

Murphy 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.

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/>.

2025-26 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	Nicholas Rey
Email Address	nicholas.rey@wccusd.net
School Website	http://murphy.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004873

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Murphy is a diverse learning community that collaborates to support the whole child. Staff members and the community work together to meet the academic, social, and developmental needs of each student by providing an engaging, rigorous, and meaningful education. Murphy develops critical thinkers who use their knowledge and skills to solve tough problems, explorers who experiment and discover new paths forward, and active citizens who work to make their community better, acting with integrity and compassion always. The Murphy community works to inspire students, teachers, and the community at large to become part of the Murphy Crew, working together to make Murphy Elementary the best school it can be for all students.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	58
Grade 2	69
Grade 3	63
Grade 4	67
Grade 5	62
Grade 6	45
Total Enrollment	460

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.7
Male	48.9
Non-Binary	0.4
American Indian or Alaska Native	0.7
Asian	13.3
Black or African American	13.9
Filipino	3.9
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	8.3
White	8.5
English Learners	27.8
Foster Youth	0.9
Homeless	0.4
Socioeconomically Disadvantaged	66.5
Students with Disabilities	12.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.8	92.99	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.68	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.34	91.2	5.99	15831.9	5.67
Total Teaching Positions	21.3	100	1522.8	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.3	76.62	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.5	21.04	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0.5	2.34	94.3	6.58	14303.8	5.15
Total Teaching Positions	21.3	100	1433.2	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.3	70.07	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	1	4.28	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	17.1	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	2	8.55	67.7	4.84	13705.8	4.91
Total Teaching Positions	23.3	100	1399.3	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
Permits and Waivers	0.00	2.5	0
Misassignments	1.00	2	4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	4.5	4

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.7	10.5	26
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	4.6	18.5

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		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Great Minds, Eureka Math Squared, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	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	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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 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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

7/24/2025

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. 5. UNSECURED ITEMS ARE STORED TOO HIGH. CUSTODIAL: 2. DIRTY VENT. 4. WALL IN NEED OF REPAIR. 10. SMOKE ALARM IS TAPED OVER. 11. PAINT IS PEELING ON WALL. WOMENS REST ROOM (ADMIN): 2. EXHAUST FAN IS NOT WORKING. (MENSTRUAL NOTICE NOT ADEQUATE).
Interior: Interior Surfaces		X		10: 4. RUBBER MOLDING IS MISSING AND SRPERATING. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 4. CEILING TILE HAS WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE FLASHING. OUTLET COVER IS MISSING. CONDUIT END CAP IS MISSING. CONDUIT OUTLET IS LOOSE (TAPED ON). 12: 4. RUBBER MOLDING IS MISSING. HOLE IN INTERIOR WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT OUTLET COVER PLATE IS MISSING. CONDUIT END CAP IS MISDING. 13: 4. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 17: 4. CABINET DOOR IS BROKE OFF AND DAMAGED FROM WATER. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET IS TAPED IN PLACE ON CONDUIT. 10. EVACUATION MAP IS NOT POSTED. 33 NUTRTION CENTER: 4. WALLS ARE MARRED. PLASTER IS CHIPPING ON WALL EXPOSING METAL. 7. MULTIPLE LIGHT BULBS ARE OUT. SWITCHPLATE COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 39: 4. FLOOR TILES ARE BROKEN. 7. OUTLET WALL PLATE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. 42: 2. VENTS ARE DIRTY. 4. FLOOR TILES ARE CRACKED AND BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 4. FORMICA TRIM IS MISSING ON DRAWER. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9: 4. FORMICA TRIM IS CHIPPING/MISSING. 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS AROUND TREE PLANTERS. (WILLIAMS NOTICE NOT POSTED) ADMIN: 4. HOLE IN INTERIOR WALL. 7. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON WALL.

School Facility Conditions and Planned Improvements

			BOYS REST ROOM (NEAR 3): 4. STALL PARTITION IS LOOSE AT BASE. 5. FLOORING IS DIRTY ALONG COVE BASE. BOYS RESTROOM (MPR): CUSTODIAL: 2. DIRTY VENT. 4. WALL IN NEED OF REPAIR. 10. SMOKE ALARM IS TAPED OVER. 11. PAINT IS PEELING ON WALL. GIRLS REST ROOM (NEAR 3): 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. (MENSTRUAL NOTICE NOT POSTED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	1 MOTOR ROOM : 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10: 4. RUBBER MOLDING IS MISSING AND SRPERATING. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 4. CEILING TILE HAS WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE FLASHING. OUTLET COVER IS MISSING. CONDUIT END CAP IS MISSING. CONDUIT OUTLET IS LOOSE (TAPED ON). 12: 4. RUBBER MOLDING IS MISSING. HOLE IN INTERIOR WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT OUTLET COVER PLATE IS MISSING. CONDUIT END CAP IS MISING. 14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 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. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET IS TAPED IN PLACE ON CONDUIT. 10. EVACUATION MAP IS NOT POSTED. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS TAPED AND OUTLET IS LOOSE. OUTLET COVER IS BROKEN BY DOOR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 18A BOOK ROOM : 5. UNSECURED ITEMS ARE STORED TOO HIGH. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 22 RSP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 3: 4. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

			42: 2. VENTS ARE DIRTY. 4. FLOOR TILES ARE CRACKED AND BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 4. FORMICA TRIM IS MISSING ON DRAWER. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. BOYS REST ROOM (NEAR 3): 4. STALL PARTITION IS LOOSE AT BASE. 5. FLOORING IS DIRTY ALONG COVE BASE.
Electrical		X	11: 4. CEILING TILE HAS WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE FLASHING. OUTLET COVER IS MISSING. CONDUIT END CAP IS MISSING. CONDUIT OUTLET IS LOOSE (TAPED ON). 12: 4. RUBBER MOLDING IS MISSING. HOLE IN INTERIOR WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT OUTLET COVER PLATE IS MISSING. CONDUIT END CAP 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. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET IS TAPED IN PLACE ON CONDUIT. 10. EVACUATION MAP IS NOT POSTED. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS TAPED AND OUTLET IS LOOSE. OUTLET COVER IS BROKEN BY DOOR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 23: 7. CONDUIT END CAP IS MISSING. 33 NUTRTION CENTER: 4. WALLS ARE MARRED. PLASTER IS CHIPPING ON WALL EXPOSING METAL. 7. MULTIPLE LIGHT BULBS ARE OUT. SWITCHPLATE COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 39: 4. FLOOR TILES ARE BROKEN. 7. OUTLET WALL PLATE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. ADMIN: 4. HOLE IN INTERIOR WALL. 7. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON WALL. FIRE ALARM PANEL: 7. ONE LIGHT BULB IS OUT. 11. PAINT IS PEELING ON WALL. M111 UTILITIES: 7. LIGHT DIFFUSER IS MISSING. MPR: 7. ONE CAN LIGHT IS OUT. ONE CAN LIGHT IS BAD. 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 ADEQUATE)

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	BOYS REST ROOM (NEAR 3): 4. STALL PARTITION IS LOOSE AT BASE. 5. FLOORING IS DIRTY ALONG COVE BASE. UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM (NEAR 17): 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) 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 ADEQUATE)
Safety: Fire Safety, Hazardous Materials	X		17: 4. CABINET DOOR IS BROKE OFF AND DAMAGED FROM WATER. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET IS TAPED IN PLACE ON CONDUIT. 10. EVACUATION MAP IS NOT POSTED. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS TAPED AND OUTLET IS LOOSE. OUTLET COVER IS BROKEN BY DOOR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9: 4. FORMICA TRIM IS CHIPPING/MISSING. 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS AROUND TREE PLANTERS. (WILLIAMS NOTICE NOT POSTED) ADMIN: 4. HOLE IN INTERIOR WALL. 7. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON WALL. C118 WORK ROOM: 11. PAINT IS PEELING ON INTERIOR WALLS IN RR. CUSTODIAL: 2. DIRTY VENT. 4. WALL IN NEED OF REPAIR. 10. SMOKE ALARM IS TAPED OVER. 11. PAINT IS PEELING ON WALL. FIRE ALARM PANEL: 7. ONE LIGHT BULB IS OUT. 11. PAINT IS PEELING ON WALL. GIRLS RESTROOM (MPR): 11. PAINT IS PEELING ON DOOR FRAME. (MENSTRUAL NOTICE NOT ADEQUATE) WORK ROOM : 10. NO ROOM ID
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS TAPED AND OUTLET IS LOOSE. OUTLET COVER IS BROKEN BY DOOR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

				19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. 24: 15. DOOR SWEEP IS BROKEN. 39: 4. FLOOR TILES ARE BROKEN. 7. OUTLET WALL PLATE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. 6: 15. DOOR CLOSER COVER IS MISSING. 9: 4. FORMICA TRIM IS CHIPPING/MISSING. 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS AROUND TREE PLANTERS. (WILLIAMS NOTICE NOT POSTED) MPR: 7. ONE CAN LIGHT IS OUT. ONE CAN LIGHT IS BAD. 15. DOOR CLOSER COVER IS MISSING.
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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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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
English Language Arts/Literacy (grades 3-8 and 11)	21	26	33	34	47	48
Mathematics (grades 3-8 and 11)	26	27	23	26	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	240	226	94.17	5.83	25.66
Female	122	119	97.54	2.46	27.73
Male	118	107	90.68	9.32	23.36
American Indian or Alaska Native	--	--	--	--	--
Asian	31	30	96.77	3.23	33.33
Black or African American	33	30	90.91	9.09	16.67
Filipino	14	13	92.86	7.14	53.85
Hispanic or Latino	118	111	94.07	5.93	18.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	34.78

White	16	15	93.75	6.25	40.00
English Learners	74	68	91.89	8.11	8.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	176	166	94.32	5.68	21.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	13	50.00	50.00	7.69

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
All Students	240	227	94.58	5.42	26.87
Female	122	119	97.54	2.46	23.53
Male	118	108	91.53	8.47	30.56
American Indian or Alaska Native	--	--	--	--	--
Asian	31	30	96.77	3.23	43.33
Black or African American	33	30	90.91	9.09	13.33
Filipino	14	13	92.86	7.14	38.46
Hispanic or Latino	118	112	94.92	5.08	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	34.78
White	16	15	93.75	6.25	40.00
English Learners	74	69	93.24	6.76	10.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	176	167	94.89	5.11	19.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	13	50.00	50.00	7.69

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
Science (grades 5, 8 and high school)	29.73	15.52	20.89	21.23	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	65	58	89.23	10.77	15.52
Female	30	30	100.00	0.00	20.00
Male	35	28	80.00	20.00	10.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	29	90.63	9.37	17.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	17	80.95	19.05	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	43	86.00	14.00	9.30
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.

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	87.5	87.5	87.5	87.5	87.5

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

Opportunities for Parent Involvement at Murphy:

- * Recess Volunteers: Parents can volunteer to support and engage with students during lunch 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.
- *Family Forums: We host a Back to School Family Forum and a 100th Day Family Forum to help engage parents and families in providing feedback to improve the school.
- *Community Events: Murphy hosts various community events throughout the year, including a Welcome Back Jamboree, a Hispanic Heritage Festival, a Winter Fest, and a Black History Month Celebration. This year, we'll be hosting a Multicultural potluck celebration too!
- *Family Picnics: Murphy hosts a fall and spring family picnic, inviting families on campus to have lunch with their students on the field.
- *Parent Nights: Join us for interactive events like Math Night, Literacy Night, and other exciting evenings planned throughout the year.
- *Coffee Chats: Informal gatherings hosted by the principal, providing updates and a chance for parents to connect with school staff and each other.
- *PTA: We are currently working to re-establish a PTA for parents and families to partner more closely with supporting the Murphy school community.

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	514	501	189	37.7
Female	262	256	95	37.1
Male	250	243	93	38.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	68	64	17	26.6
Black or African American	76	74	34	45.9
Filipino	19	18	7	38.9
Hispanic or Latino	264	260	107	41.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	39	13	33.3
White	39	39	7	17.9
English Learners	158	154	55	35.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	371	365	143	39.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	74	37	50.0

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
0.47	2.62	4.47	4.81	4.82	4.31	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	0.02	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	4.47	0.00
Female	2.67	0.00
Male	6.40	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.47	0.00
Black or African American	9.21	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.32	0.00
White	7.69	0.00
English Learners	1.90	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.75	0.00

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

2025-26 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 2025. 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.

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

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	0	2	0
1	19	2	0	0
2	20	2	1	0
3	20	2	1	0
4	31	0	2	0
5	30	0	1	0
6	32	0	1	0
Other	15	5	1	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	21	1	1	
1	21	1	1	
2	20	2	1	
3	20	2	1	
4	33		1	
5	29		2	
6	22	1	1	
Other	12	3	1	

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
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
Resource Specialist (non-teaching)	
Other	

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
School Site	7921.10	2384.52	5536.58	74913.74
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-4.1	-11.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-64.2	-23.3

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON
 AMAZON (E-PROCUREMENT)
 BAY AREA COMMUNITY RESOURCES, INC
 CURRICULUM ASSOCIATES INC
 D & D SECURITY RESOURCES, INC.
 FOLLETT CONTENT SOLUTIONS LLC
 FROG STREET PRESS LLC
 GENERATION GENIUS INC
 GOPHER SPORT
 JONES SCHOOL SUPPLY
 KLEENSLATE CONCEPTS

Fiscal Year 2024-25 Types of Services Funded

LEARNING WITHOUT TEARS
LEXIA VOYAGER SOPRIS INC
LITERACY RESOURCES, LLC
LUCKY
RENAISSANCE LEARNING INC
SCHOLASTIC EDUCATION
SCHOOL SPECIALTY LLC
VARITRONICS, LLC
WEST CONTRA COSTA PUBLIC EDUCATION
YMCA OF THE EAST BAY

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
Beginning Teacher Salary	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

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

Our Community of Practice leads, Instructional Leadership Team, and Climate, Culture, & Safety 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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	32	20	42