GRADES K-8
417 Church Street   Scotia, CA 95565
Phone: (707) 764-2212   Fax: (707) 764-5111
Website: www.humboldt.k12.ca.us/scotia_sd/

Jaenelle Lampp
Superintendent/Principal

Principal's Message

*Although this is another challenging year dealing with a State fiscal crisis, I am proud of our school Board for maintaining the best educational programs for our students. This is our third year offering the 5th-8th departmentalized program in the core subjects (English, Math, Social Studies, and Science) and our **full music program** continues! Stanwood A. Murphy Elementary is the only K-8 school that offers both a small, supportive learning environment and a departmentalized program for middle school 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. All these strengths have contributed to our school scoring 819 in our 2009-10 STAR results!*

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!

*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. Our cafeteria is very inviting. The variety, quality, and presentation of the meals being offered are outstanding!*

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 213 students.

*We are also very fortunate to be the model school that completely changed its technological infrastructure. The Humboldt County Office of Education INS Director is planning on using our high-speed fiber optic networking system and Promethean Boards as the Southern Humboldt educational development center in the near future. Promethean Boards engage students with vivid images, video and audio. This teaching tool enables anything that can be seen or done on a computer screen to be projected onto **an interactive whiteboard – bringing every classroom to life!** Students point their Activevotes to the whiteboard and through radio waves the information is transferred and calculated immediately and teachers can instantly assess individual student progress.*

There are several other new and improved aspects within our school facilities. We are now in the process of applying for State funds to upgrade the gym and indoor pool so our students can use the facility for PE.
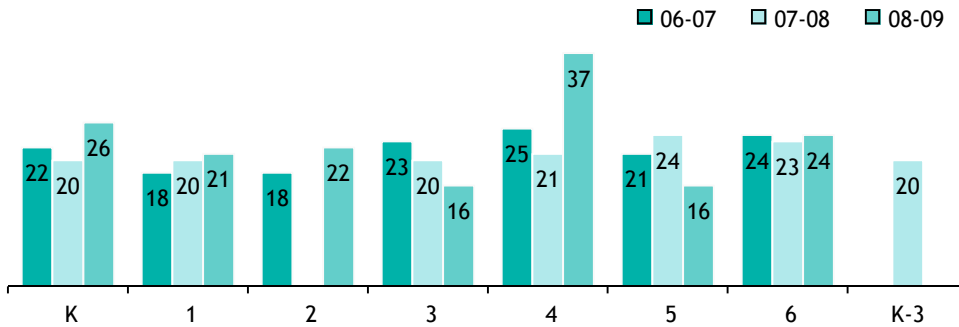
Scotia Union ESD

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.

"Generations of school community members offering the best educational programs"
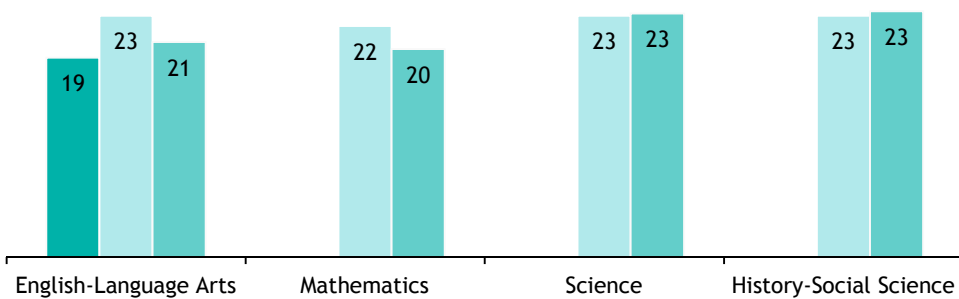
Class Size

The bar graphs display the three-year data for average class size.

Legend: ■ 06-07 □ 07-08 ■ 08-09

Bar graph values by grade:
- K: 22, 20, 26
- 1: 18, 20, 21
- 2: 18, 22
- 3: 23, 20, 16
- 4: 25, 21, 37
- 5: 21, 24, 16
- 6: 24, 23, 24
- K-3: 20

Class Size Distribution — Number of Classrooms By Size								
	06-07			**07-08**			**08-09**		

Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1		1			2		
1	1			1			1		
2	2						1		
3		1		1					
4		1			1		2		
5		1			1				
6		1			1				
K-3				2			1		

Bar graph values by subject:
- English-Language Arts: 19, 23, 21
- Mathematics: 22, 20
- Science: 23, 23
- History-Social Science: 23, 23

Class Size Distribution — Number of Classrooms By Size								
	06-07			**07-08**			**08-09**		

Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	1			1	4		4	2	
Mathematics				2	1		3	1	
Science				1	3		3	1	1
History-Social Science				1	3		3	1	1

We pledge ourselves to...

- provide a healthful, safe, friendly atmosphere for learning
- communicate to parents and the community to the best of our ability
- dedicate ourselves to provide a meaningful, relevant curriculum to the children of Stanwood A. Murphy Elementary School
- allow each child to find success in each endeavor, academic as well as social
- provide opportunities for enrichment as well as remedial activities
- guide children in the realization of their self-worth
- guide children in learning for lifelong learning.

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, contact Jaenelle Lampp, Superintendent/Principal, at (707) 764-2212.

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2009
English-Language Arts	McDougal Littell	2002
Mathematics	Harcourt Brace	2002
Mathematics	Prentice Hall	2002
Science	FOSS (K-5)	2007
Science	Glencoe McGraw (6-8)	2007
History-Social Science	Scott Foresman (K-5)	2006
History-Social Science	Glencoe McGraw (6-8)	2006

Availability of Textbooks and Instructional Materials

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

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	✧

Note: This data was most recently collected and verified in August 2009.

✧   Not applicable.

"Dedicated to quality education and equal opportunity for all children."

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

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements			
	Repair Status		
Items Inspected	**Good**	**Fair**	**Poor**
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓		
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	✓		
Overall Summary of Facility Conditions			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✓			

Note: The most recent school site inspection occurred on August 27, 2009, and the inspection form was most recently completed on April 7, 2010.

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. The supervisor is in charge of a maintenance assistant employed for eight hours daily, a bus driver contracted from the high school, 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 compliant under the Willliams 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 computers with CD-ROM drives and Internet connections. We have a computer technician who maintains, repairs computers, and assists GATE students in building computers.

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.

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School Facilities

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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.

On June 13, 2009 Scotia Union School District purchased the school and land from Pacific Lumber Company. They donated the company gym and indoor pool to the school. The District is in the process of using State New Construction funds to modernize the school building and grounds. In addition to ADA compliant bathrooms, outdoor grounds, landscaping, new HVAC systems, carpet, ceilings, walls, windows, roof, and filtered drinking water, the network system and interactive whiteboards have made this school one of the top technologically advanced public elementary schools in the county.

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 three school years, we had three days each year dedicated to staff and professional development. In addition, every Wednesday (32 Wednesdays total), two hours are dedicated to staff development based on our School Plan's goals.

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 is the major area of training for the 2008-2009 school year. Ongoing training for Promethean interactive whiteboards is provided throughout the year. All teachers grades kindergarten through 8th grades are able to collaborate with their colleagues throughout the Nation and gather teacher created lessons that are Standards Based. Both the Shaw Computers staff and Humboldt County Office of Education leaders train the teachers.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Murphy ES			Scotia UESD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.022	0.019	0.015	0.022	0.019	0.015
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

Enrollment and Demographics

The total enrollment at the school was 201 students for the 2008-09 school year.

African American < 1%
American Indian or Alaska Native 7%
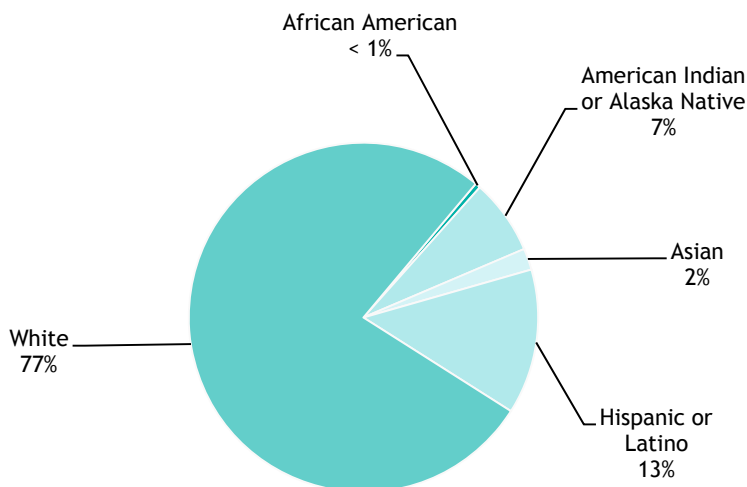Asian 2%
Hispanic or Latino 13%
White 77%

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, and often include the fire department and medical evacuation unit. Bus evacuation exercises are conducted annually. The school had no reportable crimes last year.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2008.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at http://nces.ed.gov/nationsreportcard/.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
Average Scale Score	Grade 4	Grade 8	Grade 4	Grade 8
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
State Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

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.

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: 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 below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Murphy ES			Scotia UESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	44%	45%	52%	44%	45%	52%	43%	46%	50%
Mathematics	44%	43%	61%	44%	43%	61%	40%	43%	46%
Science	75%	100%	84%	75%	100%	84%	38%	46%	50%
History-Social Science	31%	36%	55%	31%	36%	55%	33%	36%	41%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
	Spring 2009 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
Male	41%	55%	82%	❖
Female	61%	65%	86%	64%
Economically Disadvantaged	50%	56%	86%	55%
English Learners	21%	50%	❖	❖
Students with Disabilities	36%	50%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	50%	50%	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	42%	58%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	55%	63%	84%	54%

❖ 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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including 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 program (IEP). 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks — Three Year Comparison			
	2006	**2007**	**2008**
Statewide API Rank	6	5	5
Similar Schools API Rank	2	1	2

Academic Performance Index Growth

API Growth by Student Group — Three Year Comparison			
Group	**Actual API Change**		**2009 Growth API Score**
	06-07	**07-08**	**08-09**	
All Students at the School	-10	12	55	819
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	-11	18	44	819
Socioeconomically Disadvantaged	-25	17	40	791
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Murphy ES		Scotia UESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

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

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Murphy ES	Scotia UESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

✧ 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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards 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	
Grade 5	
Four of Six Standards	5.3%
Five of Six Standards	47.4%
Six of Six Standards	26.3%
Grade 7	
Four of Six Standards	20.0%
Five of Six Standards	20.0%
Six of Six Standards	45.0%

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information				
	Scotia UESD	Murphy ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	14	17	13	14
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 (teachers assigned without proper legal authorization) 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 misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Murphy ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Murphy ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◈	◈
Low-Poverty Schools in District	◈	◈

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◈   Information not available.

Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.20
Ratio of Students Per Academic Counselor	60:1

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (paraprofessional)	0.75
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/ Hearing Specialist	0.40
Resource Specialist (non-teaching)	1.00
Other	0.00

District Financial Data

District Salary Data		
Category	Scotia UESD	Similar Sized District
Beginning Teacher Salary	$34,000	$38,481
Mid-Range Teacher Salary	$49,756	$55,789
Highest Teacher Salary	$57,692	$70,489
Average Principal Salary	✪	$88,862
Superintendent Salary	✪	$110,994
Teacher Salaries — Percent of Budget	41.7%	37.2%
Administrative Salaries — Percent of Budget	4.9%	6.6%

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

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	
	Murphy ES
Total Expenditures Per Pupil	✱
Expenditures Per Pupil From Restricted Sources	✱
Expenditures Per Pupil From Unrestricted Sources	✱
Average Teacher Salary	✱

✱ No financial data is available at this time. For more information please see district office.

Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Murphy ES	✱	✱
Scotia UESD	✱	$54,004
California	$5,512	$56,284
School and District — Percent Difference	◆	◆
School and California — Percent Difference	✱	✱

✱ No financial data is available at this time. For more information please see district office.

◆ Because Scotia UESD is a single-site district, the percent difference does not apply.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

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.

Types of Services Funded

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- School Improvement Program (SIP)
- Special Education
- School Library Grant
- TUPE (Tobacco Use Prevention Education)
- AB1113 School Safety & Violence Prevention