

# SARC

2017-18 School Accountability  
Report Card

Published in 2018-19



## Stanwood A. Murphy Elementary School

Grades K-8

CDS Code 12-63024-6008155

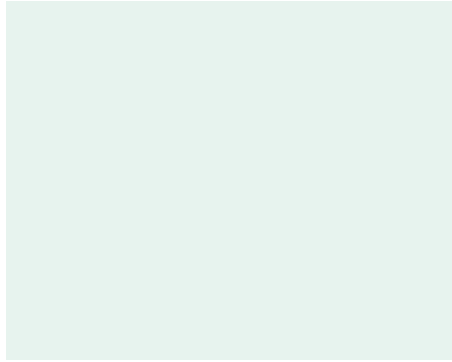
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[http://apps.humboldt.k12.ca.us/  
sites/scotia\\_sd/](http://apps.humboldt.k12.ca.us/sites/scotia_sd/)

# Scotia Union School District

417 Church Street Scotia, CA 95565 ▪ (707) 764-2212 ▪ [http://apps.humboldt.k12.ca.us/sites/scotia\\_sd/](http://apps.humboldt.k12.ca.us/sites/scotia_sd/)



## Principal's Message

Stanwood A. Murphy Elementary School offers a small, supportive learning environment. Our lower grades feature small class sizes and a reading intervention program. Our middle school students rotate between three teachers in a departmentalized program. Because of our small class sizes, students have easy access to their teachers. 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, in the intervention program, and in the after-school program.

The teaching staff utilizes the newest research-based language arts, math, science, and social studies curricula, all of which have components that interface with our interactive whiteboards. Our students experience great success utilizing our state-of-the-art technology and materials.

The entire staff has worked very hard to continue the implementation of the Common Core State Standards and improve our already strong knowledge and use of technology in every classroom. We continue to implement the district's visual and performing arts plan and are proud to offer a full music program that includes string, band, song-flute, choir, and classroom music components. Lower grades also participate in regular sing-alongs.

Scotia Union School District has an excellent Food Service Program. The dietary guidelines and nutritional standards are met each year and the safety and sanitation plan demonstrates best practices. Scotia students are offered a variety of fresh fruits and vegetables, soups, sandwiches, yogurts, a salad bar, as well as entrees made from scratch daily. Scotia School also provides daily free breakfast to all students.

## School Mission Statement

Stanwood A. Murphy Elementary School, located in the small family-involved community of Scotia, maintains 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.

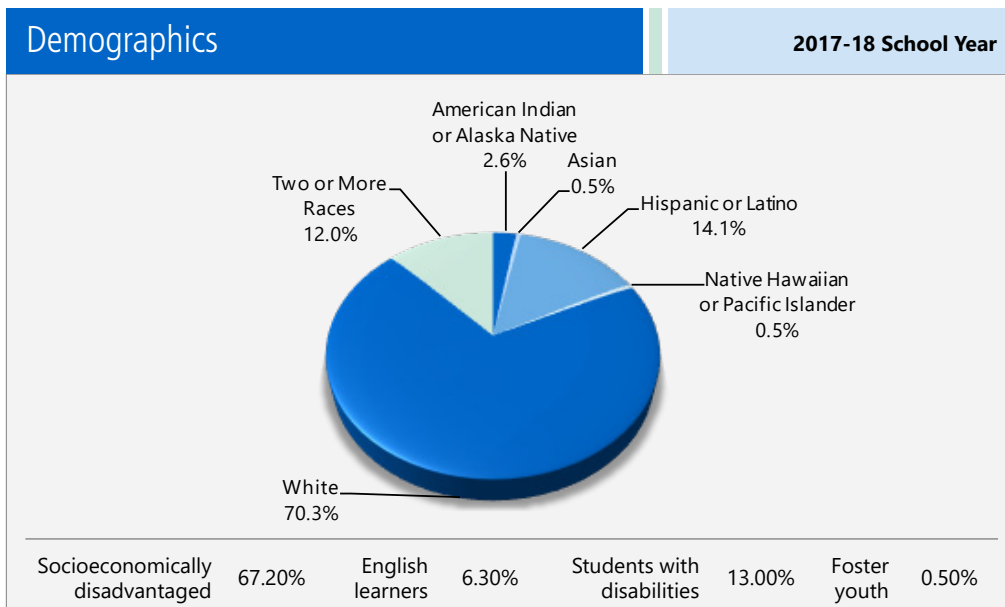
## Parental Involvement

The Scotia Union School District encourages parental involvement as volunteers in the classroom and in the school as a whole. Scotia School encourages parents to attend Parent Teacher Organization meetings, School Site Council meetings, as well as the many school functions. These include special events such as open house, back-to-school night, fall carnival, winter and spring concerts, class performances, class parties, spelling and geography bees, field days, and field trips.

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

## Enrollment by Student Group

The total enrollment at the school was 192 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



## School Accountability Report Card

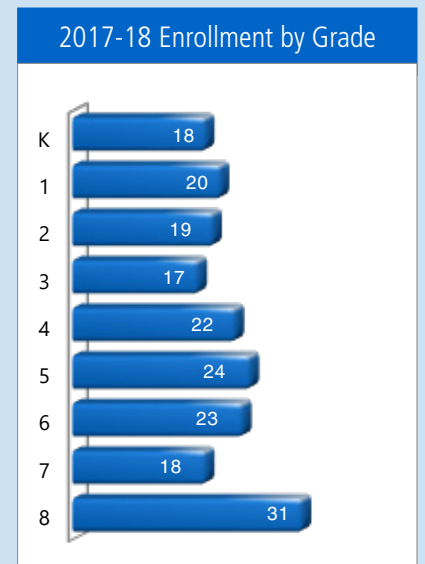
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## Governing Board

- Neil Bartlett
- Vannyda Syhaphom
- Ed Lewis
- Debbie Reback

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



## School Safety

The Scotia Union School District has a school safety plan in compliance with Senate Bill 187. The plan is reviewed and updated annually by the safe school coordinator, who collaborates with the Scotia Volunteer Fire Department and the District's safety committee. Encompassed within the safety plan are policies dealing with school rules, discipline, and dress code. Policies relating to school-reporting procedures for child abuse, suspension and expulsion, sexual harassment, violence and suicide prevention are all included. The safety plan also contains a Disaster Plan, and the school district's Transportation Safety Plan. We conduct monthly safety drills, including disaster evacuation drills in collaboration with the Scotia Volunteer Fire Department. The drills often include the fire department and medical-evacuation unit. We also conduct bus evacuation training annually. The school had no reportable crimes last year.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2018.

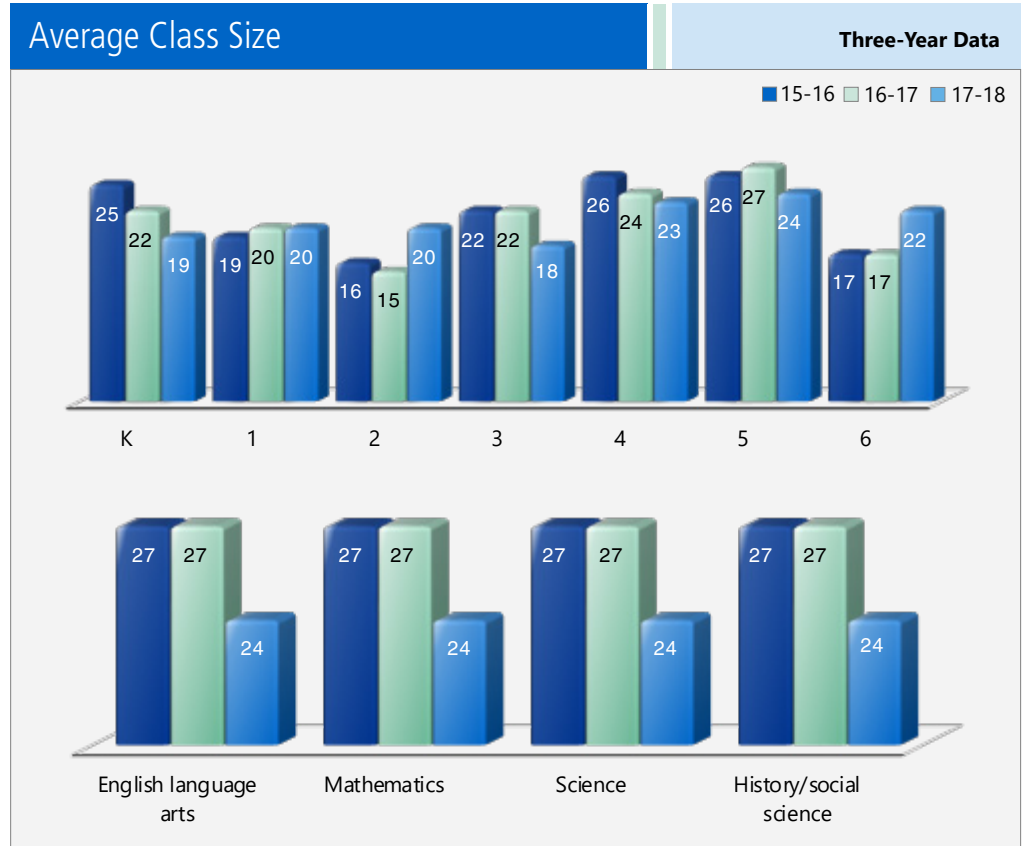
## Suspensions and Expulsions

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			
	15-16	16-17	17-18
Suspension rates	0.0%	2.2%	2.0%
Expulsion rates	0.0%	0.0%	0.0%
Scotia Union SD			
	15-16	16-17	17-18
Suspension rates	0.0%	2.2%	2.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

## 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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size							Three-Year Data		
Grade	2015-16			2016-17			2017-18		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1			1		1		
1	1				1		1		
2	1			1				1	
3		1			1		1		
4		1			1			1	
5		1			1			1	
6	1			1				1	
Subject	2015-16			2016-17			2017-18		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2			2			1	1	
Mathematics	2			2			1	1	
Science	2			2			1	1	
History/social science	2			2			1	1	

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Murphy ES		Scotia Union SD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Murphy ES		Scotia Union SD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	39%	40%	39%	40%	48%	50%
Mathematics	38%	34%	38%	34%	37%	38%

## 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2017-18 School Year	
Percentage of Students Meeting Fitness Standards	Murphy ES		
	Grade 5	Grade 7	
Four of six standards	16.7%	21.1%	
Five of six standards	44.4%	21.1%	
Six of six standards	16.7%	21.1%	

◇ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	137	136	99.27%	40.44%
Male	85	84	98.82%	32.14%
Female	52	52	100.00%	53.85%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	17	17	100.00%	35.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	105	104	99.05%	41.35%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	92	92	100.00%	34.78%
English learners	❖	❖	❖	❖
Students with disabilities	18	17	94.44%	17.65%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	138	137	99.28%	33.58%
Male	85	84	98.82%	30.95%
Female	53	53	100.00%	37.74%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	17	17	100.00%	29.41%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	106	105	99.06%	34.29%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	93	93	100.00%	33.33%
English learners	❖	❖	❖	❖
Students with disabilities	18	17	94.44%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

## School Facility Good Repair Status

The table 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. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	9/27/2018	
<b>Date of the most recent completion of the inspection form</b>	9/27/2018	

## 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		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Systems</b>	The gym and pool need a new heating system. The district has applied to the State of California for funding in order to replace the current unusable heating system.	If funded, repairs will begin in Fall 2019
<b>Cleanliness</b>	The gym & pool have been closed for many years and have not been cleaned. The district has applied to the State of California for funding in order to repair the gym and pool.	If funded, repairs will begin in Fall 2019
<b>Structural</b>	Rot found in outer section of a few beams. Small amount of rot found in skirting of cafeteria. Estimates are being submitted for cost associated with beams. Maintenance department will replace skirting rot.	Beams: Spring 2019 Skirting: Fall 2018

## School Facilities

The Scotia Union School District provides a modern, safe, clean environment for students, staff and volunteers. The school facilities and grounds are under the direction of the head of maintenance and the custodian. Our custodial staff maintains 10 classrooms, five portables, a cafeteria, gym and pool complex, 11 bathrooms, and library. The students play on a large lower playground with courts and play equipment, and a larger upper playground, with courts and a large field.

The gym and pool complex and former Scout Hall are not Division of the State Architect approved for current Field Act compliance, and are not currently being used by Scotia students. The district is in the process of bringing the Scotia Gym into Field Act compliance. The gym is currently closed due to a lack of heat source. However, the gym is in the final planning stages with the State of California Office of Public School Construction, with repair work planned to begin in 2019. We are eagerly seeking funds and support in order to provide physical education once again in this historical, comprehensive gym and pool facility.

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## School Facilities

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The head of maintenance and transportation is employed for eight hours a day and is in charge of the two buses owned by the District. A custodian is employed for 5 hours a day. These custodial personnel do necessary maintenance during the day. Our custodial staff ensures that interior rooms and restrooms are clean and safe. We have never received a formal complaint under the Williams Act. The district updated all lighting to LED fixtures as part of the Proposition 39 funding program. The new lighting is brighter and contributes to increased energy savings.

The district has a large library and computer lab with a media technician. The computer lab contains more than 25 computers with CD-ROM drives and internet connectivity. The entire school has Wi-Fi access. Students in grades 4-8 utilize 1 to 1 Chromebooks in the classrooms. Students in the lower grades and the After School Program utilize numerous iPads.

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. We installed a modernized fire-alarm system to adhere to the Americans with Disabilities Act (ADA) requirements. We changed the locks on all doors in accordance with the school safety plan, allowing teachers to lock the doors from the inside as well as from the outside. The door handles conform to ADA standards.

A single switch in the district office electronically secures all main entry doors. We conduct fire, disaster and lockdown drills on a regular basis throughout the year. We use security cameras throughout the campus to view any possible unsafe behavior.

The school grounds are fully accessible, well maintained, and aesthetically pleasing.

## 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

## Availability of Textbooks and Instructional Materials

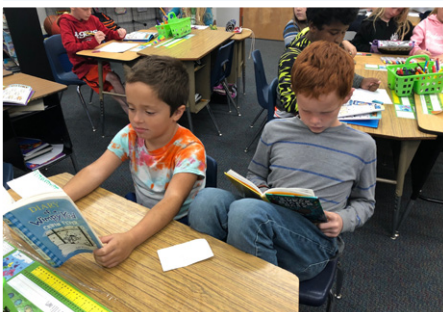
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	◇
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	9/13/2018



## 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-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

The staff at 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 receive a textbook in all subjects.

Teachers at Stanwood A. Murphy Elementary School are encouraged to use a variety of instructional media to enhance the quality of the instructional program and supplement the curriculum. Teachers have access to computers and Promethean interactive whiteboards in each classroom, math manipulatives, science equipment, and a large library. United Streaming can be accessed through the Humboldt County Office of Education along with other audiovisual 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, and social studies) all have software and assessment components that interface with the interactive whiteboards. The Promethean interactive whiteboards also have cable access.

In spring, Stanwood A. Murphy hosts a schoolwide art show. In winter and spring, students participate in 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
- Classroom Music
- Song flutes
- Chorus
- Poetry
- Visual Arts

## Textbooks and Instructional Materials List

2018-19 School Year

Subject	Textbook	Adopted
English language arts	<i>California Journeys</i> , Houghton Mifflin Harcourt(K-5)	2017
English language arts	<i>The Language of Literature</i> , McDougal Littell (6-8)	2010
Mathematics	<i>My Math</i> , McGraw-Hill (K-5)	2014
Mathematics	<i>Big Ideas Math</i> , Houghton Mifflin Harcourt (6-8)	2014
Science	FOSS (K-5)	2007
Science	<i>Earth, Life, Physical Science</i> ; Glencoe/McGraw-Hill (6-8)	2007
History/social science	Social Studies Weekly	2018
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

2018-19 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

◇ Not applicable.



## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Scotia Union SD	Murphy ES		
	18-19	16-17	17-18	18-19
<b>Teachers</b>				
<b>With a full credential</b>	11	12	12	11
<b>Without a full credential</b>	1	0	1	1
<b>Teaching outside subject area of competence (with full credential)</b>	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Murphy ES		
	16-17	17-18	18-19
<b>Teachers</b>			
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Professional Development

Scotia teachers have two professional development days prior to the start of the school year. In addition to the pre-service days, two hours per week 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. The Scotia teachers meet with the principal and develop the annual Early Wednesday Staff Development calendar. Topics are based on assessment results, curriculum needs, and teacher recommendation. During staff directed collaboration, teachers work in and around grade level to discuss curriculum and intervention techniques.

Scotia 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 encouraged to attend.

The teachers participate in ongoing technology training for Promethean interactive whiteboards and special education, and intervention is provided throughout the year. The recent adoption of new Common Core math textbooks and a language arts adoption continue to be a major focus in our professional development. Many teachers seek out resources in nearby school districts to help improve intervention in their classrooms.

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
	<b>Murphy ES</b>	2 days	2 days

◇ Not applicable.



## 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

2017-18 School Year

#### Academic Counselors

FTE of academic counselors 0.0

Average number of students per academic counselor ◇

#### Support Staff

Social/behavioral counselor 0.2

Career development counselor 0.0

Library media teacher (librarian) 0.0

Library media services staff (paraprofessional) 0.2

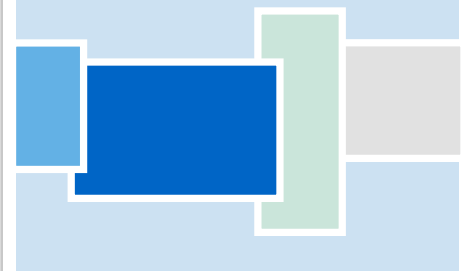
Psychologist 0.0

Social worker 0.0

Nurse 0.0

Speech/language/hearing specialist 0.4

Resource specialist (nonteaching) 1.0



## 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	
2016-17 Fiscal Year	
<b>Total expenditures per pupil</b>	\$10,425
<b>Expenditures per pupil from restricted sources</b>	\$2,425
<b>Expenditures per pupil from unrestricted sources</b>	\$8,000
<b>Annual average teacher salary</b>	\$57,408



## 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.

## Financial Data

The financial data displayed in this SARC is from the 2016-17 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](http://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](http://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](http://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.

Salary Data	2016-17 Fiscal Year	
	Scotia Union SD	Similar Sized District
<b>Beginning teacher salary</b>	\$34,000	\$44,375
<b>Midrange teacher salary</b>	\$55,484	\$65,926
<b>Highest teacher salary</b>	\$64,335	\$82,489
<b>Average elementary school principal salary</b>	◇	\$106,997
<b>Superintendent salary</b>	◇	\$121,894
<b>Teacher salaries: percentage of budget</b>	34%	32%
<b>Administrative salaries: percentage of budget</b>	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	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Murphy ES</b>	\$8,000	\$57,408
<b>Scotia Union SD</b>	\$8,000	\$57,408
<b>California</b>	\$7,125	\$63,218
<b>School and district: percentage difference</b>	◆	◆
<b>School and California: percentage difference</b>	+12.3%	-9.2%

◇ Information is not available.

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