

# Saburo Muraoka Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Saburo Muraoka Elementary School
<b>Street</b>	1644 Santa Alexia Ave
<b>City, State, Zip</b>	Chula Vista, CA 91913
<b>Phone Number</b>	(619) 216-5599
<b>Principal</b>	Veronica Konkoly
<b>Email Address</b>	veronica.konkoly@cvesd.org
<b>School Website</b>	<a href="https://muraoka.cvesd.org/">https://muraoka.cvesd.org/</a>
<b>Grade Span</b>	P-6
<b>County-District-School (CDS) Code</b>	37 68023 0135277

## 2024-25 District Contact Information

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

## 2024-25 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~

## 2024-25 School Description and Mission Statement

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 has 837 students in grade preschool through 6th grade. Approximately 30% of our students qualify for free or reduced price meals. The school's ethnic diversity which includes African-American (9%), Asian (4.3%), Filipino (20%), Hispanic (42%), Native Hawaiian/Pacific Islander (.7%), and White (8%). Students with multiple ethnic backgrounds (16%). 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 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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	157
Grade 1	148
Grade 2	169
Grade 3	150
Grade 4	166
Grade 5	156
Grade 6	158
<b>Total Enrollment</b>	<b>1,104</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.3
Asian	4
Black or African American	9.1
Filipino	23.4
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.8
Two or More Races	16.4
White	7.2
English Learners	14.7
Homeless	0.5
Socioeconomically Disadvantaged	31.5
Students with Disabilities	12.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.90	94.87	1227.00	88.68	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.10	0.37	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.90	5.10	31.40	2.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.00	1.01	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	106.00	7.66	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.50	93.12	1266.50	87.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.80	0.48	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	3.36	22.80	1.59	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	2.02	33.90	2.36	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.60	1.48	109.80	7.63	15831.90	5.67
<b>Total Teaching Positions</b>	44.60	100.00	1440.10	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	44.80	95.40	1302.40	88.51	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.90	0.41	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	18.50	1.26	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	1.06	33.10	2.25	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.60	3.53	111.40	7.57	14303.80	5.15
<b>Total Teaching Positions</b>	46.90	100.00	1471.50	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.90	1.50	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.90	1.50	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0.5
<b>Local Assignment Options</b>	0.00	0.90	0
<b>Total Out-of-Field Teachers</b>	0.00	0.90	0.5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.20	6.8	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2024

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

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

## 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 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: 10/21/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X		
<b>Interior:</b> Interior Surfaces	X		202 CR: 401 CR: 4 lamps out // Ceiling tile stain // Adhesive residue need to be cleaned // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-ins, diffusers, etc CFC 604.1.1 Mail Room: counters are dusty MP: Several ceiling tiles stained // * Need to check for water damage coming from AC units in soffit (interior wall)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		605 CR: Cobwebs in the short blind section // 2 Lights out // * Blind slats falling (per teacher) Kinder Playtoy: powder coating peeling // Cobwebs // Ladder cracking // MP Utility-Hot Water Heater Room: Door vent rusty Upper Playtoy: Powder coating peeling, cobwebs Work Room: * Stuffed storage closet
<b>Electrical</b>	X		301 CR: door not closing properly 4 Lights out 302 CR: IT cover missing //Holes in tack panel // Vent out of place 303 CR: 8 Lights out // Missing IT cover // Holes in tack panel // Laminate is lifting from the sink counter 401 CR: 4 lamps out // Ceiling tile stain // Adhesive residue need to be cleaned // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 601 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 604 CR: 4 Lights out // Ceiling Tile stained // Faded HC sign // missing blind slats (short) 605 CR: Cobwebs in the short blind section // 2 Lights out // * Blind slats falling (per teacher) Kinder RR 3 : * Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed

## School Facility Conditions and Planned Improvements

			with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>300 Bldg Boys RR: * Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)</p> <p>300 Bldg Girls RR: * Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)</p> <p>601 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection &amp; listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1</p> <p>Admin Women's RR: * Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) // Hard water stains on sinks</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>500 Electrical: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.</p> <ol style="list-style-type: none"> <li>1. Maintain 36" clearance around electrical panels.</li> <li>2. Remove all combustible items from the electrical room.</li> </ol> <p>CFC Section 604.3 501 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection &amp; listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1</p> <p>600 Electrical: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.</p> <ol style="list-style-type: none"> <li>1. Maintain 36" clearance around electrical panels.</li> <li>2. Remove all combustible items from the Electrical room.</li> </ol> <p>CFC Section 604.3 Speech/RSP: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection &amp; listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1</p>

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X		404 CR: Front fascia damaged
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		200 Bldg Work Room: Missing blind slats 201 CR: 502/503 External Storage: needs door sweep 602/603 External Storage CR: * Door sweep needed 604/605 External Storage CR: Does sweep need 605 CR: Cobwebs in the short blind section // 2 Lights out // * Blind slats falling (per teacher) Broadcast Room/Office Computer Lab: Ceiling Systems The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from the ceiling throughout the campus. CFC Section 703.3 Health Office: * Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) // Scratched door (interior) // * Christmas Lights (fire and safety concern - per district policy items are not allowed) Kinder Playtoy: powder coating peeling // Cobwebs // Ladder cracking // Stage: Upper Playground: The Blacktop is lifted by the sandbox (tripping Hazard) // There are welded metal nuts to railing on the access ramp (Safety concern)

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	62	63	53	55	46	47
<b>Mathematics</b> (grades 3-8 and 11)	51	52	43	43	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	627	620	98.88	1.12	63.17
<b>Female</b>	302	300	99.34	0.66	69.33
<b>Male</b>	325	320	98.46	1.54	57.37
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	27	25	92.59	7.41	80.00
<b>Black or African American</b>	57	57	100.00	0.00	59.65
<b>Filipino</b>	160	158	98.75	1.25	75.95
<b>Hispanic or Latino</b>	246	243	98.78	1.22	49.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	92	92	100.00	0.00	73.91
<b>White</b>	36	36	100.00	0.00	69.44
<b>English Learners</b>	65	62	95.38	4.62	30.65
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	203	201	99.01	0.99	52.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	87	84	96.55	3.45	15.48

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	627	623	99.36	0.64	51.52
<b>Female</b>	302	301	99.67	0.33	50.50
<b>Male</b>	325	322	99.08	0.92	52.48
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	27	27	100.00	0.00	55.56
<b>Black or African American</b>	57	57	100.00	0.00	40.35
<b>Filipino</b>	160	158	98.75	1.25	68.35
<b>Hispanic or Latino</b>	246	244	99.19	0.81	38.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	92	92	100.00	0.00	58.70
<b>White</b>	36	36	100.00	0.00	66.67
<b>English Learners</b>	65	64	98.46	1.54	20.31
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	203	202	99.51	0.49	41.09
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	87	84	96.55	3.45	14.29

## 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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	49.04	43.51	34.95	37.34	30.29	30.73

## 2023-24 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
<b>All Students</b>	156	155	99.36	0.64	43.23
<b>Female</b>	64	63	98.44	1.56	49.21
<b>Male</b>	92	92	100.00	0.00	39.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	14	14	100.00	0.00	21.43
<b>Filipino</b>	37	37	100.00	0.00	54.05
<b>Hispanic or Latino</b>	72	71	98.61	1.39	32.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	20	100.00	0.00	70.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	12	11	91.67	8.33	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	54	53	98.15	1.85	35.85
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	22	95.65	4.35	22.73

## 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.

#### 2023-24 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 requires only participation results 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	81%	81%	81%	81%	81%

## 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.

#### 2024-25 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.

Additionally, Muraoka offers specialized programs, including the Resource Specialist Program (RSP), Speech Therapy, English Language Instructional Assistance, Psychological Services, school counseling, LEAD Program, and Military Family Liaison Counseling Program.

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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1178	1160	118	10.2
Female	554	549	54	9.8
Male	624	611	64	10.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	50	0	0.0
Black or African American	115	111	13	11.7
Filipino	264	263	14	5.3
Hispanic or Latino	459	447	70	15.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	187	187	16	8.6
White	91	90	5	5.6
English Learners	176	173	19	11.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	398	386	64	16.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	160	156	22	14.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.09	0.52	1.19	0.68	1.16	1.37	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.19	0.00
Female	0.90	0.00
Male	1.44	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.00	0.00
Black or African American	2.61	0.00
Filipino	0.76	0.00
Hispanic or Latino	1.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.07	0.00
White	0.00	0.00
English Learners	0.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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

## 2024-25 School Safety Plan

suppression, and character education lessons. Our quarterly Expectations Assemblies and Monthly 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 2024. 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.

### 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	
1	21	1	7	
2	21	2	5	
3	21	2	6	
4	42	1	2	3
5	23	2	5	
6	31	1	4	1

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	1	6	
1	19	5	3	
2	21	2	6	
3	21	2	5	
4	37	2	2	3
5	31	1	4	1
6	37	1	3	2

## 2023-24 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	2208

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	1.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.5

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$13,876.36	\$5,292.96	\$8,583.40	\$87,260.00
District	N/A	N/A	\$10,539.05	\$89,681
Percent Difference - School Site and District	N/A	N/A	-20.5	-2.7
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-22.6	-9.9

## Fiscal Year 2023-24 Types of Services Funded

This site provides additional resources and instruction to our socially economically disadvantaged and English Language Learners. An aide is employed to deliver 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 school social worker and behavioral specialist are funded 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$55,353	\$58,553
<b>Mid-Range Teacher Salary</b>	\$83,511	\$93,924
<b>Highest Teacher Salary</b>	\$111,237	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$147,452	\$149,898
<b>Average Principal Salary (Middle)</b>	\$0	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$270,400	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	34.91	31.93
<b>Percent of Budget for Administrative Salaries</b>	4.61	5.62

## 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 2023-2024 school year, professional development is being offered in the following areas:

- \*High Impact Language Strategies & Collaborative Conversations and Discussions
- \*NCUST 8 Teaching Practices
- \*Quality Indicators
- \*Learning Intentions and Success Criteria
- \*iReady Math Online Learning Program, Achieve300, and Smarty Ants

Professional development is being offered in the following areas:

- \*High Impact Language Strategies & Collaborative Conversations and Discussions
- \*NCUST 8 Teaching Practices
- \*Creating Cultures of Thinking
- \*Science of Reading and Comprehensive Literacy
- \*Math Routines
- \*iReady Math Online Learning Program, Achieve300, and Smarty Ants
- \*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. 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.

**Professional Development**

<b>Subject</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	25	25	25