

Principal's Message

Stanwood A. Murphy Elementary 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 districts 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% music teacher in a small kindergarten thru 8th grade school of 221 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-arts 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 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 e 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, yogurt. Our walk in freezer, refrigerator, stainless steel, spotless food service kitchen, menus, and safe food handling 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 PTO meetings, School Site Council meetings, and visit at school functions. These include special events, such as open house, back-to-school night, Fall 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 Ronan Collver, Superintendent/Principal, at (707) 764-2212.

School Safety

The Scotia Union School District has a School Safety Plan in compliance with SB187. 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 of 2013.

Scotia Union School District

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CDS Code: 12-63024-6008155
Grades: K-8

www.humboldt.k12.ca.us/scotia_sd



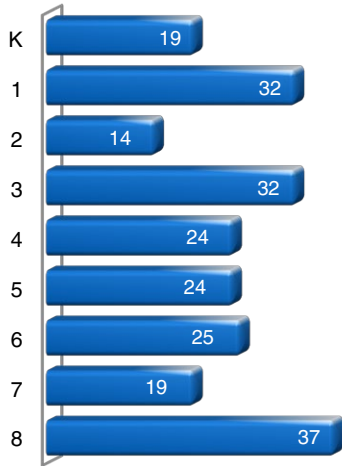
Mission Statement

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, thus ensuring all students will succeed.

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade



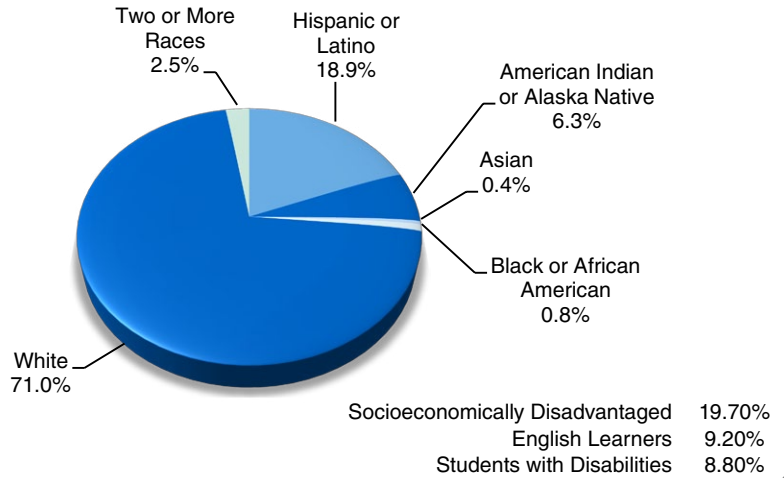
"Our highly qualified teachers provide rigorous research-based curriculum, preparing our students for high school."

Enrollment by Student Group

The total enrollment at the school was 238 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2012-13 School Year

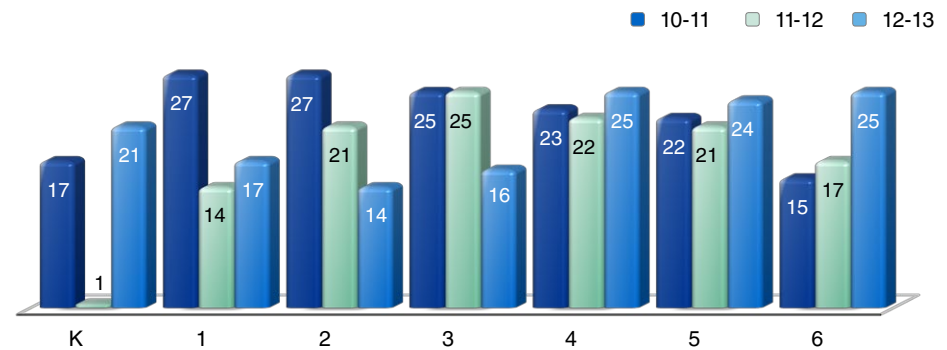


Class Size Distribution

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 Comparison



Number of Classrooms by Size

Three-Year Data Comparison

Grade	10-11			11-12			12-13		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			2				1	
1		1		1			1	1	
2		1		1			1		
3		1			1		1	1	
4		1		1				1	
5	1			1				1	
6	2	1		1				1	

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

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%
Science	97%	97%	63%	97%	97%	63%	57%	60%	59%
History-Social Science	65%	42%	31%	65%	42%	31%	48%	49%	49%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

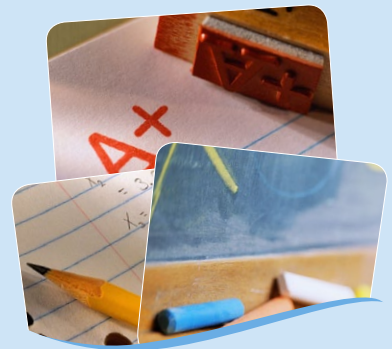
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels	Spring 2013 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	38%	55%	63%	31%
All Students at the School	38%	55%	63%	31%
Male	29%	51%	60%	29%
Female	48%	60%	65%	32%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	33%	50%	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	28%	44%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	42%	58%	63%	41%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	31%	50%	63%	24%
English Learners	26%	32%	❖	❖
Students with Disabilities	31%	46%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖



❖ 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.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is 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.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (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			
	2010	2011	2012
Statewide API Rank	6	6	4
Similar Schools API Rank	8	9	4

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: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) 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.

Group	2013 Growth API and Three-Year Data Comparison								
	2013 Growth API						Murphy ES – Actual API Change		
	Murphy ES		Scotia Union SD		California		10-11	11-12	12-13
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	171	752	171	752	4,655,989	790	3	-21	-42
Black or African American	2	❖	2	❖	296,463	708	■	■	■
American Indian or Alaska Native	10	❖	10	❖	30,394	743	■	■	■
Asian	1	❖	1	❖	406,527	906	■	■	■
Filipino	0	❖	0	❖	121,054	867	■	■	■
Hispanic or Latino	30	700	30	700	2,438,951	744	■	■	■
Native Hawaiian or Pacific Islander	0	❖	0	❖	25,351	774	■	■	■
White	123	760	123	760	1,200,127	853	8	-43	-28
Two or More Races	5	❖	5	❖	125,025	824	■	■	■
Socioeconomically Disadvantaged	118	726	118	726	2,774,640	743	13	-15	-59
English Learners	13	684	13	684	1,482,316	721	■	■	■
Students with Disabilities	34	631	34	631	527,476	615	■	■	■

❖ 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. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	Murphy ES	Scotia Union SD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	No
Met API Criteria	No	No
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. This table displays the 2013-14 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	2013-14 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%

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



Types of Services Funded

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- English Language Acquisition Program (ELAP)
- Special Education
- School Library Grant

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



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 drivers. This team maintains 10 classrooms, five portables, a cafeteria, gym/pool complex, 11 bathrooms, library, and Scout Hall (boys scouts building donated by Pacific Lumber Company. The gym/pool complex and Scout Hall are not Division of State Architect approved for current Field Act compliance. Non-profit 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 over \$500K 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 busses 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 over 25 brand new computers with CD-ROM drives and Internet connections. 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.

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School Facility Items Inspected

The tables show 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/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.

School Facility Good Repair Status		2013-14 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			08/15/2013
Date of the Most Recent Completion of the Inspection Form			08/15/2013

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2013-14 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	The District is planning on developing a way to flush the heating system on a regular basis to minimize the build up of rust in the water pipes and prevent system malfunctions. This will take place during the 2013-2014 school year.	
Electrical	Fully upgrade all electrical components in the gym in the Fall of 2014.	
Safety	Build ADA acceptable entrances to the gym in the Fall of 2014.	
Structural	Ensure that the gym is fully compliant with all structural guidelines in Fall of 2014.	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 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.

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, ELA, 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 Advanced Woodwinds
- Chorus
- Poetry
- Visual Arts

Textbooks and Instructional Materials List		2013-14 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	Saxon (K-6)	2009
Mathematics	Prentice Hall Pre-Algebra (7-8)	2009
Science	FOSS (K-5)	2007
Science	Glencoe McGraw (6-8) Earth, Life, Physical Science	2007
History-Social Science	Scott Foresman (K-5)	2006
History-Social Science	Glencoe McGraw (6-8)	2006

Quality of Textbooks

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

Quality of Textbooks		2013-14 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	

Currency of Textbook Data

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

Currency of Textbook Data		2013-14 School Year
Data Collection Date	09/2013	

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	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	◇
Health	0%
◇ Not applicable.	

School Facilities

Continued from page 6

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.



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



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.

California Physical Fitness Test		2012-13 School Year	
Percentage of Students Meeting Fitness Standards	Murphy ES		
	Grade 5	Grade 7	
Four of Six Standards	18.20%	23.50%	
Five of Six Standards	27.30%	35.30%	
Six of Six Standards	31.80%	11.80%	

Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates			Three-Year Data Comparison			
	Murphy ES			Scotia Union SD		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspension Rates	1.4%	4.2%	8.4%	1.4%	4.2%	8.4%
Expulsion Rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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, LEA Plan needs, STAR 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 serve to enhance their teaching skills are allowed to attend.

Technology and Intervention are major areas of training for the 2013-2014 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.

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	12-13	10-11	11-12	12-13
With Full Credential	11	12	11	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		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	11-12	12-13	13-14
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 2012-13 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	2012-13 School Year	
	Percent 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	◇	◇
Low-Poverty Schools in District	100.00%	0.00%

◇ Not applicable.



"The Scotia Union School District provides a safe, clean environment for students, staff, and volunteers."

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	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	◇
Support Staff	
Social/Behavioral or Career Development Counselors	FTE
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.10
Social Worker	0.00
Nurse	0.05
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	0.00

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	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$5,300
Expenditures Per Pupil From Restricted Sources	\$2,500
Expenditures Per Pupil From Unrestricted Sources	\$2,800
Annual Average Teacher Salary	\$54,600



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.

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.

Financial Data

The financial data displayed in this SARC is from the 2011-12 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 Web site 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	2011-12 Fiscal Year	
	Scotia Union SD	Similar Sized District
Beginning Teacher Salary	\$34,000	\$38,719
Mid-Range Teacher Salary	\$50,979	\$55,637
Highest Teacher Salary	\$59,110	\$70,797
Average Elementary School Principal Salary	⊕	\$90,284
Superintendent Salary	⊕	\$104,272
Teacher Salaries — Percent of Budget	39%	35%
Administrative Salaries — Percent of Budget	5%	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	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Murphy ES	\$2,800	\$54,600
Scotia Union SD	\$2,800	\$54,600
California	\$5,537	\$57,720
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-49.4%	-5.4%

⊕ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

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

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2013.