



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>

2017-18 School Accountability Report Card Published During the 2018-19 School Year

Chula Vista Elementary School District

84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
<http://www.cvesd.org/>

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 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 the newest of 49 schools in the Chula Vista Elementary School District, including charters. The school opened its 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 (%), 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 19% 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	80
Grade 2	70
Grade 3	80
Grade 4	62
Grade 5	77
Grade 6	72
Total Enrollment	537

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.2
Asian	3.4
Filipino	24.0
Hispanic or Latino	40.0
Native Hawaiian or Pacific Islander	1.1
White	9.5
Socioeconomically Disadvantaged	22.3
English Learners	18.6
Students with Disabilities	8.0
Foster Youth	0.4

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	16-17	17-18	18-19
With Full Credential		28	33
Without Full Credential		0	0
Teaching Outside Subject Area of Competence			
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Saburo Muraoka Elementary	16-17	17-18	18-19
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.

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
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA		74.0		65.0		50.0
Math		63.0		51.0		38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing 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 will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.6	28.0	32.9

* 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.

School Year 2017-18 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	312	309	99.04	74.11
Male	159	157	98.74	63.69
Female	153	152	99.35	84.87
Black or African American	30	30	100.00	63.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	64	64	100.00	87.50
Hispanic or Latino	127	125	98.43	70.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.22	82.86
Two or More Races	40	40	100.00	70.00
Socioeconomically Disadvantaged	81	81	100.00	60.49
English Learners	84	83	98.81	63.86
Students with Disabilities	46	44	95.65	25.00
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 2017-18 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	312	309	99.04	63.11
Male	159	157	98.74	58.6
Female	153	152	99.35	67.76
Black or African American	30	30	100	36.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	64	64	100	78.13
Hispanic or Latino	127	125	98.43	56
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.22	77.14
Two or More Races	40	40	100	72.5
Socioeconomically Disadvantaged	81	81	100	54.32
English Learners	84	83	98.81	55.42
Students with Disabilities	47	44	93.62	18.18
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 2018-19)

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 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 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1.5
Other	1
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K			20			3			2			
1			22			1			2			
2			18			3			1			
3			18			1			4			
4			31						2			
5			26						2			
6			25			1			3			

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

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.

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 2017-18 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, 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 2018-19 school year, professional development will be offered in the following areas:

- *Engineer and Design Process (EDP)
- *Coding
- *Writing (Higher Order Thinking Journals)
- *Success Criteria
- *Quality Indicators
- *Guided Visits (Walkthrough protocol)
- *World of Work (RIASEC)
- *NGSS Science and Engineering Practices (SEP's)
- *ELPAC

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

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

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦		\$77,385
State	♦	♦	\$7,125	\$80,910
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ 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.