

Murphy Elementary School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

| | |
|--|----------------------------|
| School Name | Murphy Elementary School |
| Street | 4350 Valley View Road |
| City, State, Zip | El Sobrante, CA 94803-1499 |
| Phone Number | (510) 231-1427 |
| Principal | Suzanne Lefebvre |
| Email Address | slefebvre@wccusd.net |
| School Website | www.wccusd.net/murphy |
| County-District-School (CDS) Code | 07617966004873 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | West Contra Costa Unified School District |
| Phone Number | (510) 231-1100 |
| Superintendent | Dr. Kenneth Chris Hurst |
| Email Address | chris.hurst@wccusd.net |
| District Website | www.wccusd.net |

2023-24 School Description and Mission Statement

Murphy is a diverse learning community that supports the whole child. Staff and community work together to meet the academic, social and developmental needs of all of students by providing a rigorous, engaging, and meaningful education. We develop critical thinkers who can adapt their learning to various academic and socio-emotional contexts. The Murphy community works to inspire students, teachers, and the community at large to become lifelong learners.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 61 |
| Grade 1 | 63 |
| Grade 2 | 58 |
| Grade 3 | 72 |
| Grade 4 | 40 |
| Grade 5 | 56 |
| Grade 6 | 54 |
| Total Enrollment | 404 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47% |
| Male | 53% |
| American Indian or Alaska Native | 1.7% |
| Asian | 16.3% |
| Black or African American | 14.9% |
| Filipino | 4.7% |
| Hispanic or Latino | 44.3% |
| Native Hawaiian or Pacific Islander | 1.5% |
| Two or More Races | 8.2% |
| White | 8.4% |
| English Learners | 32.4% |
| Foster Youth | 0.2% |
| Homeless | 1% |
| Socioeconomically Disadvantaged | 58.9% |
| Students with Disabilities | 12.1% |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.10 | 94.78 | 1159.10 | 82.56 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 62.20 | 4.43 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 5.22 | 106.60 | 7.60 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 49.60 | 3.54 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 26.30 | 1.87 | 18854.30 | 6.86 |
| Total Teaching Positions | 19.10 | 100.00 | 1403.90 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.80 | 92.99 | 1150.10 | 75.53 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 59.40 | 3.90 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 4.68 | 171.60 | 11.27 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 50.30 | 3.30 | 11953.10 | 4.28 |
| Unknown | 0.50 | 2.34 | 91.20 | 5.99 | 15831.90 | 5.67 |
| Total Teaching Positions | 21.30 | 100.00 | 1522.80 | 100.00 | 279044.80 | 100.00 |

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

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 1.00 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 1.00 |

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

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

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

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

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.5 | 4.7 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 4.5 |

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

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

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

| Year and month in which the data were collected | | November 2023 | |
|---|---|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022 | Yes | 0% |

| | | | |
|-----------------------------------|--|-----|----|
| Mathematics | McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothorse Big Ideas Math, grade 6, c2015 - adopted 2017 | Yes | 0% |
| Science | Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020 | Yes | 0% |
| History-Social Science | Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007 | Yes | 0% |
| Foreign Language | N/A | | |
| Health | N/A | | |
| Visual and Performing Arts | N/A | | |

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

July 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | | X | Room 9 - Lights are out. Room 19 - Lights are out. Restroom by custodial room G146 - Lights are out. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | Room 20 - The faucet is very loose. Room 4 - The drinking fountain needs to be adjusted; it sprays too high. Restroom by custodial room G146 - Lights are out. Girls restroom next room 13 - The sanitary box is falling off the partition. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: | X | | | |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|--|
| Structural Damage, Roofs | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | Kindergarten playground - The mats under the play structure are in need to repair. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 23 | 25 | 32 | 32 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 17 | 25 | 21 | 22 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 224 | 220 | 98.21 | 1.79 | 24.55 |
| Female | 106 | 104 | 98.11 | 1.89 | 26.92 |
| Male | 118 | 116 | 98.31 | 1.69 | 22.41 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 36 | 34 | 94.44 | 5.56 | 32.35 |
| Black or African American | 32 | 31 | 96.88 | 3.12 | 19.35 |
| Filipino | 12 | 12 | 100.00 | 0.00 | 41.67 |
| Hispanic or Latino | 99 | 98 | 98.99 | 1.01 | 24.49 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 19 | 100.00 | 0.00 | 21.05 |
| White | 19 | 19 | 100.00 | 0.00 | 10.53 |
| English Learners | 65 | 62 | 95.38 | 4.62 | 1.61 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 140 | 138 | 98.57 | 1.43 | 18.12 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 30 | 100.00 | 0.00 | 16.67 |

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 224 | 218 | 97.32 | 2.68 | 24.77 |
| Female | 106 | 104 | 98.11 | 1.89 | 23.08 |
| Male | 118 | 114 | 96.61 | 3.39 | 26.32 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 36 | 34 | 94.44 | 5.56 | 32.35 |
| Black or African American | 32 | 31 | 96.88 | 3.12 | 22.58 |
| Filipino | 12 | 12 | 100.00 | 0.00 | 50.00 |
| Hispanic or Latino | 99 | 96 | 96.97 | 3.03 | 19.79 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 19 | 100.00 | 0.00 | 26.32 |
| White | 19 | 19 | 100.00 | 0.00 | 26.32 |
| English Learners | 65 | 61 | 93.85 | 6.15 | 6.56 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 140 | 135 | 96.43 | 3.57 | 22.96 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 30 | 100.00 | 0.00 | 20.00 |

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 9.26 | 13.21 | 18.49 | 20.56 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 56 | 55 | 98.21 | 1.79 | 12.73 |
| Female | 29 | 29 | 100.00 | 0.00 | 17.24 |
| Male | 27 | 26 | 96.30 | 3.70 | 7.69 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 28 | 27 | 96.43 | 3.57 | 11.11 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 16 | 15 | 93.75 | 6.25 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 31 | 30 | 96.77 | 3.23 | 10.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 94.6 | 94.6 | 94.6 | 94.6 | 94.6 |

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Murphy Elementary has multiple opportunities for parental involvement. Our community engagement committee include teachers, parents, and members of our community working together to support the success of multiple programs that we provide at Murphy. A few of the programs/committees that are supported through parental support are:

- Volunteers support at recess
- Volunteers are invited to provide classes of interest to students through our CREW model
- Parent nights (coding, Math Night, Star Night and more to come)
- Coffee Chats once per month
- Virtual Study trips

In addition, We have a Parent Community Club that supports literacy throughout the school through multiple fundraisers and events. The Murphy Parent Club facilitates a book fair in which all proceeds go back to Murphy students. Every student receives a free book of their choice two times per year. They support a Read- A- Thon and fundraiser, cozy reading party and family reading days just to name a few. The parent teacher club Murphy is able to provide all classrooms with support and quality experiences to enrich the education of all of our Murphy Tigers.

Murphy also has other committees that support parental voice and involvement such as our School Site Council, African American Advisory Committee and English Language Advisory Committee. We are working together to ensure that our students meet the rigorous expectations of the common core state standards and are working as a team to bring in programming to support that goal. We also have a School Site Council made up of teachers, staff and community members. Our council ensures that we develop a strong instructional plan and use our financial resources to support the school plan.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 430 | 419 | 162 | 38.7 |
| Female | 207 | 199 | 77 | 38.7 |
| Male | 223 | 220 | 85 | 38.6 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 7 | 7 | 4 | 57.1 |
| Asian | 72 | 69 | 12 | 17.4 |
| Black or African American | 62 | 61 | 22 | 36.1 |
| Filipino | 19 | 19 | 8 | 42.1 |
| Hispanic or Latino | 194 | 189 | 88 | 46.6 |
| Native Hawaiian or Pacific Islander | 6 | 6 | 3 | 50.0 |
| Two or More Races | 35 | 33 | 12 | 36.4 |
| White | 35 | 35 | 13 | 37.1 |
| English Learners | 149 | 144 | 50 | 34.7 |
| Foster Youth | 3 | 2 | 0 | 0.0 |
| Homeless | 4 | 4 | 2 | 50.0 |
| Socioeconomically Disadvantaged | 269 | 264 | 108 | 40.9 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 56 | 54 | 22 | 40.7 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 1.86 | 0.47 | 0.01 | 3.97 | 4.81 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.04 | 0.02 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.47 | 0 |
| Female | 0 | 0 |
| Male | 0.9 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 1.39 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0.52 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0.67 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0.37 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 1.79 | 0 |

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 27 | | 4 | |
| 1 | 24 | | 6 | |
| 2 | 23 | | 4 | |
| 3 | 26 | | 4 | |
| 4 | 33 | | | |
| 5 | 31 | | 4 | |
| 6 | 23 | | 4 | |
| Other | 11 | 6 | | |

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 | 24 | 4 | | 2 |
| 1 | 17 | 6 | | |
| 2 | 21 | | 6 | |
| 3 | 20 | 2 | 2 | |
| 4 | 28 | | 4 | |
| 5 | 26 | | 4 | |
| 6 | 20 | 2 | 2 | |
| Other | 9 | 6 | | |

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 | 18 | 6 | 0 | 0 |
| 1 | 20 | 6 | 0 | 0 |
| 2 | 19 | 6 | 0 | 0 |
| 3 | 22 | 0 | 6 | 0 |
| 4 | 30 | 0 | 2 | 0 |
| 5 | 30 | 0 | 2 | 0 |
| 6 | 25 | 0 | 4 | 0 |
| Other | 15 | 6 | 2 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.2 |
| Resource Specialist (non-teaching) | |
| Other | |

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 7576.69 | 2713.88 | 4862.82 | 58715.94 |
| District | N/A | N/A | 5516.63 | \$77,994 |
| Percent Difference - School Site and District | N/A | N/A | -12.6 | -28.2 |
| State | N/A | N/A | \$7,607 | \$87,885 |
| Percent Difference - School Site and State | N/A | N/A | -36.6 | -39.8 |

Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:

ABDO PUBLISHING
 AMAZON
 B & H PHOTO VIDEO INC
 BAY AREA COMMUNITY RESOURCES
 CALIFORNIA ROOFING CO., INC
 CENTER FOR THE COLLABORATIVE CLASSR
 CURRICULUM ASSOCIATES INC
 EXPLORELEARNING ORDERS
 JOCELYN BALDERAS
 KBA DOCUMENT SOLUTIONS, LLC
 LAKESHORE LEARNING MATERIALS
 LEXIA LEARNING SYSTEMS LLC
 LITERACY RESOURCES, LLC
 LUCKY
 MONICA PACINI
 PROJECT LEAD THE WAY INC
 RENAISSANCE LEARNING INC
 SCHOOL SPECIALTY LLC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SUZANNE LEFEBVRE
 THE OFFICE CITY
 US BANK
 WILLIAM H SADLIER INC
 YMCA OF THE EAST BAY
 YOLANDA KEATON

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$50,922 | \$55,550 |
| Mid-Range Teacher Salary | \$79,887 | \$80,703 |
| Highest Teacher Salary | \$103,799 | \$109,418 |
| Average Principal Salary (Elementary) | \$124,259 | \$137,703 |
| Average Principal Salary (Middle) | \$129,831 | \$143,760 |
| Average Principal Salary (High) | \$145,277 | \$159,021 |
| Superintendent Salary | \$270,000 | \$319,443 |
| Percent of Budget for Teacher Salaries | 28.46% | 30.35% |
| Percent of Budget for Administrative Salaries | 5.12% | 4.87% |

Professional Development

Quality instruction and a warm welcoming environment are a goal for Murphy Elementary School. To ensure this, all school staff in ongoing professional development focused on improving teaching and learning, the climate of our school campus, and creating a school that is inclusive and equitable for all. Our community of practice leads, Instructional Leadership Team, and Climate Committee provide monthly professional development to our staff to ensure continued growth and to maintain a cohesive program that meets the needs of all students and staff. Murphy staff is committed to creating an equitable school that creates an environment in which all students and staff are treated with respect. At Murphy, there are also opportunities for individual goal setting and support through observations and debriefs or classroom visits on and off-site. Our primary goal of the professional development program is to ensure that all students are served by reflective, collaborative teachers and staff that are continuously growing and improving their practice.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 38 | 50 | 32 |