

# Saburo Muraoka Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

## 2025-26 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

## 2025-26 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

## 2025-26 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 has 794 students in grade preschool through 6th grade. Approximately 31% of our students qualify for free or reduced price meals. The school's ethnic diversity which includes African-American (8.9%), Asian (3.9%), Filipino (21.3%), Hispanic (41.4%), Native Hawaiian/Pacific Islander (.6%), and White (8.4%). Students with multiple ethnic backgrounds (15.5%). 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

## 2025-26 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 in grades second through six, including our English learners, have access to Achieve 3000 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	117
Grade 2	103
Grade 3	123
Grade 4	116
Grade 5	103
Grade 6	122
<b>Total Enrollment</b>	<b>832</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	51.8
Asian	4.8
Black or African American	9.1
Filipino	21.8
Hispanic or Latino	41.8
Native Hawaiian or Pacific Islander	0.7
Two or More Races	13.9
White	7.8
English Learners	16
Homeless	2.3
Socioeconomically Disadvantaged	32.5
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.

## 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>	41.5	93.12	1266.5	87.95	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	6.8	0.48	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.5	3.36	22.8	1.59	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.9	2.02	33.9	2.36	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.6	1.48	109.8	7.63	15831.9	5.67
<b>Total Teaching Positions</b>	44.6	100	1440.1	100	279044.8	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.

## 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>	44.8	95.4	1302.4	88.51	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.9	0.41	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18.5	1.26	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	1.06	33.1	2.25	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1.6	3.53	111.4	7.57	14303.8	5.15
<b>Total Teaching Positions</b>	46.9	100	1471.5	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	40.9	87.23	1298.7	87.53	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	8.2	0.55	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	4.26	21.4	1.45	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	21.4	1.44	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.9	8.49	133.9	9.03	13705.8	4.91
<b>Total Teaching Positions</b>	46.9	100	1483.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.50	0	2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.50	0	2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.5	0
<b>Local Assignment Options</b>	0.90	0	0
<b>Total Out-of-Field Teachers</b>	0.90	0.5	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.8	0	9
<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	0	4.9

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance and Benchmark Adelante - adopted July 2022	0%
<b>Mathematics</b>	iReady Math Curriculum - adopted July 2023	0%
<b>Science</b>	TWIGs Science Curriculum - adopted July 2023	0%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	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		11/12/2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:

## School Facility Conditions and Planned Improvements

<p><b>Interior:</b> Interior Surfaces</p>	X		<p>100H: Clutter 115: Stained carpet /// Clutter on restroom 117 Lab: Cracked concrete polish floor 200 Lab/Tech Office/Roof Access: Clutter in tech office 202: Stain ceiling tile 203: Stain ceiling tile 206 /SDC Restroom: Restroom has a lot of clutter 207: Ceiling tile stained 211: Ceiling tile stained 212: Ceiling tile stained Workroom: Clutter of boxes</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>100A/ AP : 115: Stained carpet /// Clutter on restroom 118: Stained carpet , carpet is heavy stained needs cleaning or dry foam 119: Stained carpet, carpet is heavy stained needs cleaning or dry foam 219: Carpet dirty, carpet needs deep cleaning Boys Restroom: * 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) Boys Restroom: Floor needs stripping /// Walls around urinal are yellow Boys Restroom: Toilet paper wads on ceiling Custodian Room D: Dirty floor needs cleaning Dumpster Area: Area behind dumpsters is dirty needs pressure washing and pick trash Electrical Rm: Dusty needs floor cleaning Electrical Room Ext. by 119: Dusty and floor dirty Electrical Room: Dirty floor needs cleaning/// Spider webs needs dusting Girls Restroom: 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) Girls Restroom: Floor needs stripping/// Partition walls need cleaning Innovation Center: Floor needs cleaning Lounge : Counter Dirty Relos Electrical Room/Data Room: Dusty and floor dirty Riser Room : Dirty floor needs cleaning/// Spider webs needs dusting Staff Restroom: Floor needs cleaning, buffing to remove dirty front of toilet bowl //// Door is dirty Staff Restroom: Floor needs cleaning, buffing to remove dirty front of toilet bowl/// Door is dirty Workroom 101/102 kinder restroom: Clutter lot of boxes on floor, Walls around toilet are yellow Workroom 104/102 Kinder Restroom: Clutter Workroom 105/107 Kinder Restroom: Walls are yellow around toilets</p>
<p><b>Electrical</b></p>	X		<p>209:00:00</p>

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		101: Low pressure drinking fountain 106 Preschool: Drinking Fountain water is off 114: Loose drinking fountain cap Boys Restroom: Toilet paper wads on ceiling Workroom 101/102 kinder restroom: Clutter lot of boxes on floor, Walls around toilet are yellow Workroom 104/102 Kinder Restroom: Clutter Workroom 105/107 Kinder Restroom: Walls are yellow around toilets
<b>Safety:</b> Fire Safety, Hazardous Materials	X		112: Shelves blocking fire extinguisher Electrical / Data Room: Data room full of furniture desk and chairs Electrical Room/Roof Access: Chairs and ceiling tiles stored
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		100I: Canopys behind doors Health Office: Staff Restroom: Floor needs cleaning, buffing to remove dirty front of toilet bowl //// Door is dirty Staff Restroom: Floor needs cleaning, buffing to remove dirty front of toilet bowl/// Door is dirty

## 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	63	62	55	56	47	48
<b>Mathematics</b> (grades 3-8 and 11)	52	53	43	44	35	37

## 2024-25 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
All Students	461	456	98.92	1.08	61.84
Female	204	202	99.02	0.98	69.31
Male	257	254	98.83	1.17	55.91
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	55.56
Black or African American	41	40	97.56	2.44	50.00
Filipino	99	99	100.00	0.00	79.80
Hispanic or Latino	210	206	98.10	1.90	51.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	57	100.00	0.00	71.93
White	32	32	100.00	0.00	71.88
English Learners	56	53	94.64	5.36	16.98
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	30.77
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	152	97.44	2.56	44.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	64	100.00	0.00	14.06

## 2024-25 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>	461	459	99.57	0.43	52.94
<b>Female</b>	204	203	99.51	0.49	54.68
<b>Male</b>	257	256	99.61	0.39	51.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	18	18	100.00	0.00	72.22
<b>Black or African American</b>	41	41	100.00	0.00	34.15
<b>Filipino</b>	99	99	100.00	0.00	69.70
<b>Hispanic or Latino</b>	210	208	99.05	0.95	42.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	57	57	100.00	0.00	61.40
<b>White</b>	32	32	100.00	0.00	68.75
<b>English Learners</b>	56	56	100.00	0.00	17.86
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	13	13	100.00	0.00	7.69
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	156	154	98.72	1.28	37.66
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	64	100.00	0.00	7.81

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	43.51	36.89	37.34	38.45	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	103	98.10	1.90	36.89
Female	52	51	98.08	1.92	33.33
Male	53	52	98.11	1.89	40.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	27	27	100.00	0.00	55.56
Hispanic or Latino	47	45	95.74	4.26	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	54.55
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	33	94.29	5.71	15.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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	90%	91%	91%	90%	91%

## 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.

#### 2025-26 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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	887	868	82	9.4
Female	423	416	33	7.9
Male	462	450	48	10.7
American Indian or Alaska Native	--	--	--	--
Asian	42	41	3	7.3
Black or African American	88	83	11	13.3
Filipino	182	182	11	6.0
Hispanic or Latino	374	364	46	12.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	122	120	9	7.5
White	72	71	1	1.4
English Learners	142	139	17	12.2
Foster Youth	--	--	--	--
Homeless	26	24	4	16.7
Socioeconomically Disadvantaged	306	295	51	17.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	126	125	23	18.4

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.52	1.19	0.56	1.16	1.37	1.19	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	0.24	0.00
Male	0.87	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.27	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.64	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.79	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.

## 2025-26 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 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, 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 2025. The Board of Education approval date for the CSSP is December 17, 2025.

## 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.

## 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

## 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	0
1	19	5	3	0
2	21	2	6	0
3	21	2	5	0
4	24	2	5	0
5	26	1	5	0
6	26	1	5	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	2	3	
1	17	7		
2	17	3	3	
3	18	3	4	
4	23	1	4	
5	21	2	3	
6	20	2	4	

## 2024-25 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	0

## 2024-25 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.8
<b>Social Worker</b>	1
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.5

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$14,531.43	\$5,687.02	\$8,844.41	\$85,764.00
<b>District</b>	N/A	N/A	\$19,121.43	\$98,452
<b>Percent Difference - School Site and District</b>	N/A	N/A	-20.5	-4.5
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-19.6	-11.6

## Fiscal Year 2024-25 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 teams 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$60,335	\$61,597
<b>Mid-Range Teacher Salary</b>	\$91,027	\$98,902
<b>Highest Teacher Salary</b>	\$121,248	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$159,612	\$158,383
<b>Average Principal Salary (Middle)</b>		\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$306,525	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	33.22%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.45%	5.38%

## 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 2024-2025 school year, professional development was offered in the following areas:

- \*High Impact Language Strategies & Collaborative Conversations and Discussions
- \*Thinking Routines
- \*Math Routines, Games, Counting Collections, and Number Talks
- \*NCUST 8 Teaching Practices
- \*Quality Indicators
- \*Learning Intentions and Success Criteria
- \*iReady Math Online Learning Program, Achieve300
- \*ELPAC

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

The principal participated in professional development to learn skills and strategies to build stronger leadership capacity at school through our Instructional Leadership Team and grade level collaboration. The principal worked with a coach from the district 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	25	25	25