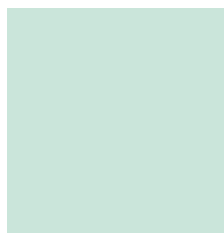


## Stanwood A. Murphy Elementary School

Grades K-8  
CDS Code 12-63024-6008155

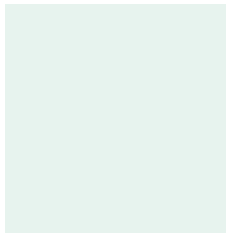
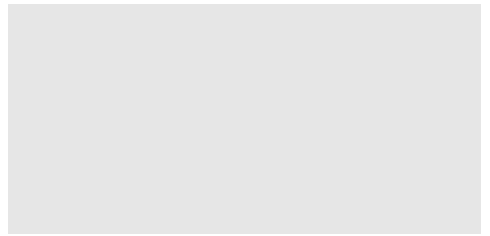
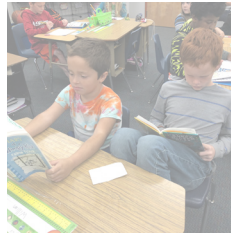
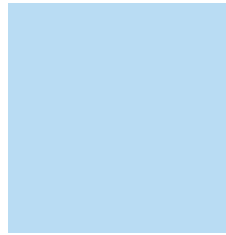
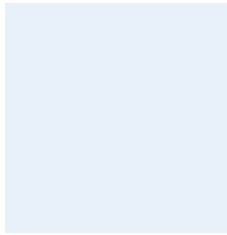
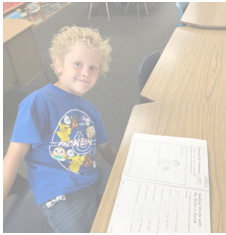
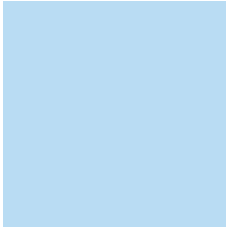
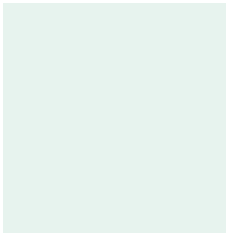
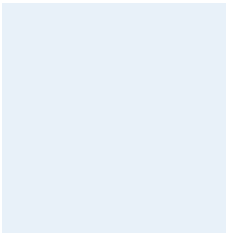
Amy Gossien  
Superintendent/Principal  
[agossien@scotiaschool.org](mailto:agossien@scotiaschool.org)

417 Church Street  
Scotia, CA 95565  
(707) 764-2212  
[scotiasd.hcoe.org](http://scotiasd.hcoe.org)



## Scotia Union School District

417 Church Street Scotia, CA 95565 ▪ (707) 764-2212 ▪ [scotiasd.hcoe.org](http://scotiasd.hcoe.org)





## Principal's Message

Stanwood A. Murphy Elementary School offers a small, supportive learning environment. Our lower grades feature small class sizes and paraprofessionals in every grade. 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 and use the latest technology; preparing our students for high school and beyond.

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.

We continue to implement the district's visual and performing arts plan and are proud to offer a music program that includes band for the upper grades. Lower grades also participate in regular sing-alongs.

Scotia Union School District has an excellent Food Service Program, including fresh vegetables from our green house and free hot breakfast for all students. 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.

## School Mission Statement

Stanwood A. Murphy Elementary School, located in the small community of Scotia, is a welcoming and caring environment that values close partnerships among students, staff, families, and community in order to provide 21st Century teaching and learning opportunities and support high expectations for all.

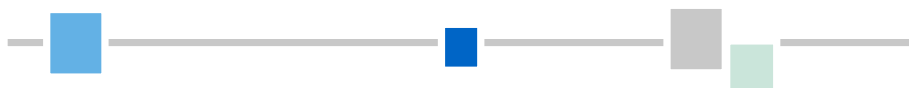
## School Vision Statement

Stanwood A. Murphy Elementary - a place where school, families, and community work together as partners in education.

## Parental Involvement

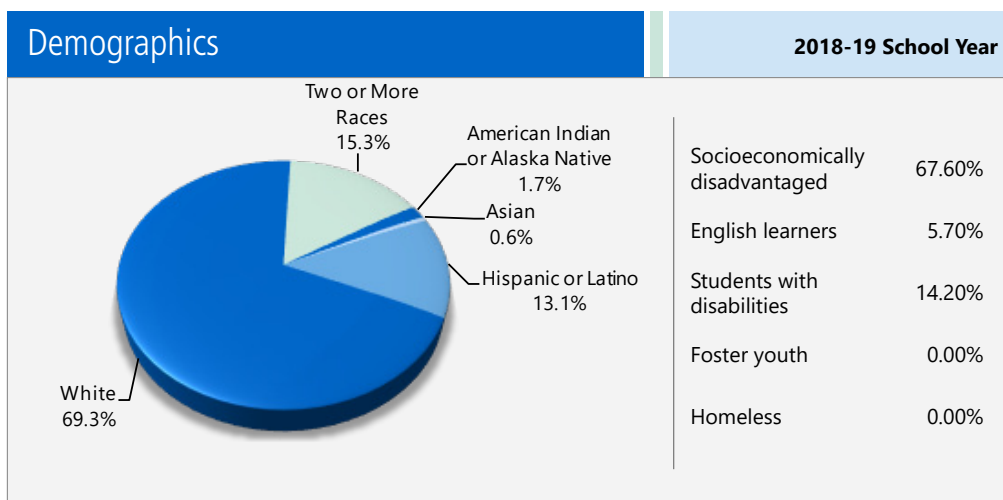
The Scotia Union School District encourages parental involvement as volunteers in the classroom and in the school as a whole. Scotia School encourages parents to attend Parent Teacher Organization meetings, School Site Council meetings, as well as the many school functions. These include special events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

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 176 students for the 2018-19 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.

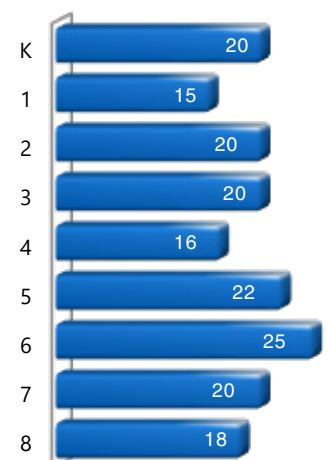
## Governing Board

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 2018-19 school year.

### 2018-19 Enrollment by Grade





## 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

	16-17	17-18	18-19
<b>Suspension rates</b>	2.2%	2.0%	3.0%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%

#### Scotia Union SD

	16-17	17-18	18-19
<b>Suspension rates</b>	2.2%	2.0%	3.0%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%

#### California

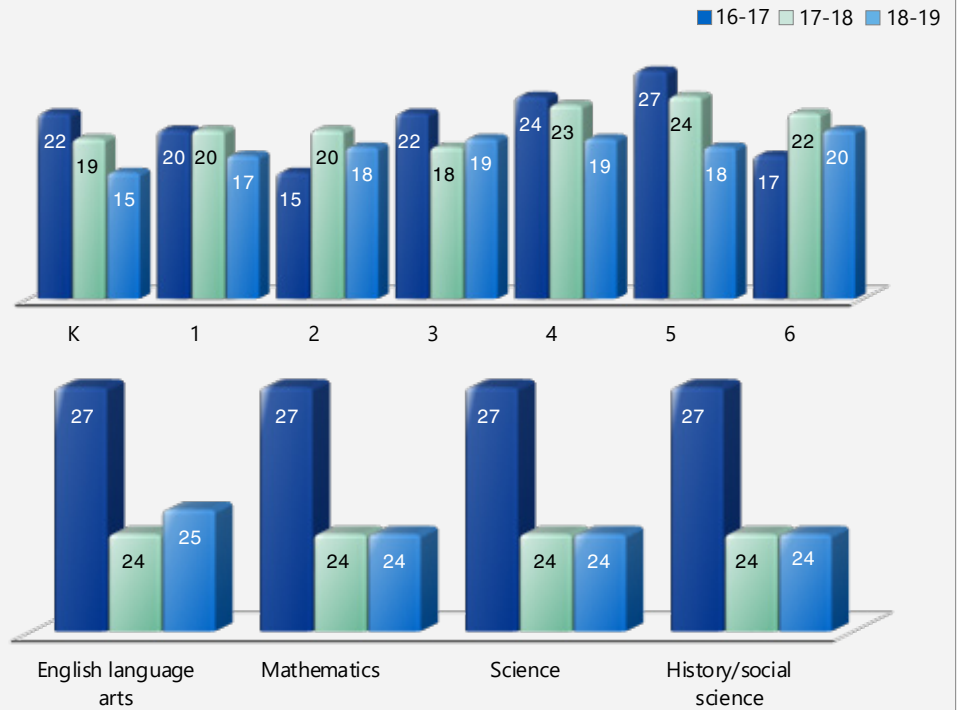
	16-17	17-18	18-19
<b>Suspension rates</b>	3.6%	3.5%	3.5%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%

## 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.

### Average Class Size

#### Three-Year Data



### Number of Classrooms by Size

#### Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1		1			1		
1		1		1			1		
2	1				1		1		
3		1		1			1		
4		1			1		1		
5		1			1		1		
6	1				1		1		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2			1	1			2	
Mathematics	2			1	1			2	
Science	2			1	1			2	
History/social science	2			1	1			2	



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Murphy ES		Scotia Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Murphy ES		Scotia Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	40%	50%	40%	50%	50%	51%
Mathematics	34%	46%	34%	46%	38%	40%

## 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		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Murphy ES	
		Grade 5	Grade 7
Four of six standards		14.3%	9.1%
Five of six standards		23.8%	13.6%
Six of six standards		28.6%	50.0%

✧ Not applicable.

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

For the 2018–19 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 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.

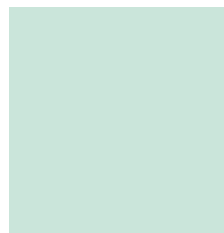
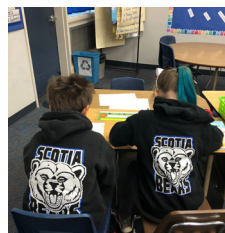
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	122	122	100.00%	0.00%	50.00%
Male	70	70	100.00%	0.00%	38.57%
Female	52	52	100.00%	0.00%	65.38%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	0.00%	38.89%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	84	84	100.00%	0.00%	51.19%
Two or more races	17	17	100.00%	0.00%	58.82%
Socioeconomically disadvantaged	98	98	100.00%	0.00%	44.90%
English learners	❖	❖	❖	❖	❖
Students with disabilities	18	18	100.00%	0.00%	22.22%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

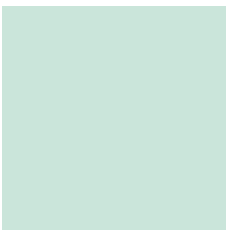




## CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	122	120	98.36%	1.64%	45.83%
Male	70	70	100.00%	0.00%	41.43%
Female	52	50	96.15%	3.85%	52.00%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	0.00%	27.78%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	84	84	100.00%	0.00%	50.00%
Two or more races	17	16	94.12%	5.88%	37.50%
Socioeconomically disadvantaged	98	96	97.96%	2.04%	42.71%
English learners	❖	❖	❖	❖	❖
Students with disabilities	18	18	100.00%	0.00%	5.56%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.





## 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	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



## Currency of 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	
2019-20 School Year	
Data collection date	9/12/2019

## 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. Video streaming services 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 Band
- Song flutes
- Poetry
- Classroom Music
- Chorus
- Visual Arts

## Textbooks and Instructional Materials List

2019-20 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 Science</i> ; Glencoe/McGraw-Hill (6-7)	2007
Science	FOSS (8)	2019
History/social science	Scott Foresman (K-5)	2006
History/social science	Glencoe/McGraw-Hill (6-8)	2006
History/Social Science	Social Studies Weekly	2019

## Quality of Textbooks

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

## Quality of Textbooks

2019-20 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







## 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		2019-20 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>		9/23/2019
<b>Date of the most recent completion of the inspection form</b>		9/23/2019

## 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		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Systems</b>	The gym is lacking a heating system. The building is not Field Act or ADA Compliant. Students and staff do not have access to the gym. District is working to develop a plan to secure the necessary funds to provide access to a safe, clean, compliant gymnasium for the District's students.	TBD when current project estimation process is completed.
<b>Cleanliness</b>	The gym is not in use, and has been closed to school students and staff for many years, leading to the overall need for cleaning and repairs associated with extended non-use. District is working with the Office of Public School Construction to develop a plan to secure the necessary funds to provide access to a safe, clean, compliant gymnasium for the District's students.	TBD when current project estimation process is completed.

## 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. We are in the planning stages of 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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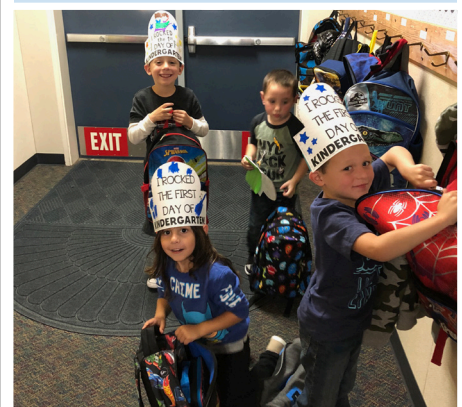
The head of maintenance and transportation is employed for eight hours a day and is in charge of the two buses owned by the District. A custodian is employed for 5 hours a day. These custodial personnel do necessary maintenance during the day. Our custodial staff ensures that interior rooms and restrooms 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 a large 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 and Chromebooks.

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 lockout 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.





## 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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.20
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.20
Psychologist	0.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.40
Resource specialist (nonteaching)	1.00

## Teacher Qualifications

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

Teacher Credential Information	Three-Year Data			
	Scotia Union SD	Murphy ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	11	12	11	11
Without a full credential	0	1	1	0
Teaching outside subject area of competence (with full credential)	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		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	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 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, as well as 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, intervention techniques, and strategies to improve academic achievement.

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

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	2	2	2



## Financial Data

The financial data displayed in this SARC is from the 2017-18 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	2017-18 Fiscal Year	
	Scotia Union SD	Similar Sized District
<b>Beginning teacher salary</b>	\$32,379	\$45,252
<b>Midrange teacher salary</b>	\$55,484	\$65,210
<b>Highest teacher salary</b>	\$64,335	\$84,472
<b>Average elementary school principal salary</b>	◆	\$107,614
<b>Superintendent salary</b>	◆	\$124,686
<b>Teacher salaries: percentage of budget</b>	31%	31%
<b>Administrative salaries: percentage of budget</b>	5%	7%



## 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.

## 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 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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Murphy ES</b>	\$6,915	\$57,275
<b>Scotia Union SD</b>	\$6,915	\$57,275
<b>California</b>	\$7,507	\$64,941
<b>School and district: percentage difference</b>	◆	◆
<b>School and California: percentage difference</b>	-7.9%	-11.8%

◆ Information is not available.

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

## School Financial Data

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

School Financial Data	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$11,204
<b>Expenditures per pupil from restricted sources</b>	\$4,289
<b>Expenditures per pupil from unrestricted sources</b>	\$6,915
<b>Annual average teacher salary</b>	\$57,275



# Stanwood A. Murphy Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.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. 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.

All data accurate as of December 2019.

## School Accountability Report Card

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