

Murphy 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

School Name	Murphy Elementary School
Street	4350 Valley View Road
City, State, Zip	El Sobrante, CA 94803-1499
Phone Number	(510) 231-1427
Principal	Beth Minor
Email Address	beth.minor@wccusd.net
School Website	www.wccusd.net/murphy
Grade Span	K-6
County-District-School (CDS) Code	07617966004873

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	64
Grade 2	62
Grade 3	60
Grade 4	66
Grade 5	41
Grade 6	58
Total Enrollment	445

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	1.1
Asian	12.8
Black or African American	15.1
Filipino	4.3
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	1.3
Two or More Races	7.2
White	7.2
English Learners	32.4
Foster Youth	0.4
Homeless	0.2
Socioeconomically Disadvantaged	56.9
Students with Disabilities	11.5

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/Incomplete/NA	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/Incomplete/NA	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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.30	76.62	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	21.04	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.50	2.34	94.30	6.58	14303.80	5.15
Total Teaching Positions	21.30	100.00	1433.20	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
Permits and Waivers	0.00	0.00	2.5
Misassignments	1.00	1.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.00	4.5

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

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

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	4.7	10.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	4.5	4.6

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: October 2024

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 Brotherse 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-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

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

School Facility Conditions and Planned Improvements

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

8/17/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 30B STORAGE: 2. DIRTY VENT. 42: 2. VENTS ARE DIRTY. 4. FLOOR TILES ARE CRACKED AND BROKEN. CEILING TILE IS LOOSE/TIRN. 15. WINDOW SCREEN IS MISSING. CUSTODIAL: 2. DIRTY VENT. 4. WALL IN NEED OF REPAIR. 10. SMOKE ALARM IS TAPED OVER. 11. PAINT IS PEELING ON WALL. M111 UTILITIES: 2. DIRTY VENT. 7. LIGHT DIFFUSER IS MISSING. WOMENS REST ROOM (ADMIN): 2. EXHAUST FAN IS NOT WORKING. (MENSTRUAL NOTICE NOT POSTED).
Interior: Interior Surfaces			X	10: 4. RUBBER MOLDING IS MISSING AND SRPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11: 4. WALL IS MARRED. CEILING TILE HAS WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE FLASHING. 12: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT OUTLET COVER PLATE IS MISSING. CONDUIT END CAP IS MISING. 13: 4. CABINET DOORS DOES NOT SHUT PROPERLY. WALL IS MARRED. 15. DOOR CLOSER COVER IS MISSING. 14: 4. CABINET DOORS DOES NOT SHUT PROPERLY. FORMICA TRIM IS SEPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR STRIKE IS LOOSE. 15: 4. WALL PAPER IS TORN. WALL IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. OUTLET BY DOOR IS LOOSE. 15. DOOR CLOSER COVER IS MISSING. 17: 4. CABINET DOOR IS BROKE OFF AND DAMAGED FROM WATER. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. 7. OUTLET IS TAPED IN PLACE ON CONDUIT. OUTLET IS LOOSE FROM WALL. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL. EXTERIOR DOOR TRIM IS MISSING. 15. DOOR CLOSER IS LOOSE AND DAMAGING THE DOOR FRAME. 21: 4. CEILING TILES HAVE WATER STAINS.

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			<p>23: 4. CEILING TILE HAS WATER STAIN. CEILING TILES HAVE HOLES. 7. CONDUIT END CAP IS MISSING. CONDUIT PIECE IS LOOSE.</p> <p>26/ STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 15. FENCE GATE/DOOR HANDLE IS MISSING/ UNABLE TO OPEN GATE TO SCHOOL SIDE.</p> <p>31/ NURSE: 4. FLOOR TILES ARE DAMAGED/BROKEN.</p> <p>33 NUTRITION CENTER: 4. WALLS ARE MARRED. 7. OUTLET WALL PLATE IS BROKEN. TWO LIGHT BULBS ARE OUT.</p> <p>39: 4. FLOOR TILES ARE BROKEN. 7. OUTLET WALL PLATE IS BROKEN. 13. SECTION OF GUTTER DOWNSPOUT IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>42: 2. VENTS ARE DIRTY. 4. FLOOR TILES ARE CRACKED AND BROKEN. CEILING TILE IS LOOSE/TORN. 15. WINDOW SCREEN IS MISSING.</p> <p>5: 4. FORMICA TRIM IS MISSING ON DRAWER. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>9: 4. RUBBER MOULDING IS MISSING. 7. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS AROUND TREE PLANTERS. (WILLIAMS NOTICE NOT POSTED)</p> <p>BOYS REST ROOM (NEAR 3): 4. STALL PARTITION IS LOOSE AT BASE. 5. FLOORING IS DIRTY ALONG COVE BASE. 9. FAUCET HAS A DRIP.</p> <p>BOYS RESTROOM (MPR): 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES.</p> <p>CUSTODIAL: 2. DIRTY VENT. 4. WALL IN NEED OF REPAIR. 10. SMOKE ALARM IS TAPED OVER. 11. PAINT IS PEELING ON WALL.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE DAMAGED. 7. TWO CAN LIGHTS ARE OUT.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>1 MOTOR ROOM : 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER.</p> <p>10: 4. RUBBER MOLDING IS MISSING AND SEPARATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>11: 4. WALL IS MARRED. CEILING TILE HAS WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE FLASHING.</p> <p>12: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT OUTLET COVER PLATE IS MISSING. CONDUIT END CAP IS MISSING.</p> <p>14: 4. CABINET DOORS DOES NOT SHUT PROPERLY. FORMICA TRIM IS SEPARATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR STRIKE IS LOOSE.</p> <p>15: 4. WALL PAPER IS TORN. WALL IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING.</p>

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			<p>OUTLET BY DOOR IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT END CAP IS MISSING. CONDUIT OUTLET COVER PLATE IS MISSING.</p> <p>17: 4. CABINET DOOR IS BROKE OFF AND DAMAGED FROM WATER. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. 7. OUTLET IS TAPED IN PLACE ON CONDUIT. OUTLET IS LOOSE FROM WALL. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL. EXTERIOR DOOR TRIM IS MISSING. 15. DOOR CLOSER IS LOOSE AND DAMAGING THE DOOR FRAME.</p> <p>18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS TAPED AND OUTLET IS LOOSE. OUTLET IS LOOSE BY DOOR. 10. EVACUATION MAP IS NOT POSTED.</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET FLOWS ONTO COUNTERTOP.</p> <p>20: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS OBSCURED.</p> <p>36 PARENT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EXIT IS BKOCKED.</p> <p>37 SCHOOL SUPPLIES: 5. FLOOR IS DIRTY.</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>5: 4. FORMICA TRIM IS MISSING ON DRAWER. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>BOOK ROOM : 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS REST ROOM (NEAR 3): 4. STALL PARTITION IS LOOSE AT BASE. 5. FLOORING IS DIRTY ALONG COVE BASE. 9. FAUCET HAS A DRIP.</p> <p>C118 WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>11. PAINT IS PEELING ON INTERIOR WALLS IN RR.</p> <p>STAGE OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		<p>X</p>	<p>10: 4. RUBBER MOLDING IS MISSING AND SRPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p>

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11: 4. WALL IS MARRED. CEILING TILE HAS WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE FLASHING.

12: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT OUTLET COVER PLATE IS MISSING. CONDUIT END CAP IS MISSING.

15: 4. WALL PAPER IS TORN. WALL IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. OUTLET BY DOOR IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.

16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT END CAP IS MISSING. CONDUIT OUTLET COVER PLATE IS MISSING.

17: 4. CABINET DOOR IS BROKE OFF AND DAMAGED FROM WATER. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. 7. OUTLET IS TAPED IN PLACE ON CONDUIT. OUTLET IS LOOSE FROM WALL. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL. EXTERIOR DOOR TRIM IS MISSING. 15. DOOR CLOSER IS LOOSE AND DAMAGING THE DOOR FRAME.

18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS TAPED AND OUTLET IS LOOSE. OUTLET IS LOOSE BY DOOR. 10. EVACUATION MAP IS NOT POSTED.

23: 4. CEILING TILE HAS WATER STAIN. CEILING TILES HAVE HOLES. 7. CONDUIT END CAP IS MISSING. CONDUIT PIECE IS LOOSE.

33 NUTRTION CENTER: 4. WALLS ARE MARRED. 7. OUTLET WALL PLATE IS BROKEN. TWO LIGHT BULBS ARE OUT.

39: 4. FLOOR TILES ARE BROKEN. 7. OUTLET WALL PLATE IS BROKEN. 13. SECTION OF GUTTER DOWNSPOUT IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

9: 4. RUBBER MOULDING IS MISSING. 7. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS AROUND TREE PLANTERS. (WILLIAMS NOTICE NOT POSTED)

ADMIN: 7. OUTLET COVER IS BROKEN. SURGE PROTECTORS ARE DAISY CHAINED.

C118 WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANELS IS BLOCKED.

11. PAINT IS PEELING ON INTERIOR WALLS IN RR. FIRE ALARM PANEL: 7. ONE LIGHT BULB IS OUT. 10. NO ROOM ID.

JANITORS STORAGE: 7. ONE LIGHT BULB IS OUT. 10. NO ROOM ID.

LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE DAMAGED. 7. TWO CAN LIGHTS ARE OUT.

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			<p>M111 UTILITIES: 2. DIRTY VENT. 7. LIGHT DIFFUSER IS MISSING. MPR: 7. CAN LIGHT FIXTURES ARE LOOSE. TWO CAN LIGHTS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. UNISEX REST ROOM (NEAR 17): 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET FLOWS ONTO COUNTERTOP. BOYS REST ROOM (NEAR 3): 4. STALL PARTITION IS LOOSE AT BASE. 5. FLOORING IS DIRTY ALONG COVE BASE. 9. FAUCET HAS A DRIP. UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR 17): 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM (KITCHEN) : 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM (NEAR 22): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>1 MOTOR ROOM : 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 17: 4. CABINET DOOR IS BROKE OFF AND DAMAGED FROM WATER. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. 7. OUTLET IS TAPED IN PLACE ON CONDUIT. OUTLET IS LOOSE FROM WALL. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL. EXTERIOR DOOR TRIM IS MISSING. 15. DOOR CLOSER IS LOOSE AND DAMAGING THE DOOR FRAME. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS TAPED AND OUTLET IS LOOSE. OUTLET IS LOOSE BY DOOR. 10. EVACUATION MAP IS NOT POSTED. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. 3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS OBSCURED. 36 PARENT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EXIT IS BKOCKED. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p>

School Facility Conditions and Planned Improvements

			<p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>9: 4. RUBBER MOULDING IS MISSING. 7. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS AROUND TREE PLANTERS. (WILLIAMS NOTICE NOT POSTED)</p> <p>BOOK ROOM : 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>C118 WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 11. PAINT IS PEELING ON INTERIOR WALLS IN RR.</p> <p>CUSTODIAL: 2. DIRTY VENT. 4. WALL IN NEED OF REPAIR. 10. SMOKE ALARM IS TAPED OVER. 11. PAINT IS PEELING ON WALL.</p> <p>FIRE ALARM PANEL: 7. ONE LIGHT BULB IS OUT. 10. NO ROOM ID.</p> <p>GIRLS RESTROOM (MPR): 11. PAINT IS PEELING ON DOOR FRAME. . (MENSTRUAL NOTICE NOT POSTED)</p> <p>JANITORS STORAGE: 7. ONE LIGHT BULB IS OUT. 10. NO ROOM ID.</p> <p>WORK ROOM : 10. NO ROOM ID</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>17: 4. CABINET DOOR IS BROKE OFF AND DAMAGED FROM WATER. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. 7. OUTLET IS TAPED IN PLACE ON CONDUIT. OUTLET IS LOOSE FROM WALL. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL. EXTERIOR DOOR TRIM IS MISSING. 15. DOOR CLOSER IS LOOSE AND DAMAGING THE DOOR FRAME.</p> <p>39: 4. FLOOR TILES ARE BROKEN. 7. OUTLET WALL PLATE IS BROKEN. 13. SECTION OF GUTTER DOWNSPOUT IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>13: 4. CABINET DOORS DOES NOT SHUT PROPERLY. WALL IS MARRED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>14: 4. CABINET DOORS DOES NOT SHUT PROPERLY. FORMICA TRIM IS SEPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR STRIKE IS LOOSE.</p> <p>15: 4. WALL PAPER IS TORN. WALL IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. OUTLET BY DOOR IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.</p> <p>17: 4. CABINET DOOR IS BROKE OFF AND DAMAGED FROM WATER. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. 7. OUTLET IS TAPED IN PLACE ON CONDUIT. OUTLET IS LOOSE</p>

School Facility Conditions and Planned Improvements

			<p>FROM WALL. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL. EXTERIOR DOOR TRIM IS MISSING. 15. DOOR CLOSER IS LOOSE AND DAMAGING THE DOOR FRAME.</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>24: 15. DOOR SWEEP IS BENT.</p> <p>26/ STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 15. FENCE GATE/DOOR HANDLE IS MISSING/ UNABLE TO OPEN GATE TO SCHOOL SIDE.</p> <p>39: 4. FLOOR TILES ARE BROKEN. 7. OUTLET WALL PLATE IS BROKEN. 13. SECTION OF GUTTER DOWNSPOUT IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>42: 2. VENTS ARE DIRTY. 4. FLOOR TILES ARE CRACKED AND BROKEN. CEILING TILE IS LOOSE/TIRN. 15. WINDOW SCREEN IS MISSING.</p> <p>9: 4. RUBBER MOULDING IS MISSING. 7. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS AROUND TREE PLANTERS. (WILLIAMS NOTICE NOT POSTED)</p> <p>BOYS REST ROOM (NEAR 13): 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>MPR: 7. CAN LIGHT FIXTURES ARE LOOSE. TWO CAN LIGHTS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>PLAYGROUNDS: 14. TILES ARE LIFTING CREATING TRIP HAZARDS (METAL BRACING WIRES ARE LOOSE/EXPOSED).</p>
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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
English Language Arts/Literacy (grades 3-8 and 11)	25	21	32	33	46	47
Mathematics (grades 3-8 and 11)	25	26	22	23	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
All Students	224	219	97.77	2.23	20.74
Female	107	106	99.07	0.93	28.85
Male	117	113	96.58	3.42	13.27
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	22.22
Black or African American	30	30	100.00	0.00	6.90
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	110	105	95.45	4.55	18.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	31.82
White	14	14	100.00	0.00	21.43
English Learners	68	64	94.12	5.88	7.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	133	97.79	2.21	15.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	7.69

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
All Students	224	220	98.21	1.79	26.36
Female	107	107	100.00	0.00	28.97
Male	117	113	96.58	3.42	23.89
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	40.74
Black or African American	30	30	100.00	0.00	6.67
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	110	107	97.27	2.73	20.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	50.00
White	14	13	92.86	7.14	23.08
English Learners	68	65	95.59	4.41	10.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	134	98.53	1.47	20.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	0.00

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 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
Science (grades 5, 8 and high school)	13.21	29.73	20.56	20.89	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
All Students	41	39	95.12	4.88	28.21
Female	17	15	88.24	11.76	26.67
Male	24	24	100.00	0.00	29.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	16	88.89	11.11	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	23	95.83	4.17	13.04
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.

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	0	0	0	0	0

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

Opportunities for Parent Involvement at Murphy

* Recess Volunteers: Parents can volunteer to support and engage with students during recess, fostering a safe and fun environment.

*CREW Fridays: Parents are encouraged to offer classes or activities of interest to students as part of our enrichment programs on CREW Fridays.

*Parent Nights: Join us for interactive events like Math Night, Literacy Night, and other exciting evenings planned throughout the year.

*Coffee Chats: Starting soon, these informal gatherings will provide parents with a chance to connect with school staff and each other.

Murphy offers additional opportunities for parental voice and involvement through committees such as the School Site Council, African American Advisory Committee, and English Language Advisory Committee. Together, we are committed to helping our students meet the rigorous expectations of the Common Core State Standards while collaboratively developing programs to support this goal.

Our School Site Council, composed of teachers, staff, and community members, plays a vital role in shaping a strong instructional plan and ensuring our financial resources are effectively allocated to support the school's objectives.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	497	478	169	35.4
Female	244	235	87	37.0
Male	253	243	82	33.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	67	64	21	32.8
Black or African American	77	73	24	32.9
Filipino	20	19	5	26.3
Hispanic or Latino	251	243	92	37.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	34	13	38.2
White	36	34	10	29.4
English Learners	170	166	59	35.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	292	284	104	36.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	62	25	40.3

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
1.86	0.47	2.62	3.97	4.81	4.82	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	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.62	0.00
Female	2.46	0.00
Male	2.77	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.49	0.00
Black or African American	2.60	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.86	0.00
White	2.78	0.00
English Learners	2.94	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.13	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 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.

2024-25 School Safety Plan

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 2024. 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.

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

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	21		2	
1	19	2		
2	20	2	1	
3	20	2	1	
4	31		2	
5	30		1	
6	32		1	
Other	17	5	1	

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	0

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)	
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 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	7910.69	2435.71	5474.99	64987.47
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-4.1	-25.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-65.2	-37.1

Fiscal Year 2023-24 Types of Services Funded

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

AAA BUSINESS SUPPLIES & INTERIORS
 AMAZON
 BAY AREA COMMUNITY RESOURCES
 CURRICULUM ASSOCIATES INC
 EAI EDUCATION
 EXPLORELEARNING ORDERS
 FOLLETT CONTENT SOLUTIONS LLC
 GENERATION GENIUS INC
 GREAT MINDS PBC
 JONES SCHOOL SUPPLY
 KASSIRER ENTERTAINMENT COMPANY
 KBA DOCUMENT SOLUTIONS, LLC

Fiscal Year 2023-24 Types of Services Funded

KLEENSLATE CONCEPTS
 LEXIA LEARNING SYSTEMS LLC
 MONICA PACINI
 NOAH'S BAGELS
 PLAYWORKS EDUCATION ENERGIZED
 RENAISSANCE LEARNING INC
 SCHOLASTIC EDUCATION
 SCHOOL SPECIALTY LLC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SUZANNE LEFEBVRE
 SWANK MOVIE LICENSING USA
 WEST CONTRA COSTA PUBLIC EDUCATION
 XTRAMATH
 YMCA OF THE EAST BAY

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
Beginning Teacher Salary	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

Professional Development

At Murphy Elementary School, our goal is to provide high-quality instruction within a warm and welcoming environment. To achieve this, all school staff engage in ongoing professional development aimed at improving teaching and learning, fostering a positive school climate, and creating an inclusive and equitable community for everyone.

Our Community of Practice leads, Instructional Leadership Team, and Climate Committee deliver monthly professional development sessions to support continued growth and ensure a cohesive program that meets the needs of both students and staff. At Murphy, we are deeply committed to fostering an equitable school environment where all students and staff are treated with respect.

Additionally, we provide opportunities for individual goal-setting and personalized support through classroom observations, debriefs, and visits to on- and off-site classrooms. The primary goal of our professional development program is to ensure that all students are served by reflective, collaborative educators who are continuously growing and improving their practice.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	50	32	20