OUR
MESSAGE

OUR
SCHOOL

OUR
TEACHERS

Stanwood A. Murphy Elementary School

Ronan Collver
Superintendent/Principal
rcollver@scotiaschool.org

417 Church Street
Scotia, CA 95565

Grades: K-8
Phone: (707) 764-2212
www.humboldt.k12.ca.us/scotia_sd

CDS Code: 12-63024-6008155

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

Scotia Union SD

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, band, song flute and choir component. Our school continues to implement the district's visual and performing arts plan. 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 a 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!

School 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.

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 to visit during 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 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 countywide 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 2015.

Stanwood A. Murphy Elementary School

"Home of the Bears!"

Governing Board

Neil Bartlett

Sarah Ireland

Ronda Jensen

Ed Lewis

Debbie Reback

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

"Our teachers experience great success utilizing our state-of-the-art lessons, and the students claim these learning programs are fun!"

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, assessment results and teacher recommendations.

For the previous seven 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.

Student academic interventions were major areas of training for the 2014-15 school year. The teachers participate in ongoing technology training for Promethean interactive whiteboards and special education, and intervention is provided throughout the year. The adoption of new Common Core math textbooks in 2014-15 was a major focus in our professional development. Many teachers seek out resources in nearby school districts to help improve the intervention in their classroom.

Professional Development Days			Three-Year Data
	2013-14	**2014-15**	**2015-16**
Murphy ES	3 days	3 days	3 days

Enrollment by Student Group

The total enrollment at the school was 220 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2014-15 School Year

Two or more races 6.4%
Hispanic or Latino 18.2%
American Indian or Alaska Native 5.0%
Black or African-American 0.5%
White 70.0%

Socioeconomically disadvantaged	66.4%	English learners	6.8%	Students with disabilities	16.8%	Foster Youth	0.5%

Types of Services Funded

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

Enrollment by Grade

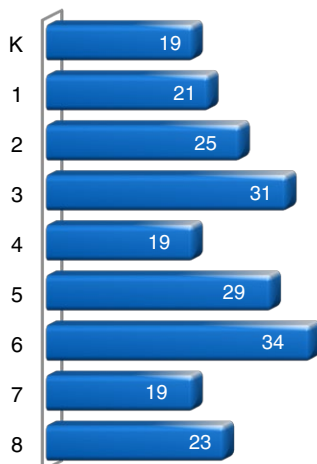The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.
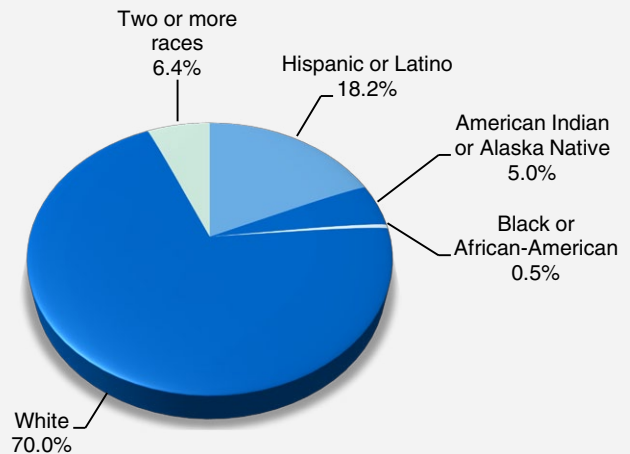
2014-15 Enrollment by Grade

Grade	Students
K	19
1	21
2	25
3	31
4	19
5	29
6	34
7	19
8	23

Class Size Distribution

The bar graphs display the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.
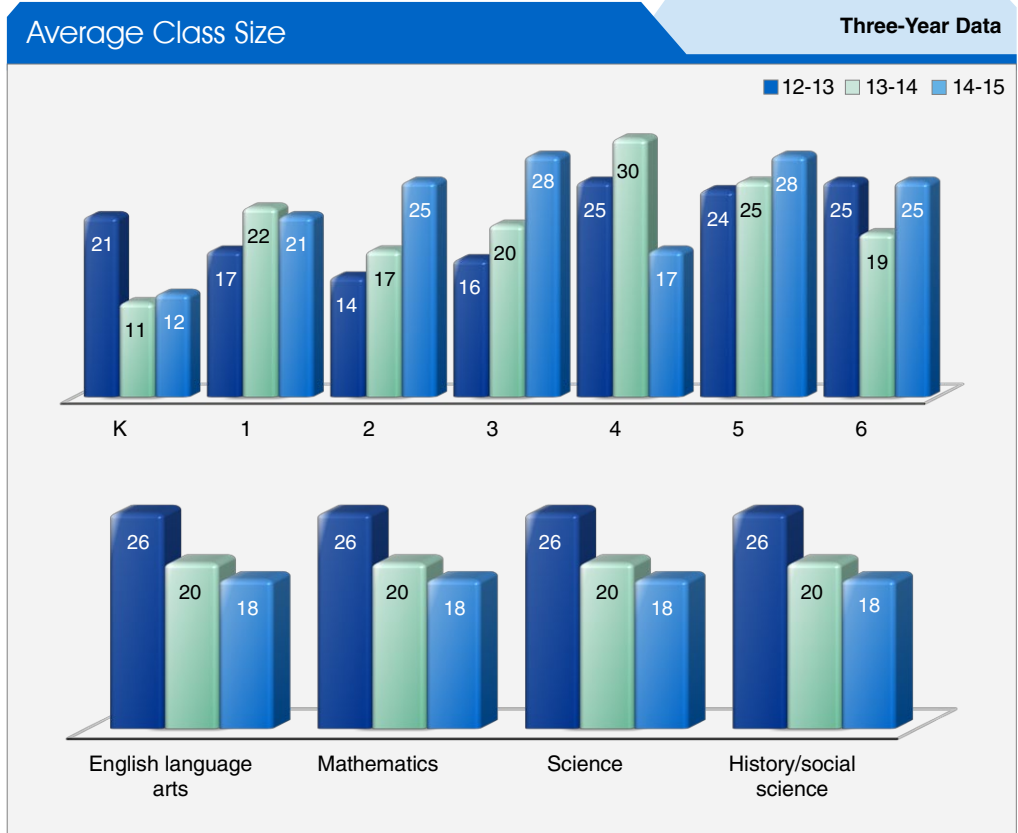
Average Class Size — Three-Year Data

Legend: 12-13, 13-14, 14-15

Grade	12-13	13-14	14-15
K	21	11	12
1	17	22	21
2	14	17	25
3	16	20	28
4	25	30	17
5	24	25	28
6	25	19	25

Subject	12-13	13-14	14-15
English language arts	26	20	18
Mathematics	26	20	18
Science	26	20	18
History/social science	26	20	18

Number of Classrooms by Size — Three-Year Data

Grade	2012-13 Number of Students			2013-14 Number of Students			2014-15 Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1		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	

Subject	2012-13 Number of Students			2013-14 Number of Students			2014-15 Number of Students		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	3			1	1	1	2		
Mathematics	3			1	1	1	2		
Science	3			1	1	1	2		
History/social science	3			1	1	1	2		

"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."

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	12-13	13-14	14-15
Suspension rates	8.4%	1.3%	2.0%
Expulsion rates	0.0%	0.0%	0.0%

Scotia Union SD	12-13	13-14	14-15
Suspension rates	8.4%	1.3%	2.0%
Expulsion rates	0.0%	0.0%	0.0%

California	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

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	
2014-15 School Year	
Grade 5	
Four of six standards	9.1%
Five of six standards	30.3%
Six of six standards	45.5%
Grade 7	
Four of six standards	11.1%
Five of six standards	27.8%
Six of six standards	44.4%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria			2014-15 School Year
	Murphy ES	**Scotia Union SD**	**California**
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

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 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 percentage 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.

This table displays the 2015-16 Program Improvement 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		2015-16 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 Title I schools currently in Program Improvement		1
Percentage of Title I schools currently in Program Improvement		100.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

○ Not applicable. This AYP indicator is only applicable for high schools.

✧ Not applicable.

California Standards Tests for All Students: 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
	Murphy ES			Scotia Union SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	62%	63%	50%	62%	63%	50%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	50%
All students at the school	50%
Male	33%
Female	50%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	55%
Two or more races	❖
Socioeconomically disadvantaged	43%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Students Scoring at Proficient or Advanced Levels			2014-15 School Year
Subject	Murphy ES	Scotia Union SD	California
English language arts/literacy	19%	19%	44%
Mathematics	21%	21%	33%

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

◈ Information is not available at this time.

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).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional standards-based tests in Spanish for reading/language arts.

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.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	33	32	97.0%	88%	13%	0%	0%
Male		17	51.5%	88%	12%	0%	0%
Female		15	45.5%	87%	13%	0%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		4	12.1%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		6	18.2%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		21	63.6%	90%	10%	0%	0%
Two or more races		1	3.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		23	69.7%	83%	17%	0%	0%
English learners		2	6.1%	❖	❖	❖	❖
Students with disabilities		3	9.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 3 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	33	32	97.0%	72%	28%	0%	0%
Male		17	51.5%	76%	24%	0%	0%
Female		15	45.5%	67%	33%	0%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		4	12.1%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		6	18.2%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		21	63.6%	71%	29%	0%	0%
Two or more races		1	3.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		23	69.7%	78%	22%	0%	0%
English learners		2	6.1%	❖	❖	❖	❖
Students with disabilities		3	9.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   **Level 2** = Standard nearly met   **Level 3** = Standard met   **Level 4** = Standard exceeded

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

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

| Students Achieving at Each Performance Level | | | | | | | 2014-15 School Year |

English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	19	18	94.7%	61%	11%	17%	11%
Male		11	57.9%	82%	9%	9%	0%
Female		7	36.8%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		3	15.8%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		13	68.4%	62%	8%	15%	15%
Two or more races		2	10.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	63.2%	67%	17%	8%	8%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		1	5.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈	◈

Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	19	18	94.7%	39%	28%	28%	6%
Male		11	57.9%	55%	36%	9%	0%
Female		7	36.8%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		3	15.8%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		13	68.4%	38%	23%	31%	8%
Two or more races		2	10.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	63.2%	33%	42%	25%	0%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		1	5.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   Level 2 = Standard nearly met   Level 3 = Standard met   Level 4 = Standard exceeded

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

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level							2014-15 School Year

English Language Arts: Grade 5 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	33	32	97.0%	56%	31%	13%	0%
Male		19	57.6%	63%	32%	5%	0%
Female		13	39.4%	46%	31%	23%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		2	6.1%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		4	12.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		25	75.8%	52%	36%	12%	0%
Two or more races		1	3.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		20	60.6%	55%	35%	10%	0%
English learners		3	9.1%	❖	❖	❖	❖
Students with disabilities		3	9.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 5 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	33	32	97.0%	63%	38%	0%	0%
Male		19	57.6%	63%	37%	0%	0%
Female		13	39.4%	62%	38%	0%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		2	6.1%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		4	12.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		25	75.8%	56%	44%	0%	0%
Two or more races		1	3.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		20	60.6%	75%	25%	0%	0%
English learners		3	9.1%	❖	❖	❖	❖
Students with disabilities		3	9.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   **Level 2** = Standard nearly met   **Level 3** = Standard met   **Level 4** = Standard exceeded

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

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level

English Language Arts: Grade 6 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	31	31	100.0%	52%	26%	13%	10%
Male		22	71.0%	50%	32%	9%	9%
Female		9	29.0%	❖	❖	❖	❖
Black or African-American		1	3.2%	❖	❖	❖	❖
American Indian or Alaska Native		2	6.5%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		2	6.5%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		23	74.2%	43%	30%	13%	13%
Two or more races		3	9.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		21	67.7%	62%	19%	19%	0%
English learners		2	6.5%	❖	❖	❖	❖
Students with disabilities		10	32.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈	◈

Mathematics: Grade 6 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	31	31	100.0%	35%	32%	26%	6%
Male		22	71.0%	36%	32%	23%	9%
Female		9	29.0%	❖	❖	❖	❖
Black or African-American		1	3.2%	❖	❖	❖	❖
American Indian or Alaska Native		2	6.5%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		2	6.5%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		23	74.2%	26%	39%	26%	9%
Two or more races		3	9.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		21	67.7%	43%	29%	29%	0%
English learners		2	6.5%	❖	❖	❖	❖
Students with disabilities		10	32.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   Level 2 = Standard nearly met   Level 3 = Standard met   Level 4 = Standard exceeded

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

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level							2014-15 School Year

English Language Arts: Grade 7 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	18	18	100.0%	28%	50%	22%	0%
Male		12	66.7%	42%	50%	8%	0%
Female		6	33.3%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		4	22.2%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		11	61.1%	45%	55%	0%	0%
Two or more races		3	16.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		8	44.4%	❖	❖	❖	❖
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		5	27.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 7 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	18	18	100.0%	17%	44%	33%	6%
Male		12	66.7%	25%	50%	25%	0%
Female		6	33.3%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		4	22.2%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		11	61.1%	27%	55%	18%	0%
Two or more races		3	16.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		8	44.4%	❖	❖	❖	❖
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		5	27.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   **Level 2** = Standard nearly met   **Level 3** = Standard met   **Level 4** = Standard exceeded

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

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level							2014-15 School Year

| English Language Arts: Grade 8 | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement | | | |
Group				Level 1	Level 2	Level 3	Level 4
All students	21	21	100.0%	38%	19%	38%	5%
Male		9	42.9%	❖	❖	❖	❖
Female		12	57.1%	33%	25%	42%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		2	9.5%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		4	19.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		15	71.4%	27%	20%	53%	0%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	71.4%	47%	27%	27%	0%
English learners		1	4.8%	❖	❖	❖	❖
Students with disabilities		4	19.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈	◈

| Mathematics: Grade 8 | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement | | | |
Group				Level 1	Level 2	Level 3	Level 4
All students	21	21	100.0%	43%	14%	29%	14%
Male		9	42.9%	❖	❖	❖	❖
Female		12	57.1%	42%	8%	42%	8%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		2	9.5%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		4	19.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		15	71.4%	40%	13%	33%	13%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	71.4%	53%	20%	20%	7%
English learners		1	4.8%	❖	❖	❖	❖
Students with disabilities		4	19.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   **Level 2** = Standard nearly met   **Level 3** = Standard met   **Level 4** = Standard exceeded

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

◈ Information is not available at this time.

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	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbook Data

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

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015

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 schoolwide 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		2015-16 School Year
Subject	Textbook	Adopted
English language arts	*Excursions*, Houghton Mifflin (K-5)	2009
English language arts	McDougal Littell (6)	2010
English language arts	*The Language of Literature* (7-8)	2010
Mathematics	McGraw-Hill (K-5)	2014
Mathematics	McGraw-Hill (6-8)	2014
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

Quality of Textbooks

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

Quality of Textbooks	2015-16 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
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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.

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/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)

- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, 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			2015-16 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			8/14/2015
Date of the most recent completion of the inspection form			8/14/2015

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 of maintenance/custodian/van driver. This head of maintenance and transportation staff member 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 the State Architect-approved for current Field Act compliance. Nonprofit organizations—such as the Boy Scouts of America and Amateur Athletic Union Boys Basketball—and 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's 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 computers with CD-ROM drives and Internet connections.
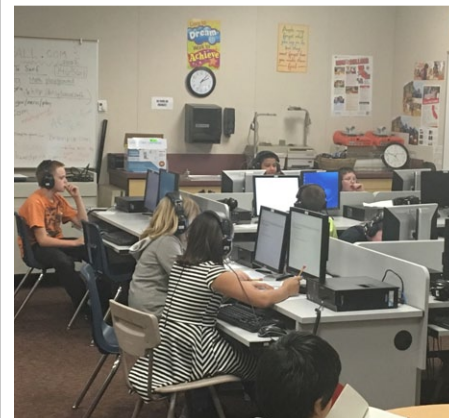
School Facilities

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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 and other disasters, and include policies regarding visitors to our campus. A modernized fire-alarm system has been installed to adhere to the Americans with 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.

"Our highly qualified teachers provide rigorous research-based curriculum, preparing our students for high school."

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		
	Scotia Union SD	Murphy ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	13	13	13	13
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		
	Murphy ES		
Teachers	13-14	14-15	15-16
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 the Elementary and Secondary Education Act (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 2014-15 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	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Murphy ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	✧	✧

✧ Not applicable.

"Stanwood A. Murphy Elementary School offers both a small, supportive learning environment and a departmentalized program for middle-school students."

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	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✧
Support Staff	FTE
Social/behavioral or career development counselors	0.2
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.1
Social worker	0.0
Nurse	0.1
Speech/language/hearing specialist	0.4
Resource specialist (nonteaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2013-14 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 California Department of Education (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	2013-14 Fiscal Year	
	Scotia Union SD	Similar Sized District
Beginning teacher salary	$34,000	$39,948
Midrange teacher salary	$52,289	$57,401
Highest teacher salary	$60,629	$73,183
Average elementary school principal salary	✪	$94,578
Superintendent salary	$85,000	$112,657
Teacher salaries: percentage of budget	39%	35%
Administrative salaries: percentage of budget	8%	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	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Murphy ES	$6,751	$56,332
Scotia Union SD	$6,751	$56,332
California	$5,348	$59,180
School and district: percentage difference	◆	◆
School and California: percentage difference	+26.2%	-4.8%

✪ The principal and superintendent are combined as one position.

◆ The percentage 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	
2013-14 Fiscal Year	
Total expenditures per pupil	$9,001
Expenditures per pupil from restricted sources	$2,250
Expenditures per pupil from unrestricted sources	$6,751
Annual average teacher salary	$56,332

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 Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: 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.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent 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)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

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

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