Saburo Muraoka Elementary School

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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Chula Vista Elementary School District
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District Governing Board

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District Administration

Francisco Escobedo, Ed. D.
Superintendent

Jeffrey Thiel, Ed.D.

Matthew Tessier, Ed.D.

School Description
~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 one of 46 schools in the Chula Vista Elementary School District. The school opened it's doors on July 19, 2017 and is located in Otay Ranch, a middle socio-economic area. Approximately 20% of our students qualify for free or reduced price meals. The school's ethnic diversity which includes African-American (%), American Indian or Alaskan (0%), Asian (5.0%), Filipino (16.5%), Hispanic (52.7%), Native Hawaiian/Pacific Islander (0.4%), and White (12.3%). Students with multiple ethnic backgrounds or who did not respond are 6.9%. The backgrounds of all students are acknowledged, respected, and incorporated into the school curriculum and activities.

Approximately 10% 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 i 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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			
Saburo Muraoka Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential			28
Without Full Credential			0
Teaching Outside Subject Area of Competence			
Chula Vista Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Saburo Muraoka Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science Laboratory Equipment	N/A
	The textbooks listed are from most recent adoption: N/A

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

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:				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact Person: Principal Erin E. Dare
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 office 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. A parent volunteer committee 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, 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 School 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 will perform mandated bus evacuation drills, disaster preparedness drills, fire drills, and lock down drills to practice safety procedures. We have and will continue to provide also offer training 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 Assembly centers on creating and maintaining 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 will offer the Be Kind program. 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 2017.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate			
Expulsions Rate			
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Professional Development provided for Teachers

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.

The plan for professional development includes on-site coaching by teachers, District provided Resource Teacher, and administration. Our plan will include professional development in the following areas: Designated and Integrated ELD (K-6), Achieve 3000/Smarty Ants, District provided Dual Immersion Spanish Language Arts, Benchmark/Adelante, Coding, ELPAC and Speaking and Listening (refresher). Teachers will develop a deeper understanding of grade-level standards. Teachers will continue to learn how to establish learning objectives that are directly related to grade-level standards and use the Gradual Release of Responsibility model of instruction to ensure rigorous and scaffolded learning takes place daily.

In the area of writing, we will continue professional development in the following areas: text-dependent and evidence-based writing, research to build and present knowledge, range of writing, grammar, and conventions. We will strengthen our knowledge of how to use guided instruction in writing, deconstruction of standards, and instructional scaffolds for English Learners.

Principal will participate in professional development to learn skills and strategies to build stronger leadership capacity at school through the Cohort model and Leadership Team trainings.

The goal is to continue developing capacity and instructional leadership at the site.

Professional Development Cycle to include looking at the mathematical framework to look at the critical areas of instruction and how they align to the grade level below and above. Professional development is based on our school's data. Teachers will receive on-going mathematical training which focuses on reinforcing the Eight Mathematical Practices. The District provided Resource Teacher and the school's ILT, site lead learners, are offered district professional development on our identified areas of need. The plan for professional development includes on-site coaching by teachers, District provided Resource Teacher, and administration. We will continue professional development in the following areas:

NUMBER TALKS, EQUAL SHARE PROBLEMS AND MATHEMATICAL MINDSETS to enhance the Eight Mathematical Practices:

* Making sense of problems and persevere in solving them
* Reason abstractly and quantitatively
* Construct viable arguments and critique the reasoning of others
* Model with mathematics
* Use appropriate tools strategically
* Attend to precision
* Look for and make use of structure
* Look for and express regularity and repeated reasoning

* Interacting in meaningful ways
* Learning the semantics/syntax of the English language
* Using Foundational Literacy Skills
* Listening/Speaking skills based on ELD standards
* Collaborative discussions/accountable talk (Socratic Seminars)
* Correlation between ELD and ELA standards

* District ELPAC/CELDT training
* Using integrated/designated ELD instruction and targeted interventions

We will strengthen our knowledge of the ELD standards.

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 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$46,672	$48,678
Mid-Range Teacher Salary	$70,414	$78,254
Highest Teacher Salary	$93,793	$96,372
Average Principal Salary (ES)	$124,057	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$265,166	$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site				
District	♦	♦		$72,171
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

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

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