, and Smarty Ants
- ELPAC
- LGBTQ+ 310 Training

For the 2023-2024 school year, much of the previous work is continued with the addition of NCUST training on the Eight Best Practices for Urban School Transformation, facilitated by our Instructional Leadership Team (ILT).

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. Principal will work with a coach from the National Center for Urban School Transformation to conduct monthly affirming learning walks in all classrooms.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	28	25	