Scotia Union School District

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

SARC

2022-23

School Accountability
Report Card
Published in 2023-24

Stanwood A. Murphy Elementary School

Grades TK-8
CDS Code 12-63024-6008155

Amy Gossien, Superintendent/Principal
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417 Church Street
Scotia, CA 95565
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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.
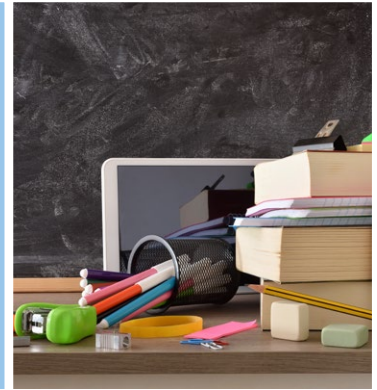
Our highly qualified teachers provide rigorous research-based curriculum and use the latest technology; preparing our students for high school and beyond.

The teaching staff utilizes the newest research-based language arts, math, science and social studies curricula, as well as technology. We offer one-to-one devices 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.

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.
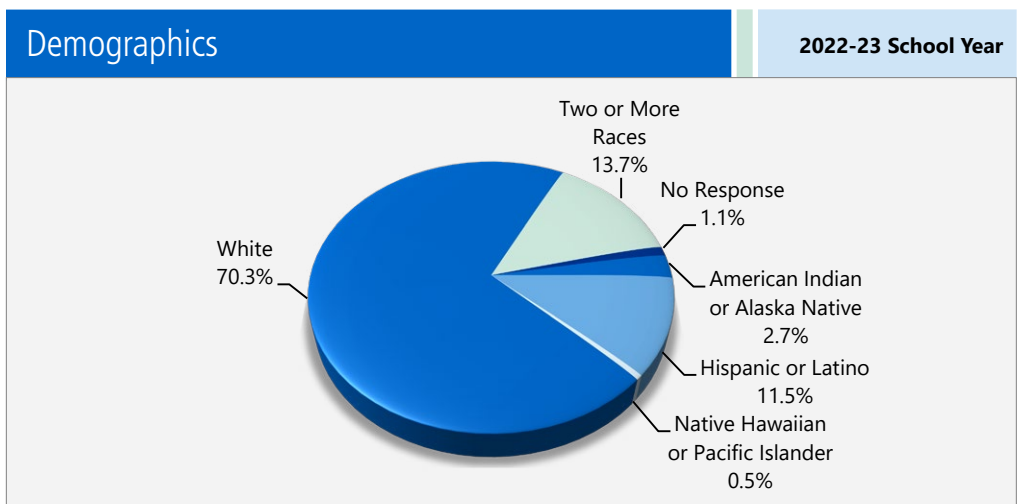
Vision Statement

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

Enrollment by Student Group

The total enrollment at the school was 182 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics　　　　　　　　　　　　　**2022-23 School Year**

- Two or More Races 13.7%
- No Response 1.1%
- White 70.3%
- American Indian or Alaska Native 2.7%
- Hispanic or Latino 11.5%
- Native Hawaiian or Pacific Islander 0.5%

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

Ed Lewis

Debbie Reback

Nicolas Lyvers

BEARCODE:
We are Safe.
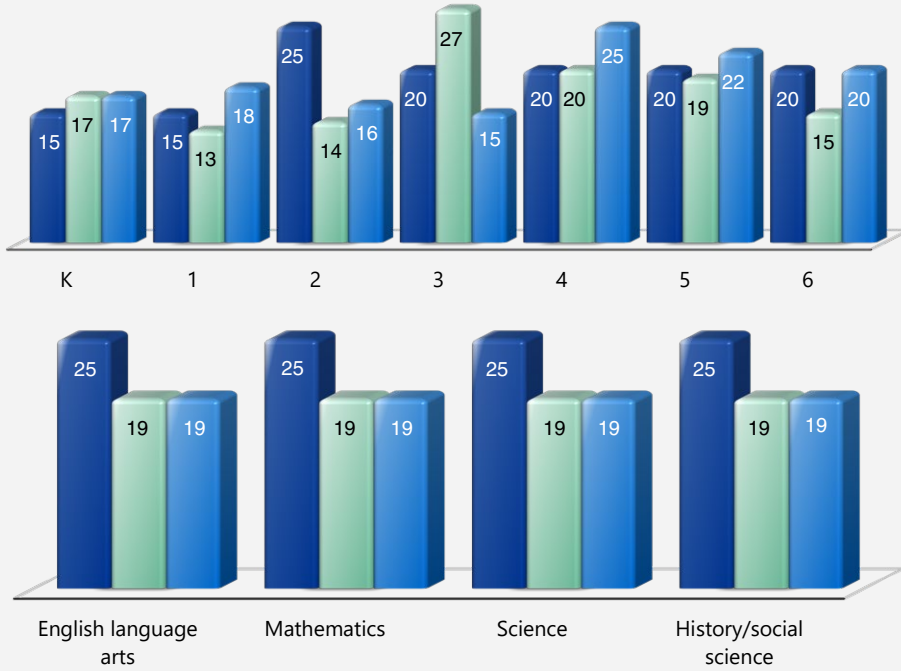*We are Respectful.*
We are Responsible.
We are Bears!

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: 20-21, 21-22, 22-23

Grade	20-21	21-22	22-23
K	15	17	17
1	15	13	18
2	25	14	16
3	20	27	15
4	20	20	25
5	20	19	22
6	20	15	20

Subject	20-21	21-22	22-23
English language arts	25	19	19
Mathematics	25	19	19
Science	25	19	19
History/social science	25	19	19

Number of Classrooms by Size — Three-Year Data

Grade	2020-21			2021-22			2022-23		
	Number of Students			Number of Students			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	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
	Number of Students								
English language arts		2		1			1		
Mathematics		2		1			1		
Science		2		1			1		
History/social science		2		1			1		

Enrollment by Student Group

Demographics

2022-23 School Year	
Female	46.20%
Male	53.80%
Non-Binary	0.00%
English learners	4.90%
Foster youth	0.00%
Homeless	4.40%
Migrant	0.00%
Socioeconomically Disadvantaged	72.50%
Students with Disabilities	17.60%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade

Grade	Enrollment
K	30
1	18
2	16
3	15
4	25
5	22
6	20
7	17
8	19
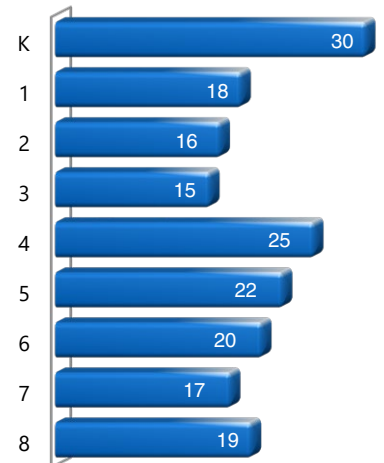
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions									Three-Year Data		
	Murphy ES			**Scotia Union SD**			**California**				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Suspension rates	0.00%	0.50%	2.50%	0.00%	0.50%	2.50%	0.20%	3.20%	3.60%		
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%		

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2022-23 School Year	
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	2.50%	0.00%
Female	2.20%	0.00%
Male	2.80%	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	3.90%	0.00%
White	2.90%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	9.10%	0.00%
Socioeconomically Disadvantaged	2.70%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.70%	0.00%

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2021-22	3
2022-23	3
2023-24	2

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 during the month of February 2024.

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 and 2022-23 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				2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components				
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	198	195	69	35.40%
Female	90	90	39	43.30%
Male	108	105	30	28.60%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	5	5	3	60.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	24	23	12	52.20%
Native Hawaiian or Pacific Islander	1	1	1	100.00%
Two or More Races	26	26	9	34.60%
White	140	138	43	31.20%
English Learners	9	9	7	77.80%
Foster Youth	4	3	1	33.30%
Homeless	11	11	5	45.50%
Socioeconomically Disadvantaged	149	146	64	43.80%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	39	39	15	38.50%

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
- Expanded Learning Opportunities/ 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
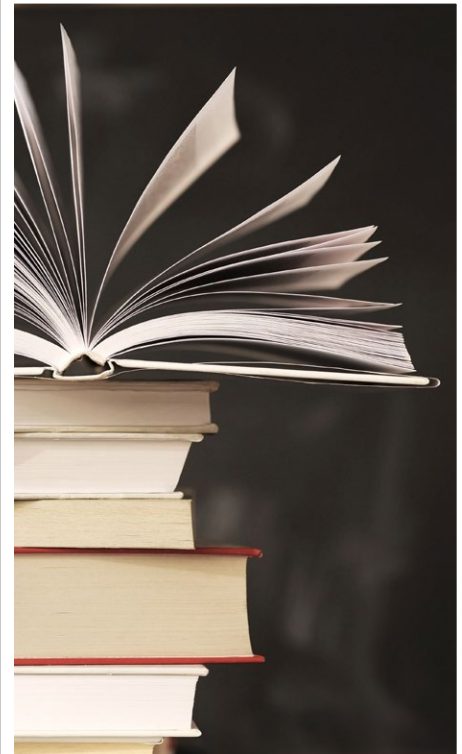
California School Dashboard

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.
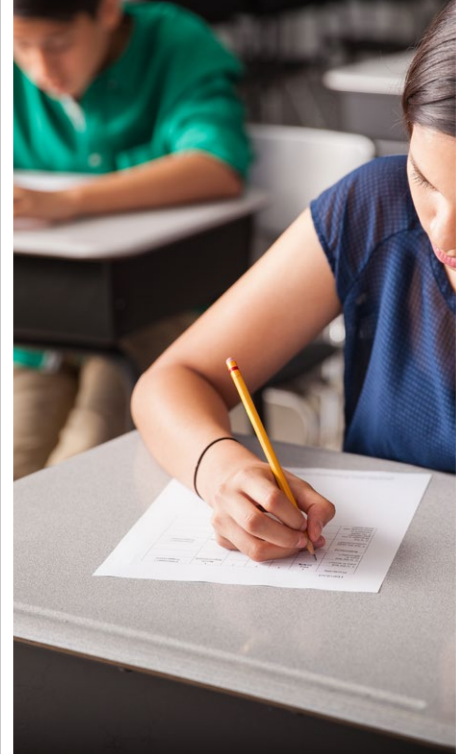
Statewide Assessments

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 10, 11 or 12).

CAASPP Test Results in Science for All Students

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	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
Science	23.08%	33.33%	23.08%	33.33%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

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	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
English language arts/literacy	40%	35%	40%	35%	47%	46%
Mathematics	41%	35%	41%	35%	33%	34%

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 Standard					2022-23 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	42	39	92.86%	7.14%	33.33%
Female	29	27	93.10%	6.90%	40.74%
Male	13	12	92.31%	7.69%	16.67%
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	25	92.59%	7.41%	48.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	31	28	90.32%	9.68%	21.43%
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.
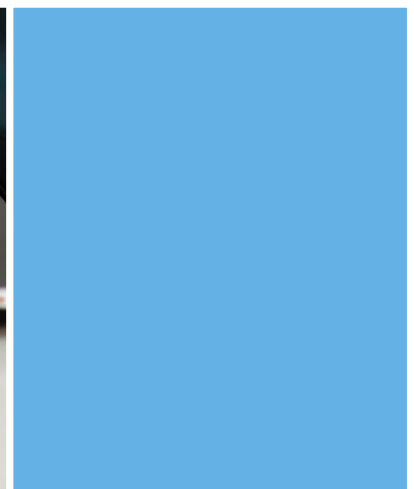
CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

| Percentage of Students Meeting or Exceeding State Standard | | | | | 2022-23 School Year |

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	116	112	96.55%	3.45%	35.14%
Female	56	54	96.43%	3.57%	42.59%
Male	60	58	96.67%	3.33%	28.07%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	17	17	100.00%	0.00%	23.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	18	18	100.00%	0.00%	38.89%
White	79	75	94.94%	5.06%	37.84%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	81	77	95.06%	4.94%	32.47%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	22	21	95.45%	4.55%	10.00%

❖ 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)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	115	110	95.65%	4.35%	34.91%
Female	56	53	94.64%	5.36%	40.38%
Male	59	57	96.61%	3.39%	29.63%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	17	16	94.12%	5.88%	13.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	18	18	100.00%	0.00%	22.22%
White	78	74	94.87%	5.13%	43.66%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	80	75	93.75%	6.25%	33.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	20	95.24%	4.76%	11.11%

❖ 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.
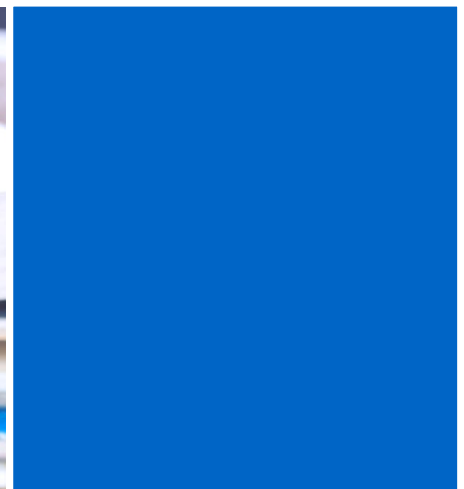
Textbooks and Instructional Materials

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		2023-24 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	Social Studies Weekly (1-5)	2019
History/Social Science	Glencoe/McGraw-Hill (6-8)	2006

Quality of Textbooks

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

Quality of Textbooks	2023-24 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 a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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	
2023-24 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	
2023-24 School Year	
Data collection date	9/14/2023

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	2023-24 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 FIT report	9/15/2023

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		2023-24 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Structural	Evidence (stained ceiling tiles) of rain water leaking into main building. Roof has been patched at top, flat area.	Roof patched August 2023. Stained tiles to be replaced October 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 four 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.

School Facilities

Continued from left

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. In accordance with the school safety plan, the locks on all doors allow staff to lock the classroom doors from the inside as well as from the outside. The door handles conform to ADA standards. There are fences, 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 lock-out/lockdown drills on a regular basis throughout the year. Our staff and students are trained on these procedures. We maintain a security system, including exterior 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.

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, Parent Advisory Committee meetings, as well as the many schoolwide family functions hosted throughout the school year. These schoolwide functions include special events such as open house, back-to-school night, PTO carnival, music performances, family focused special events, 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.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display 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)	5.0	56.4%	5.0	56.4%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	11.1%	1.0	11.1%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.9	32.5%	2.9	32.5%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	8.9	100.0%	8.9	100.0%	279,044.8	100.0%

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/calpadsupdflash201.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.

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	0.0
Misassignments	1.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	0.0

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	0.5
Local Assignment Options	1.5	2.4
Total Out-of-Field Teachers	1.5	2.9

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%	0.0%
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%	3.4%

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	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.2
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.4
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.4
Resource specialist (nonteaching)	1.0
✧ Not applicable.	

Financial Data

The financial data displayed in this SARC is from the 2021-22 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		2021-22 Fiscal Year
	Scotia Union SD	Similar Sized District
Beginning teacher salary	✪	$48,480
Midrange teacher salary	✪	$73,129
Highest teacher salary	✪	$99,406
Average elementary school principal salary	✪	$117,381
Superintendent salary	✪	$138,991
Teacher salaries: percentage of budget	29.14%	29.34%
Administrative salaries: percentage of budget	5.10%	5.99%

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		2021-22 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Murphy ES	$10,136	$54,514
Scotia Union SD	$10,136	$54,514
California	$7,607	$75,753
School and district: percentage difference	◆	◆
School and California: percentage difference	+33.2%	-28.0%

✪ 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	
2021-22 Fiscal Year	
Total expenditures per pupil	$15,276
Expenditures per pupil from restricted sources	$5,140
Expenditures per pupil from unrestricted sources	$10,136
Annual average teacher salary	$54,514

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.