Stanwood A. Murphy Elementary School

417 Church Street   Scotia, CA 95565 • Phone: (707) 764-2212
Grades: K-8 • www.humboldt.k12.ca.us/scotia_sd

Scotia Union School District

Ronan Collver, Superintendent/Principal
E-mail: rcollver@humboldt.k12.ca.us

Principal's Message

Stanwood A. Murphy Elementary School offers both a small, supportive learning environment and a departmentalized program for middle-school students. We are proud to offer a full music program that includes a strings and choir component. Our school continues to implement the district's visual and performing-arts plan. We offer music (strings, band, song flute, and choir) and visual arts. Many schools unfortunately had to cut their music programs, but our school board has kept visual and performing arts a top priority. We are one of the only schools with an 80 percent music teacher in a small grade K-8 school of 227 students.

Our highly qualified teachers provide rigorous research-based curriculum, preparing our students for high school. We are able to continue offering paraprofessionals in the classrooms and for after-school intervention. The upper-grade classes are designed to rotate within an upper complex pod, and their lockers are in the classrooms. This provides a safe, middle-school learning environment whereby the students have easy access to their teachers. In addition, the pods allow all students to move from class to class, to the restroom, library, and school office, yet still remain inside the school building.

The teaching staff offers the newest research-based language arts, math, science, and social studies curricula, all which have components that interface with our interactive whiteboards. Our paraprofessionals work with students in small groups. Our teachers experience great success utilizing our state-of-the-art lessons, and the students claim these learning programs are fun!

The entire staff has worked very hard to begin the implementation of the Common Core State Standards and improve our already strong knowledge and use of technology in every classroom.

Scotia Union School District is ranked as one of the top Food Service Programs in the state! Not only were the dietary guidelines and nutritional standards met, but the safety and sanitation plan demonstrates best practices. Six years ago, the students of a leadership class conducted a survey along with Site Council that indicated many students requested a healthy salad bar. After researching and visiting other school districts, the salad bar and process of ordering and service was created. There is a variety of fresh fruits and vegetables, soups, sandwiches, and yogurt offered. Our walk-in freezer; refrigerator; stainless steel, spotless food-service kitchen; menus; and safe food handing are impeccable!

Parental Involvement

The Scotia Union School District encourages parental involvement in our school and in your child's classroom. We encourage parents to attend Parent Teacher Organization meetings, School Site Council meetings, and visit at school functions. These include special events, such as open house, back-to-school night, spring carnival, winter and spring concerts, class plays, and any other events scheduled throughout the year.

For more information on how to become involved at the school, please contact Superintendent/Principal Ronan Collver at (707) 764-2212.

School Safety

The Scotia Union School District has a School Safety Plan in compliance with Senate Bill 187. The plan is updated annually. Encompassed within the Safety Plan are policies dealing with school rules, discipline, and a dress code. Policies relating to school-reporting procedures for child abuse, suspension and expulsion, sexual harassment, and others relating to the reporting of violence are included. The Safety Plan also contains a Disaster Plan, and the school district's Transportation Safety Plan. Disaster drills are conducted during each school year in collaboration with the Scotia Volunteer Fire Department. The drills often include the fire department and medical-evacuation unit. Bus evacuation exercises are conducted annually. The school had no reportable crimes last year.

Shawn Barsanti is our safe schools coordinator and dean of students. Mr. Barsanti collaborates with the staff and Scotia Volunteer Fire Department at the beginning of school year to revise our plan. We are currently working on participating in a county wide grant in order to obtain more safety equipment and have a staff member at the site who is certified to teach Red Cross CPR and first aid.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2014.

"Home of the Bears!"

Mission Statement

Stanwood A. Murphy Elementary School, located in the small family-involved community of Scotia, is the only California public K-8 school in a company-owned town. We maintain the highest standards of excellence in learning and teaching in a safe, respectful, supportive school environment by providing state-adopted, research-based materials and technology. Emphasizing small class sizes to meet all learning styles ensures all students will succeed.
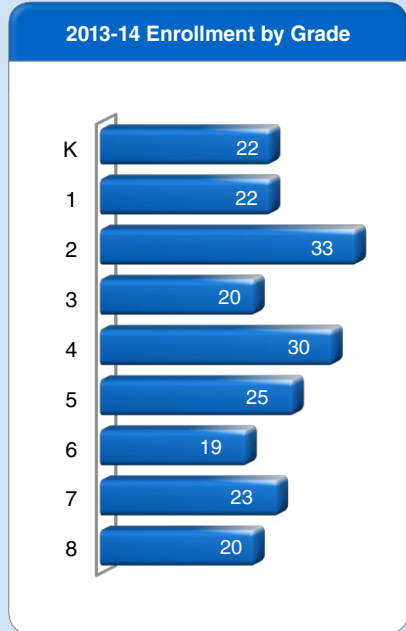
Governing Board

Neil Bartlett

Sarah Ireland

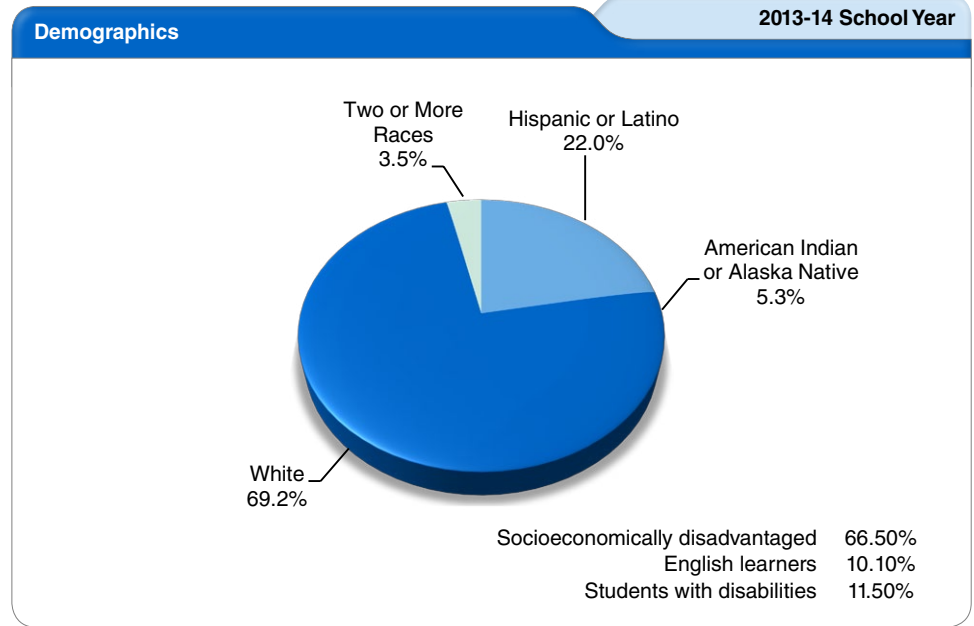Ronda Jensen

Ed Lewis

Debbie Reback

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

2013-14 Enrollment by Grade

Grade	Enrollment
K	22
1	22
2	33
3	20
4	30
5	25
6	19
7	23
8	20

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Murphy ES

	11-12	12-13	13-14
Suspension rates	4.2%	8.4%	1.3%
Expulsion rates	0.0%	0.0%	0.0%

Scotia Union SD

	11-12	12-13	13-14
Suspension rates	4.2%	8.4%	1.3%
Expulsion rates	0.0%	0.0%	0.0%

California

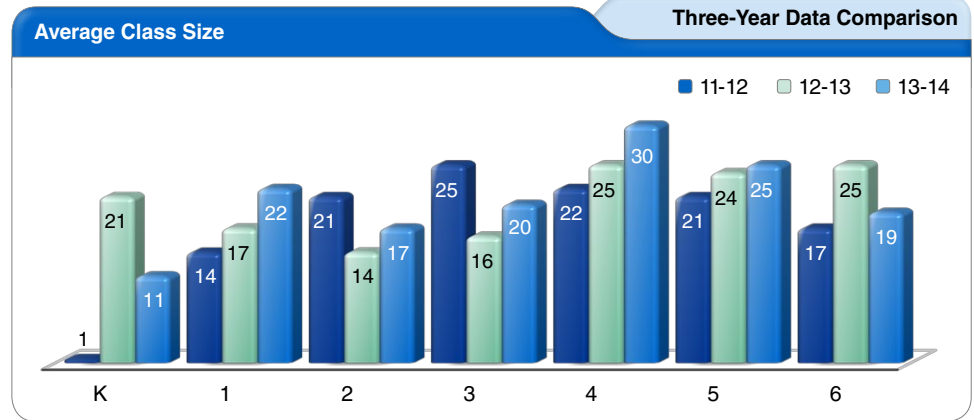|	11-12	12-13	13-14
Suspension rates	◈	◈	◈
Expulsion rates	◈	◈	◈

Enrollment by Student Group

The total enrollment at the school was 227 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2013-14 School Year

- Two or More Races 3.5%
- Hispanic or Latino 22.0%
- American Indian or Alaska Native 5.3%
- White 69.2%

Socioeconomically disadvantaged	66.50%
English learners	10.10%
Students with disabilities	11.50%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.

Average Class Size — Three-Year Data Comparison

Legend: 11-12, 12-13, 13-14

Grade	11-12	12-13	13-14
K	1	21	11
1	14	17	22
2	21	14	17
3	25	16	20
4	22	25	30
5	21	24	25
6	17	25	19

Number of Classrooms by Size — Three-Year Data Comparison

Grade	2011-12			2012-13			2013-14		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K	2				1		1	1	
1	1			1	1			1	
2	1			1			1	1	
3		1		1	1		1		
4	1				1			1	
5	1				1			1	
6	1				1		1		

◈ At the time this report was published, California suspension and expulsion results were not available.

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Murphy ES			Scotia Union SD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	97%	63%	63%	97%	63%	63%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	63%
All students at the school	63%
Male	63%
Female	64%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	68%
Two or more races	❖
Socioeconomically disadvantaged	58%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Murphy ES			Scotia Union SD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	57%	50%	38%	57%	50%	38%	54%	56%	55%
Mathematics	55%	54%	55%	55%	54%	55%	49%	50%	50%
History/social science	65%	42%	31%	65%	42%	31%	48%	49%	49%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	**2012**	**2013**
Statewide API Rank	6	4	3
Similar Schools API Rank	9	4	2

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2013 Growth API and Three-Year Data Comparison					
Group	**2013 Growth API**			**Murphy ES – Actual API Change**		
	Murphy ES	**Scotia Union SD**	**California**	**10-11**	**11-12**	**12-13**
All students	752	752	790	3	-21	-42
Black or African-American	❖	❖	707	■	■	■
American Indian or Alaska Native	❖	❖	742	■	■	■
Asian	❖	❖	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	700	700	743	■	■	■
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	760	760	852	8	-43	-28
Two or more races	❖	❖	845	■	■	■
Socioeconomically disadvantaged	724	724	742	13	-15	-61
English learners	684	684	717	■	■	■
Students with disabilities	638	638	616	■	■	■

❖   Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■   Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2013-14 School Year	
	Murphy ES	**Scotia Union SD**
Met overall AYP	⁑	⁑
Met participation rate		
English language arts	⁑	⁑
Mathematics	⁑	⁑
Met percent proficient		
English language arts	⁑	⁑
Mathematics	⁑	⁑
Met graduation rate	✖	✖

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2014-15 School Year	
	Murphy ES	**Scotia Union SD**
Program Improvement status	In PI	Not In PI
First year of Program Improvement	2011-2012	✧
Year in Program Improvement*	Year 3	✧
Number of schools identified for Program Improvement		1
Percent of schools identified for Program Improvement		100.00%

⁑ For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013–14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

✖ Not applicable. The graduation rate for AYP criteria applies to high schools.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 5	
Four of six standards	23.50%
Five of six standards	14.70%
Six of six standards	47.10%
Grade 7	
Four of six standards	14.30%
Five of six standards	19.00%
Six of six standards	42.90%

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2014-15 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	09/2014

Textbooks and Instructional Materials

Stanwood A. Murphy Elementary School continually reviews and updates its textbooks and instructional materials in order to ensure they are appropriate to support our instructional programs. We are on a seven-year cycle with the state of California in the adoption and implementation of subject-area textbooks and materials. This cycle enables Scotia school to keep pace with current trends and provides our students with accurate and updated information. All students are provided a textbook in all subjects.

Stanwood A. Murphy Elementary School encourages staff to use different instructional media to enhance the quality of the instructional program and supplement the curriculum. Teachers have access to microcomputers in each classroom, math manipulatives, science equipment, a large library, and Promethean boards are in each classroom. United Streaming can be accessed through the Humboldt County Office of Education along with other audio-visual services. All classrooms have computers and laptops that are Internet accessible and contain a CD-ROM drive. The state-adopted textbooks in all four disciplines (math, English–language arts, science, social studies) all have software and assessment components that interface with the interactive whiteboards. The Promethean Boards also have cable access.

In Spring, we have a school-wide art show. In Winter and Spring, we have music concerts. The following are classes offered in the Visual and Performing Arts category for Stanwood A. Murphy Elementary School:

- Beginning and Advanced Strings
- Beginning and Advanced Band
- Song flutes
- Beginning and Advance Woodwinds
- Chorus
- Poetry
- Visual Arts

Textbooks and Instructional Materials List		2014-15 School Year
Subject	**Textbook**	**Adopted**
English language arts	Houghton Mifflin (Excursions K-5)	2009
English language arts	McDougal Littell (6)	2010
English language arts	Language of Literature (7-8)	2010
Mathematics	McGraw-Hill (K-5)	2014
Mathematics	Houghton Mifflin (6-8)	2009
Science	FOSS (K-5)	2007
Science	Earth, Life, Physical Science, Glencoe/McGraw-Hill (6-8)	2007
History/social science	Scott Foresman (K-5)	2006
History/social science	Glencoe/McGraw-Hill (6-8)	2006

Professional Development

The Scotia teachers meet with the principal and develop the annual Early Wednesday Staff Development calendar. Topics are based on the Site Council Survey, Local Educational Agency Plan needs, assesment results, and teacher recommendations.

For the previous six years, we had three days each year dedicated to staff and professional development. In addition, every Wednesday (33 Wednesdays total) and three staff development days in August. Two hours as week are dedicated to staff development based on our School Plan's goals. These days are used with a combination of district-driven training as guided by the current superintendent and collaboration time for the teachers. Teachers work in and around grade level to discuss curriculum and intervention techniques.

Teachers have the opportunity to attend workshops given by individuals contracted by the Humboldt County Office of Education. When workshops are offered, teachers who feel the workshop would be beneficial or would serve to enhance their teaching skills are allowed to attend.

Technology and intervention were major areas of training for the 2013-14 school year. The teachers participate in ongoing technology training for Promethean interactive whiteboards, special education, and intervention is provided throughout the year. Many teachers seek out resources in nearby school districts to help improve the Intervention in their classroom.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			08/18/2014
Date of the most recent completion of the inspection form			08/18/2014

School Facilities

The Scotia Union School District provides a safe, clean environment for students, staff, and volunteers. The facilities and the school grounds are maintained under the direction of a head maintenance/custodian/van driver. We have a head of maintenance and transportation who oversees two maintenance-custodian-van driver employees. This team maintains 10 classrooms, five portables, a cafeteria, gym and pool complex, 11 bathrooms, library, and Scout Hall (the Boys Scouts building was donated by Pacific Lumber Company). The gym and pool complex and Scout Hall are not Division of State Architect-approved for current Field Act compliance. Nonprofit organizations such as Boy Scouts of America, Amateur Athletic Union Basketball, Volleyball, Cheerleading, and Weightlifting teams utilize these buildings, offering a variety of wellness activities for our youth in the community.

The district has received more than $500,000 to plan and begin the process of making the Scotia Gym fully Filed Act compliant. The gym is currently closed due to the gym not having a source of heat. The local power plant discontinued serving the community with steam heat last year. The district was able to secure Hardship funds and install a heating system in the school's main building. However, the gym is still in the planning stage. The Scotia Gym has been operable since 1960 and is the town meeting center in an emergency evacuation. We are eagerly seeking funds and support in order to provide physical education once again in this historical, comprehensive gym and pool facility.

The head of maintenance and transportation is in charge of a maintenance assistant-bus driver employed for eight hours daily and the two buses owned by the district. These custodial personnel do necessary maintenance during the day. Our custodial staff ensures that interior rooms and restrooms are kept clean and safe. We have never received a formal complaint under the Williams act. Additional space has been a requisite, and the district has purchased four portable classroom units, constructed a cafeteria, and a multipurpose room facility.

The district has a large library with a library technician. We are currently utilizing one of the classrooms as a computer lab, and it contains more than 25 brand-new computers with CD-ROM drives and Internet connections.

School Facilities

Continued from left

These computers were purchased and installed in the fall of 2013. The entire school now has Wi-Fi access. Numerous iPads are used throughout the school, especially with our special-needs students.

The district has plans and policies in place to guarantee the safety of our students and personnel. These cover emergencies, such as fires, earthquakes, or disasters, and include policies regarding visitors to our campus. A modernized fire-alarm system has been installed to adhere to American Disabilities Act (ADA) requirements. The locks on all doors were changed in accordance with the School Safety Plan, allowing teachers to lock the doors from the inside as well as from the outside. Door handles conform to ADA standards.

All main entry doors can be secured electronically by a single switch in the district office. Fire, disaster, and lockout drills are conducted on a regular basis throughout the year. Security cameras are posted throughout the campus to view any possible unsafe behavior.

The school grounds are well maintained and aesthetically pleasing, with flowers and shrubbery enhancing the appearance of the school. Graffiti has not been a problem, and the few instances where graffiti has occurred, it was immediately removed. Stanwood A. Murphy Elementary School was built in 1972.

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Types of Services Funded

- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- English Language Acquisition Program (ELAP)
- Special Education
- Common Core Implementation Grant

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Ratio of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.10
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.60
Resource specialist (non-teaching)	0.00
Other	**FTE**
Bus Driver/Maintenance	2.00
School Secretary	1.00
District Secretary	1.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data Comparison			
	Scotia Union SD	Murphy ES		
Teachers	**14-15**	**12-13**	**13-14**	**14-15**
With full credential	11	11	11	11
Without full credential	0	0	0	0
Teaching outside subject area of competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Murphy ES		
Teachers	**12-13**	**13-14**	**14-15**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Murphy ES	90.91%	9.09%
All schools in district	90.91%	9.09%
High-poverty schools in district	90.91%	9.09%
Low-poverty schools in district	✧	✧

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2012-13 Fiscal Year	
	Scotia Union SD	Similar Sized District
Beginning teacher salary	$34,000	$38,970
Midrange teacher salary	$51,770	$56,096
Highest teacher salary	$60,028	$71,434
Average elementary school principal salary	✪	$91,570
Superintendent salary	$75,750	$107,071
Teacher salaries — percent of budget	40%	36%
Administrative salaries — percent of budget	6%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Murphy ES	$6,194	$54,215
Scotia Union SD	$6,194	$54,215
California	$4,690	$57,931
School and district — percent difference	◆	◆
School and California — percent difference	+32.1%	-6.4%

✪ The Principal and Superintendent are combined as one position.

◆ The percent difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2012-13 Fiscal Year	
Total expenditures per pupil	$8,242
Expenditures per pupil from restricted sources	$2,048
Expenditures per pupil from unrestricted sources	$6,194
Annual average teacher salary	$54,215

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Local Control Accountability Plan (LCAP) Requirements

The table below outlines the eight state priority areas and whether or not the data are included in the School Accountability Report Card.

Local Control Accountability Plan Requirements — Education Code (EC)	Alignment Between the Eight State Priority Areas and the SARC — Data Required in the SARC
Priority 1: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. EC § 52060 (d)(1)	Yes
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	Yes
School facilities are maintained in good repair. EC § 52060 (d)(1)	Yes
Priority 2: Implementation of State Standards	
Implementation of academic content and performance standards adopted by the state board for all students, including English Language Development standards for English learners. EC § 52060 (d)(2)	No
Priority 3: Parental Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	Yes
Priority 4: Pupil Achievement	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	Yes
The Academic Performance Index. EC § 52060 (d)(4)(B)	Yes
The percentage of pupils 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. EC § 52060 (d)(4)(C)	Yes
The percentage of English learners who make progress toward English proficiency (e.g., California English Language Development Test). EC § 52060 (d)(4)(D)	No
The English learner reclassification rate. EC § 52060 (d)(4)(E)	No
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. EC § 52060 (d)(4)(F)	No
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program. EC § 52060 (d)(4)(G)	No
Priority 5: Pupil Engagement	
School attendance rates. EC § 52060 (d)(5)(A)	No
Chronic absenteeism rates. EC § 52060 (d)(5)(B)	No
Middle school dropout rates. EC § 52060 (d)(5)(C)	No
High school dropout rates. EC § 52060 (d)(5)(D)	Yes
High school graduation rates. EC § 52060 (d)(5)(E)	Yes
Priority 6: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	Yes
Pupil expulsion rates. EC § 52060 (d)(6)(B)	Yes
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. EC § 52060 (d)(6)(C)	Yes[1]
Priority 7: Course Access	
Pupils have access to and are enrolled in a broad course of study that includes all subject areas. EC § 52060 (d)(7)	No
Priority 8: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. EC § 52060 (d)(8)	Yes[2]

[1] School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

[2] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.