Stanwood A. Murphy Elementary School

Grades TK-8
CDS Code 12-63024-6008155

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417 Church Street
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SARC

2020-21

School
Accountability
Report Card
Published in 2021-22

Scotia Union School District

417 Church Street Scotia, CA 95565 ▪ (707) 764-2212 ▪ 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 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, as well as technology. We are proud to be one-to-one in all grades. All classrooms are also equipped with interactive ActivPanels, allowing teaching and learning to be digitized and accessible to all students.

We continue to implement the district's visual and performing arts plan and are proud to offer a music program that includes band and chorus for the upper grades and classroom music instruction for the lower grades.

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

Scotia students may also participate in our free After School Program, where they are provided with homework help, enrichment activities, physical fitness activities, and a snack and supper.

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 (PTO) meetings, School Site Council meetings, as well as the many school functions. These school functions include special events such as open house, back-to-school night, PTO carnival, music performances, 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.
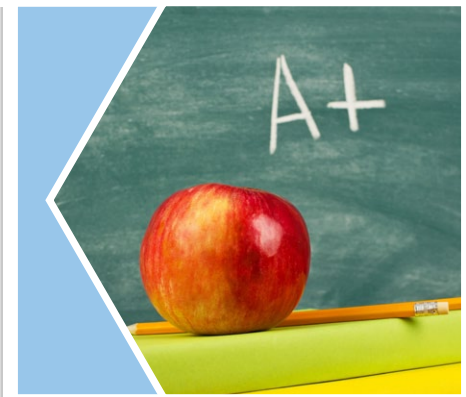
School Safety

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 local 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 an Emergency Operations Plan that encompasses the district's outlined action plans in the event of multiple types of emergencies, as well as the district's Transportation Safety Plan. We conduct monthly safety drills. The school had no reportable crimes last year.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2022.

Enrollment by Student Group

The total enrollment at the school was 188 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics
2020-21 School Year

American Indian or Alaska Native
3.2%

Hispanic or Latino
14.9%

Two or More Races
13.3%

White
68.6%

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.

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.

Vision Statement

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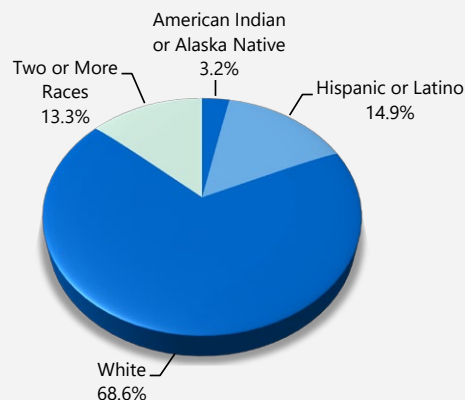
Governing Board

Neil Bartlett

Vannyda Syhaphom

Ed Lewis

Debbie Reback

Enrollment by Student Group

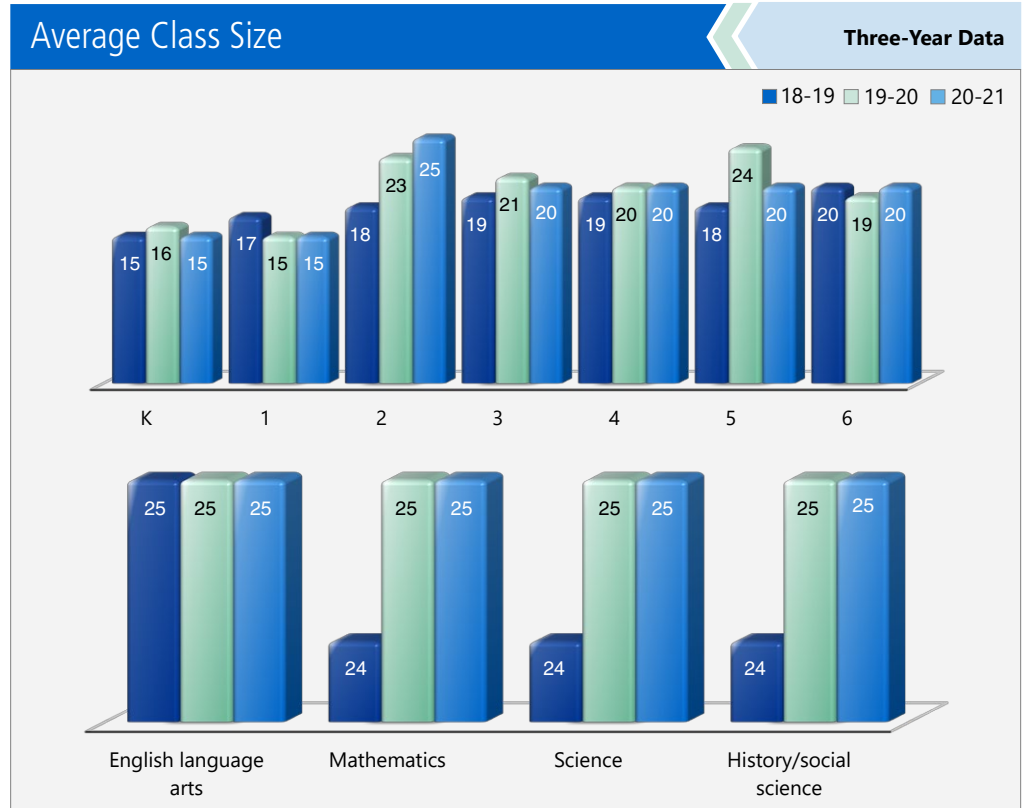| Demographics	
2020-21 School Year	
Female	45.70%
Male	54.30%
Non-Binary	0.00%
English learners	6.40%
Foster youth	0.00%
Homeless	2.10%
Migrant	0.00%
Socioeconomically Disadvantaged	70.70%
Students with Disabilities	18.10%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Grade	Students
K	17
1	15
2	23
3	21
4	20
5	22
6	19
7	24
8	27
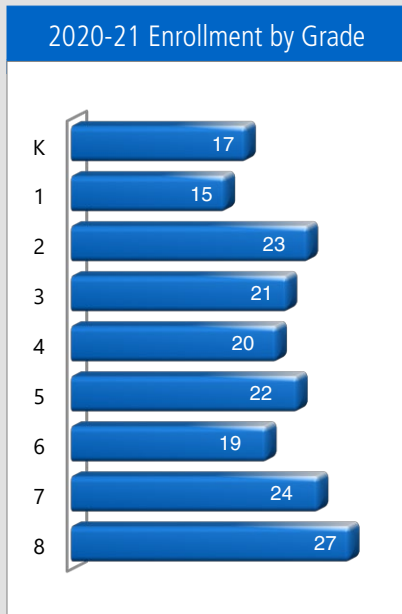
Class Size Distribution

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

Legend: 18-19, 19-20, 20-21

Grade	18-19	19-20	20-21
K	15	16	15
1	17	15	15
2	18	23	25
3	19	21	20
4	19	20	20
5	18	24	20
6	20	19	20

Subject	18-19	19-20	20-21
English language arts	25	25	25
Mathematics	24	25	25
Science	24	25	25
History/social science	24	25	25

Number of Classrooms by Size — Three-Year Data

	2018-19			2019-20			2020-21		
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		

	2018-19			2019-20			2020-21		
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		2			2			2	
Mathematics		2			2			2	
Science		2			2			2	
History/social science		2			2			2	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Murphy ES		Scotia Union SD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	3.1%	0.0%	3.1%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Murphy ES	Scotia Union SD	California
	19-20	19-20	19-20
Suspension rates	0.6%	0.6%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Professional Development

Scotia teachers traditionally have two professional development days prior to the start of the school year. This year, due to COVID-19, and in order to prepare for full-day in-person instruction, independent study for those students who require such a program, intervention strategies to accelerate student achievement, and strategies to promote social and emotional well-being, additional professional development time was added to the school calendar. In addition to the three preservice 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 the 2020-21 school year, these days were often focused on the safety of students and staff during the COVID-19 pandemic. During the 2021-22 school year, these days focused on student and staff safety and meeting student academic, social and emotional needs. During staff directed collaboration, teachers work in and around grade level to discuss curriculum, intervention techniques, and strategies to improve academic achievement and social-emotional well-being.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	2
2020-21	3
2021-22	3

School Motto:
BEARCODE—Safety, Respect, Responsibility

Types of Services Funded

- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title IV (Student Support and Academic Enrichment)
- Title V (Rural Education Achievement Program)
- Economic Impact Aid
- After School Education and Safety Program
- English Language Learner Program
- Special Education
- Speech and Language
- Counseling Services
- Music Program
- Gifted and Talented Enrichment Program
- Class Size Reduction

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2020-21 School Year	
Percentage of Students Meeting Fitness Standards	**Murphy ES**	
	Grade 5	**Grade 7**
Four of six standards	◇	◇
Five of six standards	◇	◇
Six of six standards	◇	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2020-21 School Year	
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	203	198	36	18.20%
Female	89	86	18	20.90%
Male	114	112	18	16.10%
American Indian or Alaska Native	6	6	1	16.70%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	32	32	10	31.30%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	28	25	2	8.00%
White	137	135	23	17.00%
English Learners	12	12	3	25.00%
Foster Youth	1	1	0	0.00%
Homeless	6	6	3	50.00%
Socioeconomically Disadvantaged	151	148	32	21.60%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	38	37	9	24.30%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Murphy ES		Scotia Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	6.82%	■	6.82%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Murphy ES		Scotia Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	✱	■	✱	■	✱
Mathematics	■	✱	■	✱	■	✱

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

✱ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.
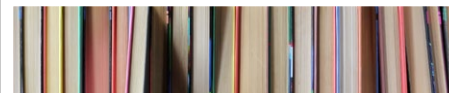
CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	50	44	88.00%	12.00%	6.82%
Female	15	12	80.00%	20.00%	8.33%
Male	35	32	91.43%	8.57%	6.25%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	31	28	90.32%	9.68%	3.57%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	30	24	80.00%	20.00%	12.50%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results by Student Group: English Language Arts (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	133	127	95.49%	4.51%	38.89%
Female	62	59	95.16%	4.84%	48.28%
Male	71	68	95.77%	4.23%	30.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	24	20	83.33%	16.67%	35.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	17	17	100.00%	0.00%	29.41%
White	89	88	98.88%	1.12%	42.53%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	87	82	94.25%	5.75%	35.80%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	23	22	95.65%	4.35%	13.64%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results by Student Group: Mathematics (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	133	127	95.49%	4.51%	41.73%
Female	62	58	93.55%	6.45%	41.38%
Male	71	69	97.18%	2.82%	42.03%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	24	20	83.33%	16.67%	45.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	17	17	100.00%	0.00%	29.41%
White	89	87	97.75%	2.25%	43.68%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	87	81	93.10%	6.90%	41.98%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	23	22	95.65%	4.35%	22.73%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
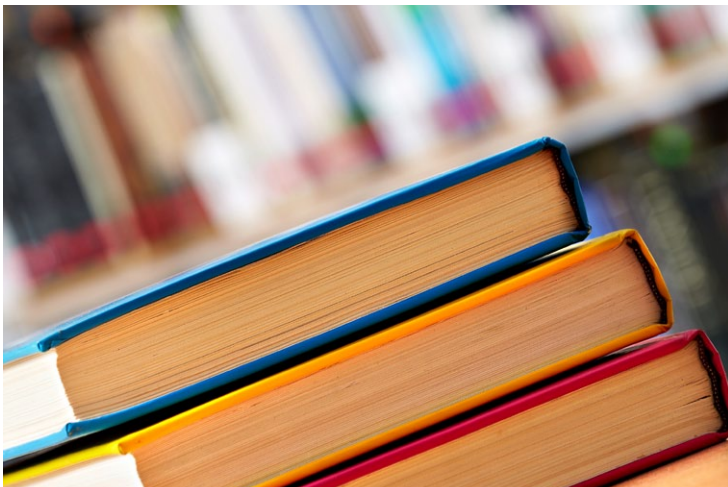
School Facility Good Repair Status

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	2021-22 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/8/2021

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		2021-22 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	The current gymnasium building does not have an operable heating system. The gymnasium/pool building is being replaced with a new Field Act compliant gymnasium, scheduled to be completed fall 2023.	Fall 2023
Cleanliness	Due to years of non-use, the building is in overall need of cleaning and repairs associated with extended non-use. Gymnasium/pool building is being replaced with a new Field Act compliant gymnasium, scheduled to be completed fall 2023.	Fall 2023

School Facilities

The Scotia Union School District provides a modern, safe, clean environment for students, staff and volunteers. The sprawling campus includes a main building as well as additional buildings, including the After School Program complex on the hill behind the main school building. The modernized main school building consists of two pods with five classrooms in each. The building also houses a music room, separate kindergarten area, and a spacious library at its center. The upper complex houses our After School Program, which has 4 dedicated classrooms as well as a storage building. The school facilities and grounds are under the direction of the head of maintenance and the custodian. 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 school campus also includes a large gymnasium and pool that will be replaced with a modern Field Act compliant building in the upcoming school year.

School Facilities

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The head of maintenance and transportation is responsible for the school's two buses. Buses are utilized for home to school transportation as well as numerous field trips throughout the school year. A custodian is also employed by the school. These custodial personnel do necessary maintenance and cleaning during the day. Our custodial staff ensures that the school buildings and grounds are clean and safe. We have never received a formal complaint under the Williams Act. The district updated all lighting to LED fixtures and replaced the building automation system as part of the Proposition 39 funding program. The new lighting is brighter and contributes to increased energy savings. The new building automation system allows for more energy efficient heating and cooling of the building.

The district has a large library and a large learning lab with a media technician. The entire school has Wi-Fi access. Students in grades K-8 utilize 1:1 Chromebooks in the classrooms. Students in the lower grades and the After-School Program also utilize numerous iPads as well as 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 have 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. We added gates and signage at the periphery of the building to protect our students and discourage entrance onto the campus without checking in at the office during school hours.

A single switch in the district office electronically secures all main entry doors. We conduct fire, disaster and lockout/lockdown drills on a regular basis throughout the year. Our staff and students are trained on these procedures. We maintain a security system, including security cameras, throughout the campus to view any possible unsafe behavior.

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

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	
2021-22 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	
2021-22 School Year	
Data collection date	9/9/2021

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:

- Band
- Classroom Music
- Song flutes
- Chorus
- Poetry
- Visual Arts

Textbooks and Instructional Materials List		2021-22 School Year
Subject	**Textbook**	**Adopted**
English language arts	*California Journeys*, Houghton Mifflin Harcourt(K-5)	2017
English language arts	*The Language of Literature*, McDougal Littell (6-8)	2010
Mathematics	*My Math*, McGraw-Hill (K-5)	2014
Mathematics	*Big Ideas Math*, Houghton Mifflin Harcourt (6-8)	2014
Science	FOSS (K-6)	2007
Science	FOSS (6-8)	2019
History/Social Science	Scott Foresman (K-5)	2006
History/Social Science	Glencoe/McGraw-Hill (6-8)	2006
History/Social Science	Social Studies Weekly (1-5)	2019

Quality of Textbooks

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

Quality of Textbooks	2021-22 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on 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.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2019-20 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment		Murphy ES
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Note: The data in thiese tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	2019-20 School Year
Indicator	**Murphy ES**
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		2019-20 School Year
Indicator		**Murphy ES**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.4
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)	0.0
✧ Not applicable.	

Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2019-20 Fiscal Year
	Scotia Union SD	**Similar Sized District**
Beginning teacher salary	✖	$47,265
Midrange teacher salary	✖	$69,813
Highest teacher salary	✖	$91,237
Average elementary school principal salary	✪	$113,466
Superintendent salary	✪	$131,359
Teacher salaries: percentage of budget	30%	30%
Administrative salaries: percentage of budget	5%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Murphy ES	$8,820	$58,686
Scotia Union SD	$8,820	$58,686
California	$8,444	$72,352
School and district: percentage difference	◆	◆
School and California: percentage difference	+4.5%	-18.9%

✖ Data not available at this time.

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

◆ 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	
2019-20 Fiscal Year	
Total expenditures per pupil	$12,318
Expenditures per pupil from restricted sources	$3,498
Expenditures per pupil from unrestricted sources	$8,820
Annual average teacher salary	$58,686

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.

Stanwood A. Murphy Elementary School