

Stanwood A. Murphy Elementary
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address: 417 Church Street
Scotia, CA , 95565

Principal: Amy Gossien

Phone: (707) 764-2212

Grade Span: TK-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Amy Gossien

📍 Principal, Stanwood A. Murphy Elementary

Stanwood A. Murphy Elementary School offers a small, supportive learning environment. Our lower grades feature small class. Our middle school students rotate between teachers in a departmentalized program. Because of our small class sizes, students have easy access to their teachers. All grades have paraprofessionals available to support our students.

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 includes a full time intervention teacher in the upper grades, and a .8 intervention teacher and intervention paraprofessionals in the lower grades. The school also staffs a wellness space for those students needing additional support.

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 Expanded Learning Opportunities Program, where they are provided with homework help, enrichment activities, physical fitness activities and a snack and supper.

About Our School



We Follow BEARCODE: We are Safe, We are Respectful, We are Responsible, We are Bears!

Contact

Stanwood A. Murphy Elementary
417 Church Street
Scotia, CA 95565

Phone: (707) 764-2212

Email: agossien@scotiaschool.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Scotia Union Elementary
Phone Number	(707) 764-2212
Superintendent	Gossien, Amy
Email Address	office@scotiaschool.org
Website	http://scotiasd.hcoe.org

School Contact Information (School Year 2024–25)

School Name	Stanwood A. Murphy Elementary
Street	417 Church Street
City, State, Zip	Scotia, CA , 95565
Phone Number	(707) 764-2212
Principal	Amy Gossien
Email Address	agossien@scotiaschool.org
Website	http://scotiasd.hcoe.org
Grade Span	TK-8
County-District-School (CDS) Code	12630246008155

School Description and Mission Statement (School Year 2024–25)

Scotia Union Elementary School District is a single school district located in Scotia, California. The District's one elementary school, Stanwood A. Murphy Elementary School, is a small school offering transitional kindergarten through eighth grade. The school has one classroom per grade level. Stanwood A. Murphy Elementary, also known as Scotia School, prides itself on providing a multi-tiered system of support, including a supportive, family-like learning environment that includes highly qualified teachers, school-based counseling services, music education, home to school transportation, a departmentalized program for middle-school students, a student-centered greenhouse, an exemplary expanded learning opportunities after school program, nutritious, free breakfast and lunch including a salad bar, and also snack and supper for students participating in our expanded learning opportunities after school program. Our teachers provide rigorous research-based instructional strategies, state adopted curriculum, and the latest in technology, preparing our students for high school, college, and career. Our school prides itself on meeting the individual needs of all students, whether academic, or social emotional.

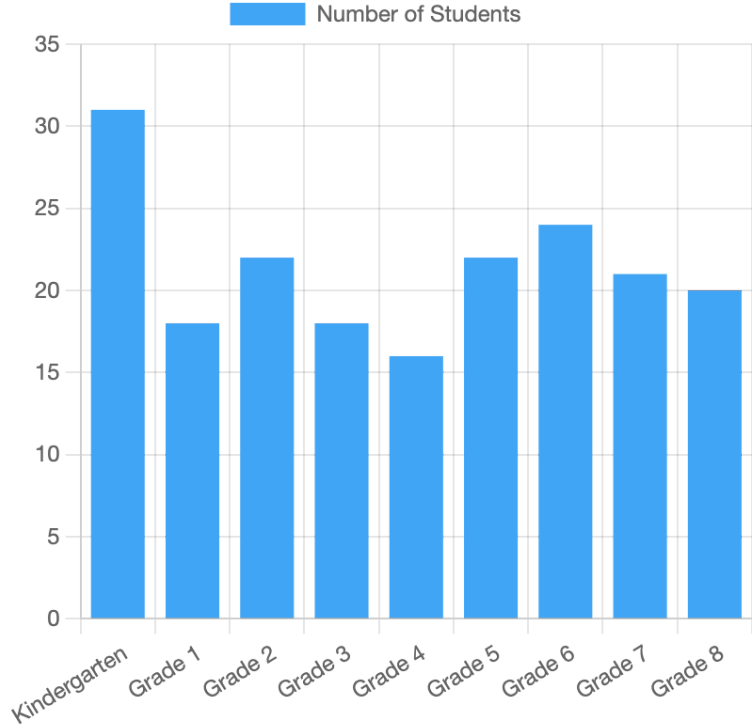
With changes in the formerly company owned town, the community of Scotia has changed, with many families moving out of town. Because of this, and the school's ability to offer traditionally small class sizes with student supports, 48% of the school's students are enrolled via interdistrict transfer agreements with other school districts. Some students travel as far as 50 miles round trip each day to attend Scotia School.

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

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	31
Grade 1	18
Grade 2	22
Grade 3	18
Grade 4	16
Grade 5	22
Grade 6	24
Grade 7	21
Grade 8	20
Total Enrollment	192



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	46.40%
Male	53.60%
Non-Binary	0.00%
American Indian or Alaska Native	2.10%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	13.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	15.10%
White	67.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.10%
Foster Youth	1.00%
Homeless	6.30%
Migrant	0.00%
Socioeconomically Disadvantaged	76.60%
Students with Disabilities	13.50%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

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)	5.80	64.78%	5.80	64.78%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	11.11%	1.00	11.11%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	16.67%	1.50	16.67%	12115.80	4.41%
Unknown/Incomplete/NA	0.60	7.33%	0.60	7.33%	18854.30	6.86%
Total Teaching Positions	9.00	100.00%	9.00	100.00%	274759.10	100.00%

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

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)	5.00	56.40%	5.00	56.40%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	11.12%	1.00	11.12%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.90	32.48%	2.90	32.48%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	15831.90	5.67%
Total Teaching Positions	8.90	100.00%	8.90	100.00%	279044.80	100.00%

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

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)	6.80	73.09%	6.80	73.09%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	10.64%	1.00	10.64%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	16.17%	1.50	16.17%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	14303.80	5.15%
Total Teaching Positions	9.40	100.00%	9.40	100.00%	277698	100%

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	0.00	0

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50	0
Local Assignment Options	1.50	2.40	1.5
Total Out-of-Field Teachers	1.50	2.90	1.5

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.50%	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)	0.00%	3.4%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

A public hearing for review and adoption of a resolution on the sufficiency of instructional materials was held on September 5, 2024.

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

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Journeys, Houghton Mifflin Harcourt(K-5) Adopted 2017 The Language of Literature, McDougal Littell (6-8) Adopted 2011	0
Mathematics	My Math, McGraw-Hill (K-5) Adopted 2014 Big Ideas Math, Houghton Mifflin Harcourt (6-8) Adopted 2014	0
Science	FOSS (K-5) Adopted 2007 FOSS (6-8) Adopted 2019	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
History-Social Science	Social Studies Weekly (1-5) Adopted 2019 Glencoe/McGraw-Hill (6-8) Adopted 2006	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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 completed the building a new gymnasium in January, 2024.

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. 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 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 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.

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School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts / Literacy (grades 3-8 and 11)	35%	47%	35%	47%	46%	47%
Mathematics (grades 3-8 and 11)	35%	43%	35%	43%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven
(School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	125	98.43%	1.57%	47.20%
Female	60	60	100.00%	0.00%	51.67%
Male	67	65	97.01%	2.99%	43.08%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	13	92.86%	7.14%	38.46%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	21	20	95.24%	4.76%	35.00%
White	87	87	100.00%	0.00%	51.72%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	94	98.95%	1.05%	45.74%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	20	95.24%	4.76%	35.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	125	98.43%	1.57%	43.20%
Female	60	60	100.00%	0.00%	41.67%
Male	67	65	97.01%	2.99%	44.62%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	13	92.86%	7.14%	38.46%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	21	20	95.24%	4.76%	55.00%
White	87	87	100.00%	0.00%	40.23%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	94	98.95%	1.05%	41.49%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	20	95.24%	4.76%	15.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	33.33%	40.00%	33.33%	40.00%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	41	97.62%	2.38%	41.46%
Female	17	17	100.00%	0.00%	35.29%
Male	25	24	96.00%	4.00%	45.83%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	28	28	100.00%	0.00%	39.29%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00%	0.00%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

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%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Stanwood A. Murphy Elementary School is proud to be a member of the California Community Schools Partnership Program and Community Engagement Initiative. The school is currently in planning year 2 of the California Community Schools Partnership Program, and in year 2 of the Statewide Community Engagement Initiative. Both of these programs focus on bridging the school community with the community at large, including our families and local resource providers.

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.

Throughout the school year, opportunities for input and involvement are provided through:

Parent interviews and annual surveys

The school's Parent Advisory Committee meetings

The school's Community Engagement Initiative Team meetings

The schools' Community School's Partnership Program Team meetings

The school's Parent Teacher Organization meetings

The District's Board of Trustees meetings

Student Success Team Meetings

Parent Teacher Conferences

IEP Meetings with parents of students with disabilities

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	210	208	61	29.3%
Female	97	97	34	35.1%
Male	113	111	27	24.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	26	9	34.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	10	33.3%
White	139	138	36	26.1%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	20	20	9	45.0%
Socioeconomically Disadvantaged	166	164	56	34.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	33	7	21.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.54%	2.53%	0.95%	0.54%	2.53%	0.95%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.95%	0%
Female	1.03%	0%
Male	0.88%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	3.7%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	3.33%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	10%	0%
Socioeconomically Disadvantaged	1.2%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

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 on February 28, 2025.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	2		
1	7.00	2		
2	17.00	1		
3	14.00	1	1	
4	11.00	1	1	
5	19.00	1		
6	15.00	7		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	1	0	1
1	18.00	1	0	0
2	16.00	1	0	0
3	15.00	1	0	0
4	25.00	0	1	0
5	22.00	0	1	0
6	20.00	6	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	38.00			1
1	18.00	1		
2	22.00		1	
3	18.00	1		
4	16.00	1		
5	22.00		1	
6	24.00		6	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	2		
Mathematics	20.00	2		
Science	20.00	2		
Social Science	20.00	2		

* 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 and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	2	0	0
Mathematics	18.00	2	0	0
Science	18.00	2	0	0
Social Science	18.00	2	0	0

* 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 and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	2		
Mathematics	10.00	2		
Science	21.00	2		
Social Science	21.00	2		

* 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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.60
Psychologist	
Social Worker	0.40
Nurse	
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
Other**	2.60

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16891.02	\$5598.43	\$11292.59	\$67926.00
District	N/A	N/A	\$11292.59	\$67926.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$10770.62	\$79413.00
Percent Difference – School Site and State	N/A	N/A	4.60%	14.46%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

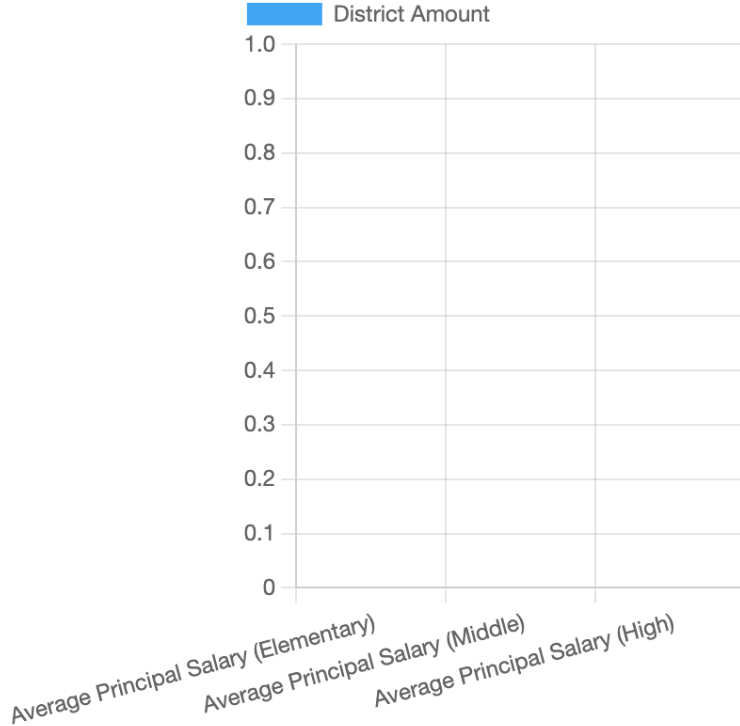
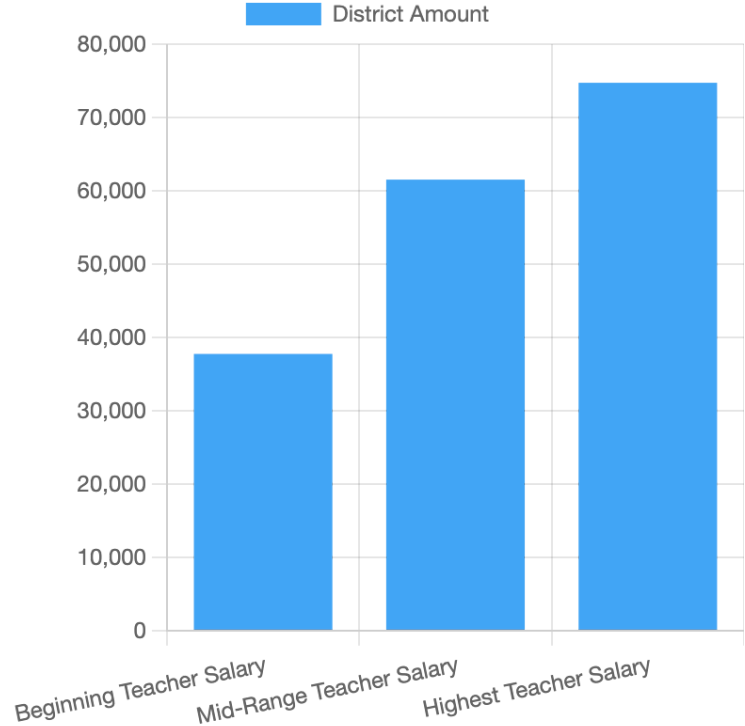
- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title IV (Student Support and Academic Enrichment)
- Economic Impact Aid
- Expanded Learning Opportunities/After School Education and Safety Program
- English Language Learner Program
- Special Education
- Speech and Language
- Counseling Services
- Music Program
- Gifted and Talented Enrichment Program
- Class Size Reduction
- California Community Schools Partnership Program
- Community Engagement Initiative

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Scotia Union Elementary School District is a single school District. It's one school is Stanwood A. Murphy Elementary School. The administrator of the single school District is a Superintendent/Principal, with 70% of the position's pay considered School Site Principal, and 30% of the position's pay considered District Superintendent.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37743.00	\$51351.73
Mid-Range Teacher Salary	\$61521.00	\$80424.47
Highest Teacher Salary	\$74731.00	\$103442.06
Average Principal Salary (Elementary)	--	\$124851.67
Average Principal Salary (Middle)	\$0.00	\$135030.13
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$90150.00	\$145236.53
Percent of Budget for Teacher Salaries	0.27%	26.17%
Percent of Budget for Administrative Salaries	0.05%	6.29%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

Stanwood A. Murphy Elementary School holds 2 staff development days annually prior the first day of school. In addition, each Friday, students are dismissed at 1:00 to allow for certificated staff meeting, collaborating, training, curriculum development, and continuous improvement.

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0