

Scotia Union School District

417 Church Street Scotia, CA 95565 ▪ (707) 764-2212 ▪ scotiasd.hcoe.org



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Stanwood A. Murphy Elementary School

Grades TK-8
CDS Code 12-63024-6008155

Amy Gossien, Superintendent/Principal
agossien@scotiaschool.org

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 schoolwide functions. These schoolwide functions include special events such as open house, back-to-school night, PTO carnival, music performances, class performances, class parties, 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.

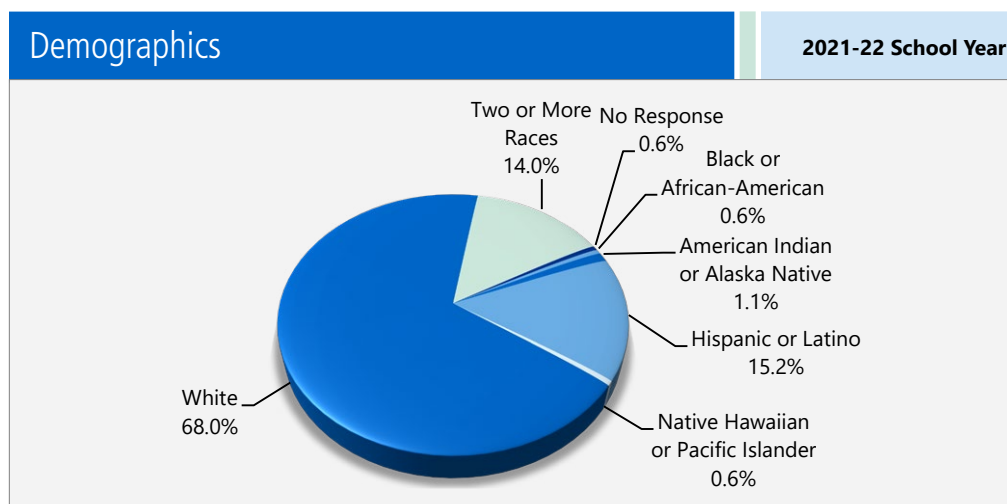
School Safety

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 October 2022.

Enrollment by Student Group

The total enrollment at the school was 178 students for the 2021-22 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.

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
Ed Lewis
Debbie Reback
Nicolas Lyvers

Enrollment by Student Group

Demographics

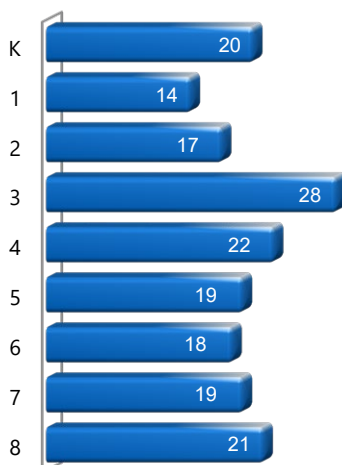
2021-22 School Year

Female	44.40%
Male	55.60%
Non-Binary	0.00%
English learners	5.60%
Foster youth	2.20%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disadvantaged	73.60%
Students with Disabilities	14.60%

Enrollment by Grade

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

2021-22 Enrollment by Grade

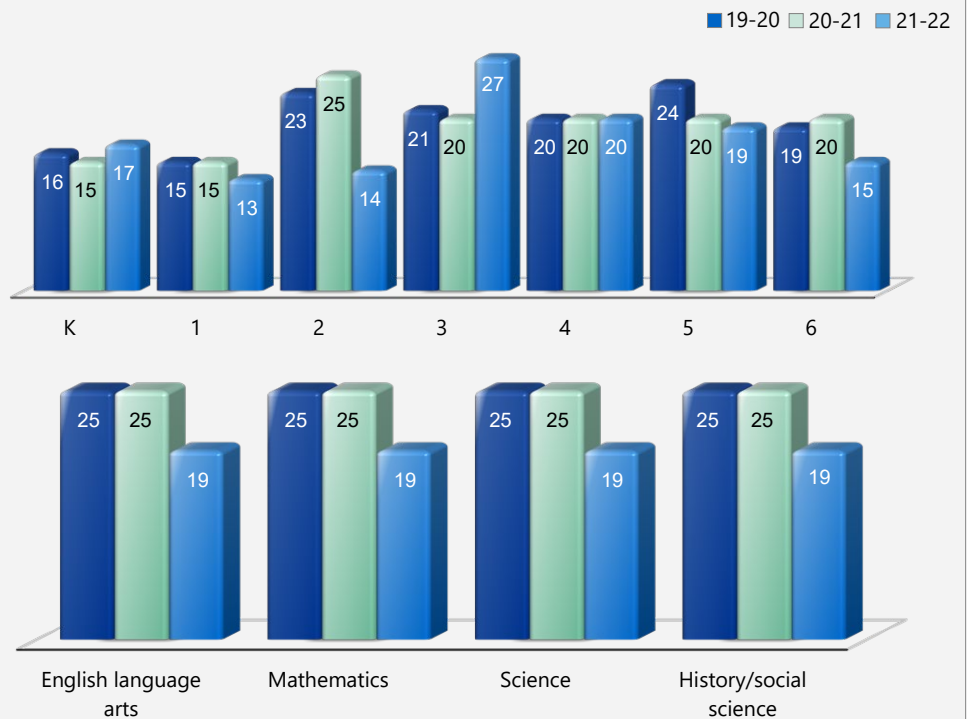


Class Size Distribution

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 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

	2019-20			2020-21			2021-22		
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			2		1		
Mathematics		2			2		1		
Science		2			2		1		
History/social science		2			2		1		



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	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	0.5%	0.0%	0.5%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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			2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.5%	0.0%	
Female	0.0%	0.0%	
Male	1.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.8%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.7%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

"Stanwood A. Murphy Elementary School offers a small, supportive learning environment."



Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2020-21	3
2021-22	3
2022-23	3



Types of Services Funded

- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title IV (Student Support and Academic Enrichment)
- 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 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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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

2021-22 School Year

Percentage of Students Participating In Each Of The Five Fitness Components

	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
Grade	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	186	182	39	21.40%
Female	85	82	18	22.00%
Male	101	100	21	21.00%
American Indian or Alaska Native	5	3	1	33.30%
Asian	0	0	0	0.00%
Black or African American	1	1	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	27	27	6	22.20%
Native Hawaiian or Pacific Islander	1	1	1	100.00%
Two or More Races	25	25	5	20.00%
White	126	124	26	21.00%
English Learners	10	10	2	20.00%
Foster Youth	5	5	1	20.00%
Homeless	3	3	3	100.00%
Socioeconomically Disadvantaged	139	136	34	25.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	31	30	6	20.00%

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.





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	20-21	21-22	20-21	21-22	20-21	21-22
Science	6.82%	23.08%	6.82%	23.08%	28.50%	29.47%

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	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	40%	*	40%	*	47%
Mathematics	*	41%	*	41%	*	33%

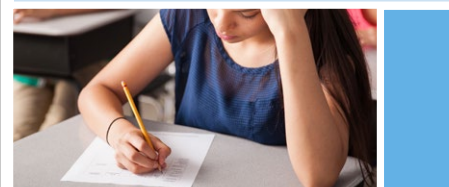
* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school 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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 Test Results by Student Group: Science (grades 5 and 8)

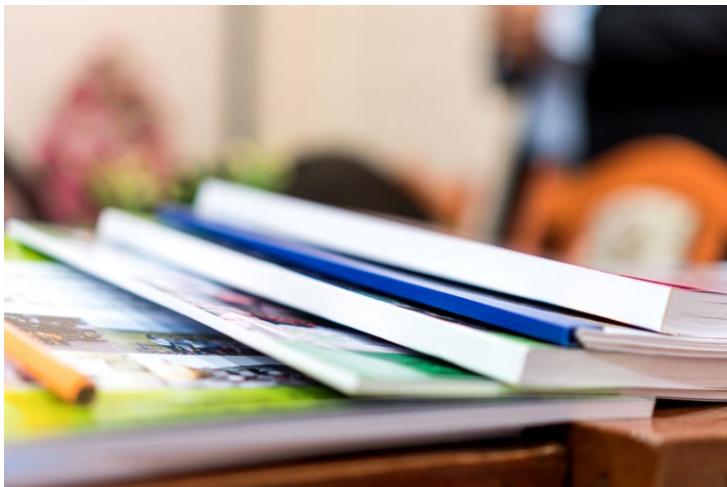
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	39	39	100.00%	0.00%	23.08%
Female	18	18	100.00%	0.00%	11.11%
Male	21	21	100.00%	0.00%	33.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	27	27	100.00%	0.00%	25.93%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	31	31	100.00%	0.00%	22.58%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

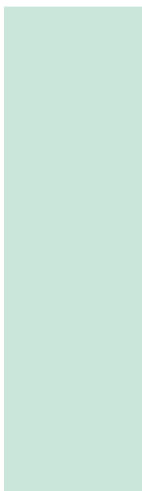
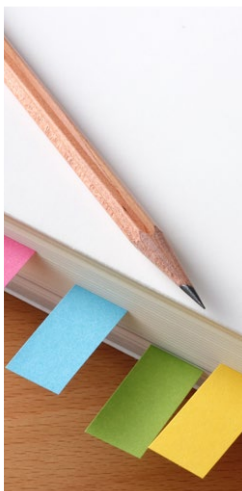




CAASPP Test Results by Student Group: English Language Arts (grades 3-8) For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	124	121	97.58%	2.42%	40.34%
Female	59	58	98.31%	1.69%	42.11%
Male	65	63	96.92%	3.08%	38.71%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	24	24	100.00%	0.00%	29.17%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	17	17	100.00%	0.00%	35.29%
White	82	79	96.34%	3.66%	45.45%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	88	85	96.59%	3.41%	42.86%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	20	95.24%	4.76%	26.32%

❖ 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

2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	124	122	98.39%	1.61%	41.32%
Female	59	58	98.31%	1.69%	36.84%
Male	65	64	98.46%	1.54%	45.31%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	24	24	100.00%	0.00%	29.17%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	17	17	100.00%	0.00%	41.18%
White	82	80	97.56%	2.44%	44.30%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	88	86	97.73%	2.27%	37.21%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	21	100.00%	0.00%	33.33%

❖ 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2022-23 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		9/14/2022

"Our highly qualified teachers provide rigorous research-based curriculum and use the latest technology; preparing our students for high school and beyond."

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 is currently in the process of building a new gymnasium.

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 has a large library and a media technician. The entire school has Wi-Fi access. Students in grades TK-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 installed lockdown privacy shades on interior windows. We purchased "Lockdown Magnets" to allow individuals to quickly and safely make sure all exterior doors are locked in the event of a lockdown situation. 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.

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 and are well maintained for safety and cleanliness.



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.

Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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	
2022-23 School Year	
Data collection date	9/8/2022

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

Textbooks and Instructional Materials List

2022-23 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-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

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

2022-23 School Year

Murphy ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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					2020-21 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)	5.8	64.8%	5.8	64.8%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	11.1%	1.0	11.1%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	16.7%	1.5	16.7%	12,115.8	4.4%
Unknown	0.6	7.3%	0.6	7.3%	18,854.3	6.9%
Total Teaching Positions	9.0	100.0%	9.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 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	**	**	**	**	**	**

** Data not available from the state at this time.

Note: The data in these 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/calpadsupdfdash201.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	
2021-22 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.	

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

This table displays the number of authorization/assignments 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/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.0	**
Misassignments		1.0	**
Vacant Positions		0.0	**
Total Teachers Without Credentials and Misassignments		1.0	**

** Data not available from the state at this time.

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.

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		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	**
Local Assignment Options		1.5	**
Total Out-of-Field Teachers		1.5	**

** Data not available from the state at this time.

Class Assignments

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

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

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		4.5%	**
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0.0%	**

** Data not available from the state at this time.



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>.



Financial Data

The financial data displayed in this SARC is from the 2020-21 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		2020-21 Fiscal Year
	Scotia Union SD	Similar Sized District
Beginning teacher salary	\$34,895	\$46,844
Midrange teacher salary	\$57,378	\$73,398
Highest teacher salary	\$69,245	\$93,345
Average elementary school principal salary	✱	\$116,457
Superintendent salary	\$90,150	\$136,296
Teacher salaries: percentage of budget	30%	30%
Administrative salaries: percentage of budget	5%	6%

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		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Murphy ES	\$8,478	\$59,435
Scotia Union SD	\$8,478	\$59,435
California	\$6,594	\$74,053
School and district: percentage difference	◆	◆
School and California: percentage difference	+28.6%	-19.7%

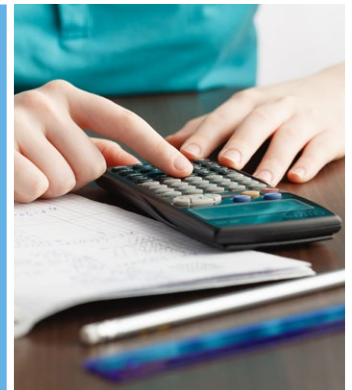
✱ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ 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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$13,631
Expenditures per pupil from restricted sources	\$5,153
Expenditures per pupil from unrestricted sources	\$8,478
Annual average teacher salary	\$59,435



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

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 January 2023.

School Accountability Report Card

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