

Murphy Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

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	Carlena Moss
E-mail Address	cmoss@wccusd.net
Web Site	www.wccusd.net/Page/1136
CDS Code	07-61796-6004873

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

Murphy Elementary School in Richmond, California is located in a carved-out portion of a middle-class neighborhood, surrounded by the unincorporated town of El Sobrante. Despite this fact, 67% of the students are socio-economically disadvantaged. The past few years, we have witnessed a sharp decline of our neighborhood community enrollment in our school as parents opted for wealthier districts or private schools that actively recruited their students. In the last three years, however, we have seen a steady increase in student enrollment. Our current enrollment is 505 students. The increase in enrollment can be attributed to several factors: first, to the safe, caring, and academic environment of Murphy Elementary School where all students have the opportunity and support needed in order to reach their full potential. Our devoted and highly qualified administrator, teachers, and support staff go above and beyond expectations in order to make connections with students and to provide them with a high-quality education. The current demographic data for Murphy Elementary is as follows: 42% Hispanic/Latino, 21% African American, 7% Asian, 16% White, 1% Hawaiian, and 12% other. There are 139 English Language Learners, 26% of the student population. Currently, 49.5% of the Murphy students are male and 50.4% are female. 15% of our students are receiving Special Education services.

Murphy has a clearly-articulated vision that is shared by all stakeholders both within the school and the wider community. Together, we provide a rigorous educational environment in which all students can achieve academic and personal success as they become life-long learners and prepare to become college and career ready. Our grade level collaboration teams work together in order to provide quality teaching, in a caring, safe environment that promotes learning and prepares students for the college and career path of their choice. The level, quality, and focus of our collaborations and professional development are weekly and as we follow a Data Driven Instructional Calendar that was created by the Instructional Leadership Team after developing SMART goals for the 2016-2017 school year. Our Instructional Leadership Team meets bi-weekly to analyze instructional needs and serves as a two-way liaison to all stakeholders. All school improvement efforts are informed by data, educational research, and the needs of our stakeholders. The process itself of building the collaboration and professional development schedules is collaborative, taking into account the feedback and needs of the stakeholders. Our collaborative model inspires talented, new leaders at our site who bring fresh perspectives and skills to our professional development and overall school improvement efforts.

Our Learning Center addresses individual student needs, particularly focusing in our lower performing students. The Learning Center model allows us to provide targeted instruction to students as soon as they fall behind, rather than wait until they are two years behind to qualify for special education services. Teachers are the first level of intervention for students who are having difficulties while at the same time continuing to provide meaningful and rigorous curriculum for all students. English Language Development instruction is provided daily for English Language Learners to support their learning in core subject areas.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	71
Grade 1	77
Grade 2	73
Grade 3	67
Grade 4	70
Grade 5	81
Grade 6	75
Total Enrollment	514

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	18.9
American Indian or Alaska Native	0.4
Asian	12.3
Filipino	4.3
Hispanic or Latino	43.4
Native Hawaiian or Pacific Islander	0
White	13.8
Two or More Races	4.9
Socioeconomically Disadvantaged	68.5
English Learners	30.9
Students with Disabilities	16.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	22	22	22
Without Full Credential	1	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.5	4.6
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Murphy Elementary School was constructed in 1952, 1954 and 1965. Portable classrooms were added in the 1960s. Murphy School was reconstructed and moved into November 2005. Reconstruction was budgeted for \$12.3 million and included refurbishing all buildings, with two new buildings constructed to house the administration/teacher work areas and a library/computer/media structure. School facilities are cleaned daily and maintenance is monitored closely by the principal and the custodial staff.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Repair ceiling hatch in boys restroom by room 13 Adjust ceiling tiles in portable 12 Refinish cafeteria floor Repair sheetrock and paint where TV was located in room 20 Paint wood slats on patio

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			ants in the kitchen
Electrical: Electrical		X		Repair ballast in portable 12
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repair threshold in boys restroom by room 13 Repair ceiling hatch in boys restroom by room 13
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Paint exterior walls by rooms 14 - 19 Paint exterior benches by rooms 14 - 19 Repair mats at play structure by room 17 Paint wood slats at patio Repair ceiling hatch in boys restroom by room 13

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	33	32	33	35	44	48
Mathematics	29	20	23	25	34	36

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	72	67	93.1	34.3
	4	66	65	98.5	46.1
	5	81	79	97.5	17.6
	6	72	72	100.0	27.8
Male	3	31	29	93.5	37.9
	4	30	29	96.7	44.8
	5	45	43	95.6	10.7
	6	44	44	100.0	22.7
Female	3	41	38	92.7	31.6
	4	36	36	100.0	47.2
	5	36	36	100.0	26.1
	6	28	28	100.0	35.7
Black or African American	3	17	17	100.0	23.5
	4	13	12	92.3	33.3
	5	16	16	100.0	22.2
	6	11	11	100.0	27.3
American Indian or Alaska Native	4	--	--	--	--
Asian	3	13	12	92.3	50.0
	4	--	--	--	--
	5	13	12	92.3	33.3
	6	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	25	22	88.0	22.7
	4	31	31	100.0	48.4
	5	39	38	97.4	20.0
	6	38	38	100.0	18.4
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	54	50	92.6	22.0
	4	44	44	100.0	38.6
	5	62	60	96.8	20.5
	6	55	55	100.0	30.9
English Learners	3	21	18	85.7	11.1
	4	--	--	--	--
	5	20	18	90.0	
	6	20	20	100.0	10.0
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	20	20	100.0	5.6
	6	17	17	100.0	5.9
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	72	67	93.1	20.9
	4	66	65	98.5	30.8
	5	81	81	100.0	10.1
	6	72	72	100.0	19.7
Male	3	31	29	93.5	24.1
	4	30	29	96.7	34.5
	5	45	45	100.0	13.9
	6	44	44	100.0	16.3
Female	3	41	38	92.7	18.4
	4	36	36	100.0	27.8
	5	36	36	100.0	5.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	28	28	100.0	25.0
Black or African American	3	17	17	100.0	11.8
	4	13	12	92.3	16.7
	5	16	16	100.0	6.7
	6	11	11	100.0	9.1
American Indian or Alaska Native	4	--	--	--	--
Asian	3	13	12	92.3	33.3
	4	--	--	--	--
	5	13	13	100.0	23.1
	6	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	25	22	88.0	18.2
	4	31	31	100.0	29.0
	5	39	39	100.0	7.9
	6	38	38	100.0	8.1
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	54	50	92.6	16.0
	4	44	44	100.0	31.8
	5	62	62	100.0	8.2
	6	55	55	100.0	18.5
English Learners	3	21	18	85.7	11.1
	4	--	--	--	--
	5	20	20	100.0	
	6	20	20	100.0	5.0
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	20	20	100.0	5.3
	6	17	17	100.0	5.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	34	21	28	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	81	81	100.0	28.4
Male	45	45	100.0	28.9
Female	36	36	100.0	27.8
Black or African American	16	16	100.0	18.8
Asian	13	13	100.0	23.1
Hispanic or Latino	39	39	100.0	33.3
Socioeconomically Disadvantaged	62	62	100.0	27.4
English Learners	20	20	100.0	25.0
Students with Disabilities	20	20	100.0	45.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	24.4	20.5

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents participate in the following:

- Volunteers at the school assist with differentiated instruction; special projects
- Library volunteers enables the library to be open to all classrooms; noon availability
- Special event volunteers participate in fundraisers; reading incentive activities; award activities and field trips.
- Parent Informational Nights (Math Night, ELD Night, Science Night, Growth Mindset Night etc.)
- Open House and Back to School Night
- Coffee Chats once per month

SCHOOL SITE COUNCIL (SSC)/ English Language Advisory Council (ELAC): SSC contributes input into School Site Plan; encourages parent/school communication; budget. The role of the SSC and /ELAC is to give parents, faculty and staff on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements, including budget distribution. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

PARENT-TEACHER ASSOCIATION (PTA) and/or PARENT GROUP(s): PTA is a highly functioning and energetic group of parents who support the students and staff in a variety of ways. They provide each classroom with a field trip, support the library and incentive programs for the students. PTA plans include the following: Ice Cream Sales, Fundraisers – fall / spring, Bake Sales, Book Sales, Reading Incentive Program, Sponsor Murphy Stompers (student stepping group), Room Parent Sponsors, Red Ribbon Week, Study Trips, Halloween Parade and Kindergarten Carnival, Black History Storyteller, Library Assistance, Founder's Day, and other special events. The PTA funds awards, study trips, special student clubs and events. The current goal is to provide all classrooms with support and quality experiences brought to the classrooms that enrich each student's education.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.4	2.1	3.0	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Date of Last Review/Update – August 2016. Date Last Discussed with Staff – October, 2016.

Murphy has a Comprehensive School Safety Plan. All staff is continuously being trained in disaster preparedness and procedures for communication, evacuation/shelter, and search and rescue. The school is working on providing disaster kits for all classrooms and supplies for each student.

Staff: The safety plan is reviewed each year, and new staff members are assigned to teams. We review team responsibilities and skills at our first Faculty Meeting. This year we will once again participate in the District

Disaster drill. In the event of an earthquake, all classes will evacuate.

Students: We hold monthly fire drills, triennial earthquake drills and shelter-in-place drills and yearly evacuation.

Community: Disaster emergency contact information is collected from all families in September. Safety procedure information is included in the School Handbook and the PTA newsletter.

Crime/Violence Prevention: Our courtyard gates are closed at night and during emergencies.

Staff members monitor the school grounds ten minutes before the start of school and immediately after dismissal. Parent volunteers maintain traffic flow during morning drop-off times. Visitors are required to check in at the office and wear visitor badges while on campus. Additional safety lighting was installed in the parking lot and playground.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	3		23		3		23		3	
1	24		3		24		3		22		3	
2	26		3		23		2		23		3	
3	27		2		24		3		22		3	
4	24	1	2		22	1	2		33		1	1
5	24		2		28		2		31		2	
6	20	2	2		19	2	2		31		1	1
Other					16	1	1		15	2		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.30	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.10	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5783.97	1904.32	3879.65	60740.90
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-39.5	-6.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-31.7	-19.9

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Murphy School include:

CENTRAL SUPPLEMENTAL/CONCENTRATION
SP ED IDEA BASIC LOCAL ENTITL
HEALTHY START-ASLSNPP
SPECIAL ED - E
SITE SUPPLEMENTAL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers received training in research-based teaching strategies. Our professional development plan is designed to provide students with instruction that is data driven, Common Core Standards based, engaging and responsive. Our classroom teachers, Learning Center staff and principal are currently focusing on the full implementation of our Growth mindset and Technology program. All teachers on staff have been provided a doc-camera, projector and laptop. The Playworks coach has established a physical education program with each of the classrooms and their teachers. And, set up a well-established routine for recess and lunch activities. Seven teachers have Computer (Acer Tablet) classrooms on wheels that they share with the rest of the staff.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and volunteered staff to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals and trained staff, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Our teachers are dedicated to culturally responsive practices, and the practice of Growth Mindset. Every student is challenged and all are provided response to intervention strategies and programs to help them understand and master grade level material.