

## Martin Murphy Middle

# School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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.

# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Morgan Hill Unified
<b>Phone Number</b>	(408) 201-6023
<b>Superintendent</b>	Steve Betando
<b>Email Address</b>	<a href="mailto:betandos@mhusd.org">betandos@mhusd.org</a>
<b>Website</b>	<a href="http://www.mhusd.org">www.mhusd.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Martin Murphy Middle
<b>Street</b>	141 Avenida Espana
<b>City, State, Zip</b>	San Jose, Ca, 95139-1164
<b>Phone Number</b>	408-201-6260
<b>Principal</b>	Aubrie Dimas, Principal
<b>Email Address</b>	<a href="mailto:dimasa@mhusd.org">dimasa@mhusd.org</a>
<b>Website</b>	<a href="http://www.mhusd.org">www.mhusd.org</a>
<b>County-District-School (CDS) Code</b>	43695836100325

Last updated: 12/17/2019

## School Description and Mission Statement (School Year 2019—20)

Murphy Middle School is a California Gold Ribbon School that is located in the northern tip of Morgan Hill Unified School District in the southern area of San Jose. Our school is surrounded by the beautiful majestic mountains of Santa Teresa County Park. We have just over 750 sixth, seventh and eighth grade students engaged in a highly rigorous learning environment that promotes academic excellence. With the input of staff, students, and families, we went through the process of updating our mission statement and creating a list of core values last year.

### Core Values

E - Enthusiasm  
 M - Mindfulness  
 P - Perseverance  
 O - Ownership  
 W - Work Ethic  
 E - Equity  
 R - Rigor

### Succinct Mission Statement:

Empowering our students with the education and values needed for future success.

### Mission Statement

Martin Murphy is dedicated, in partnership with parents and the community, to constructing a rigorous learning environment where ALL students are empowered to achieve, use creative and critical thinking skills, develop a global perspective, and to model the core values of respect, responsibility, and safety.

### School Vision

Our students will be prepared to succeed in a diverse, global society and to make meaningful contributions to our community. Students will become digitally literate, critical thinkers, collaborators, and problem solvers who can meet the challenges of the 21st Century. The students of Martin Murphy will demonstrate perseverance and grit so that they may achieve success in life and a variety of situations, including college and career.

### School Slogan

"Work Hard! Be Kind! Success is no accident!"

Martin Murphy teachers participate in a Professional Learning Community model that promotes the sharing of best practices across all curriculum, the implementation of school-wide technology, and the reflection and analysis of student performance data and assessments. Our teachers meet weekly to review assessment data and utilize results to target student learning. This process ensures consistent monitoring and change to meet the needs of our students and promote academic achievement. All staff are trained on positive behavior supports (PBIS) to foster a positive school climate. Staff and students participate in OLWEUS bullying prevention curriculum, PBIS, and restorative justice practices. Additionally, we partner with Discovery Counseling services to provide on-site therapeutic one-on-one counseling support. Team members from Discovery Counseling also instruct our students in the Life Skills curriculum which prepares the students with skills they will need for college and career success.

Each of our classrooms is equipped with a projector and all students have access to Chromebooks that help increase student engagement, academic rigor, content mastery, and 21st Century skills. All 7th and 8th grade students are assigned a Chromebook one-to-one, and the 6th grade students have access to Chromebook carts in their classrooms. In addition to using Chromebooks daily in classes, students can extend their learning from home. Additionally, Teachers use

the innovative learning center (I Center) to do projects, host guest speakers, and a variety of other engaging learning tasks. Teachers are equipped with tablets to increase their interaction with all students in class. Also, we fund an after school homework center and math tutoring program in the I Center.

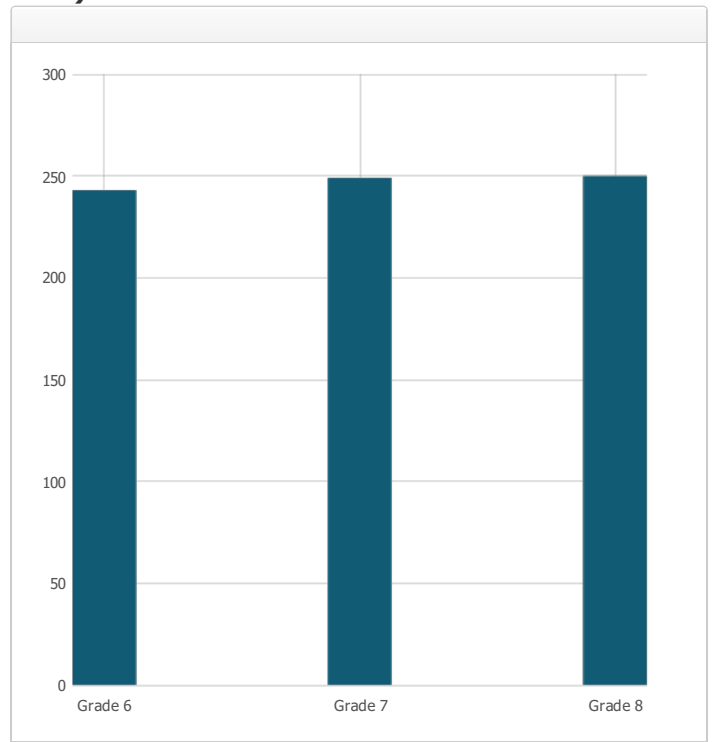
We have expanded the Advancement Via Individual Determination (AVID) Program to include all grade levels at Murphy. The AVID elective teaches the students to learn about higher education and to practice critical thinking that will lead them to success in college. AVID students visit the local high school and two colleges or universities each year to sample life in higher education and to learn the path to success as well as the challenges presented by it.

With the second year of funding from Live Oak Grant and extended day money, we are excited to continue enhancing our Visual and Performing Arts opportunities for our students. We have reconfigured a classroom to be a black box theater, and we have purchased flooring, lighting, sound equipment and other supplies to create a new performing arts program that will include more arts based electives and student performances such as the Bye Bye Birdie musical.

*Last updated: 1/9/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Grade 6	243
Grade 7	249
Grade 8	250
Total Enrollment	742



Last updated: 1/9/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	1.90 %
American Indian or Alaska Native	1.20 %
Asian	15.80 %
Filipino	3.40 %
Hispanic or Latino	46.40 %
Native Hawaiian or Pacific Islander	0.70 %
White	25.90 %
Two or More Races	4.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.00 %
English Learners	10.10 %
Students with Disabilities	12.70 %
Foster Youth	%
Homeless	4.60 %

## A. Conditions of Learning

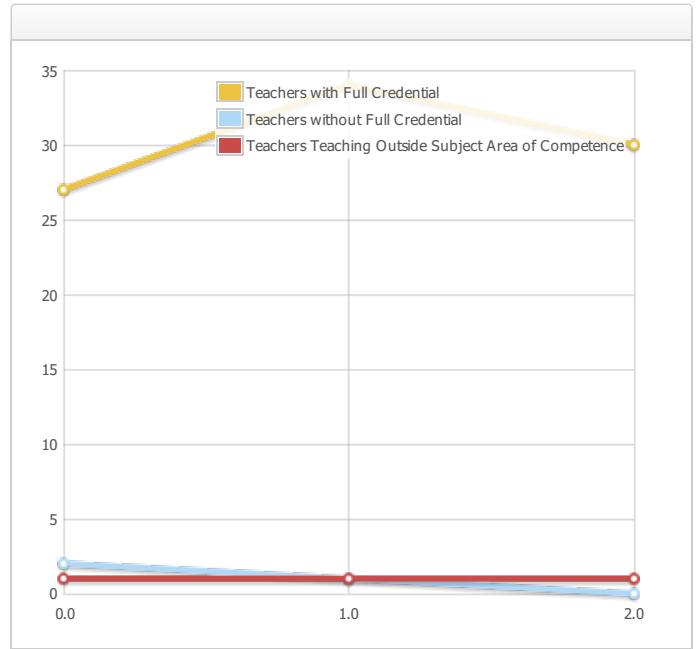
### State Priority: Basic

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 Credentials

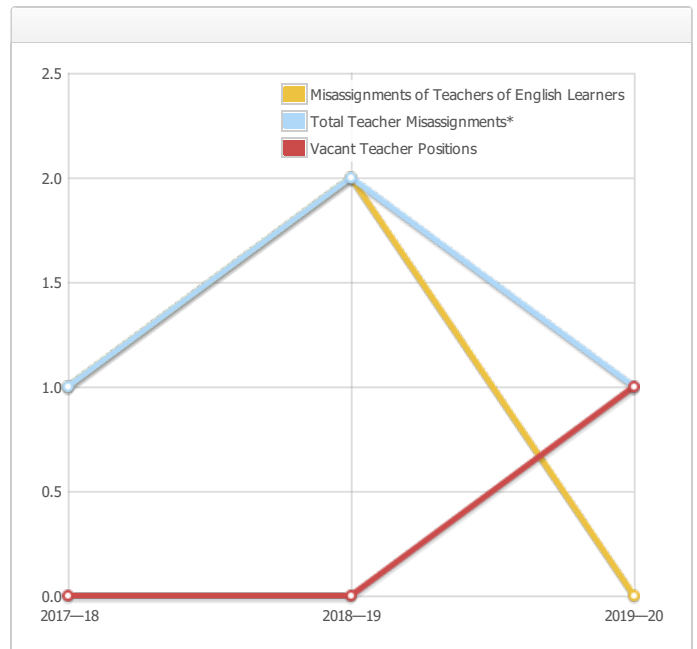
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	27	34	30	364
Without Full Credential	2	1	0	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	6



Last updated: 12/16/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	2	0
Total Teacher Misassignments*	1	2	1
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/16/2019

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

Year and month in which the data were collected: December 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Education, Study Sync	Yes	0.00 %
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8	Yes	0.00 %
Science	Piloting: Glencoe/McGraw-Hill Science series	Yes	0.00 %
History-Social Science	TCI History Alive	Yes	0.00 %
Foreign Language	Vista Higher Learning: Descubre Level 1	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/2/2020*

## School Facility Conditions and Planned Improvements

Martin Murphy Middle School was built in 1977. Recently the center area of the interior campus was turned into an Innovation Center which allows for multiple classes to join as one and offers break out space. The gym also received new paint, acoustical treatment and a new wood gym floor.

As part of the Measure G Bond funds, Martin Murphy received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus. All classrooms also received new ceiling tiles, paint, all remaining carpet was removed and VCT installed and all classrooms received projectors.

In addition, we will be installing ornamental fencing around the track and field area beginning 2020.

*Last updated: 12/17/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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*Last updated: 12/17/2019*

## 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, which 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); and
- 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  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	58.0%	54.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	43.0%	41.0%	43.0%	43.0%	38.0%	39.0%

Note: Percentages are not calculated 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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/9/2020*



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	739	733	99.19%	0.81%	54.31%
Male	387	383	98.97%	1.03%	48.82%
Female	352	350	99.43%	0.57%	60.29%
Black or African American	14	14	100.00%	0.00%	64.29%
American Indian or Alaska Native	--	--	--	--	
Asian	114	114	100.00%	0.00%	78.07%
Filipino	23	22	95.65%	4.35%	86.36%
Hispanic or Latino	340	338	99.41%	0.59%	35.61%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	189	186	98.41%	1.59%	68.82%
Two or More Races	36	36	100.00%	0.00%	57.14%
Socioeconomically Disadvantaged	271	265	97.79%	2.21%	33.21%
English Learners	142	140	98.59%	1.41%	26.62%
Students with Disabilities	99	94	94.95%	5.05%	18.28%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	48	46	95.83%	4.17%	28.26%

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/9/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	740	730	98.65%	1.35%	41.29%
Male	388	383	98.71%	1.29%	41.88%
Female	352	347	98.58%	1.42%	40.63%
Black or African American	14	14	100.00%	0.00%	42.86%
American Indian or Alaska Native	--	--	--	--	
Asian	114	114	100.00%	0.00%	73.68%
Filipino	23	21	91.30%	8.70%	71.43%
Hispanic or Latino	341	335	98.24%	1.76%	23.65%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	189	187	98.94%	1.06%	49.20%
Two or More Races	36	36	100.00%	0.00%	47.22%
Socioeconomically Disadvantaged	272	265	97.43%	2.57%	21.97%
English Learners	142	140	98.59%	1.41%	19.29%
Students with Disabilities	99	95	95.96%	4.04%	11.58%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	48	46	95.83%	4.17%	19.57%

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/9/2020*

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

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2017–18</b>	<b>District 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

*Last updated: 1/9/2020*

# 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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	11.60%	17.80%	37.20%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

*Last updated: 1/2/2020*

## 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019—20)

Parent involvement and communication are essential to our school's success. Martin Murphy Middle School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

Parents are encouraged to visit our classrooms and attend various academic and sporting events throughout the year. In addition, we encourage our parents to attend School Site Council and English Learner Advisory Committee meetings in order to provide feedback for making school decisions. Our Home and School Club is very instrumental in fundraising and supporting many school events and student learning. In addition, they provide a community venue for parent communication through monthly meetings.

Communication is further enhanced through regular newsletters, letters home, the Home and School Club Facebook page, the Student/Parent handbook, school website, student report cards, Blackboard Connect automated phone calls and email. Our Community Liaison regularly provides translation in Spanish for written and in person communication. In addition, we hold a Back to School Night and Open House to further promote our school programs, student achievement, and school success.

Parent Education Nights are each semester and cover topics such as Common Core, cyber safety, school technology, drugs and alcohol prevention, and college and high school readiness. There are principal coffee walks to give elementary parents tours and information about Martin Murphy starting in January each year. A 6th grade orientation night is held annually to preview school programs and academics for incoming students.

### State Priority: Pupil Engagement

*Last updated: 1/9/2020*

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

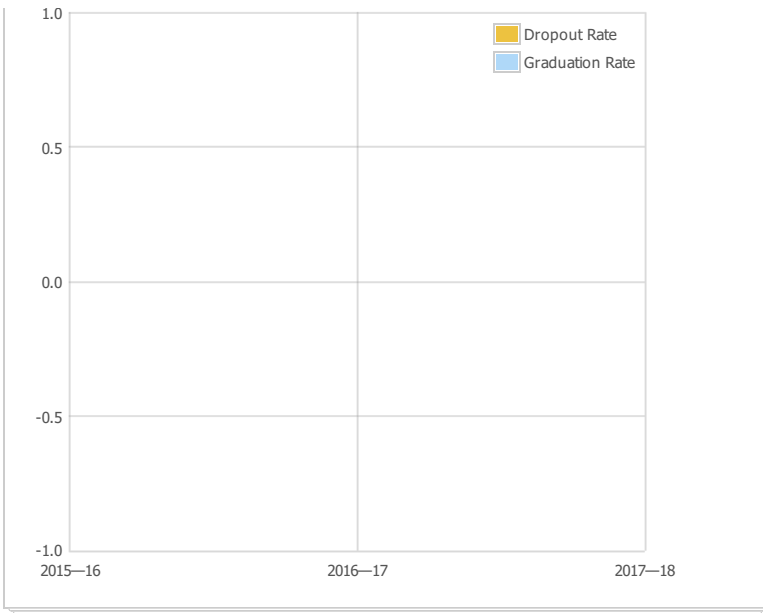
- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	88.80%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	6.50%	9.00%	9.10%	9.60%
Graduation Rate	--	--	89.00%	86.20%	82.70%	83.00%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/9/2020*

# 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	9.60%	8.30%	6.60%	4.20%	4.90%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.30%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

*Last updated: 1/9/2020*

## School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Martin Murphy Middle School. Before, during, and after school, responsibility for monitoring the campus is shared by instructional support staff and certificated staff. All visitors must sign in at the office and wear appropriate identification while on campus. We have a closed campus; students are not allowed off campus during the school day.

The comprehensive school safety plan has been designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. It was last revised in August 2019. The plan includes procedures for emergencies, individual staff responsibilities during an incident, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for parents. We ensure all staff is properly trained throughout the year. We practice fire drills and active shooter drills throughout the year. An updated copy is available to the public at the school office.

### School Discipline Practices and Positive Learning Environment

A positive learning environment is essential for student success. Martin Murphy Middle School works diligently to create the conditions that will allow students to reach their highest potential. Key areas of emphasis that promote a positive learning environment include: progressive discipline, student support programs, and social skill building and academic-driven rewards activities. We have three school rules: Be Safe, Be Respectful, and Be Responsible. Our staff follows the School Wide Behavioral Expectations Teaching Method to support the school rules. In addition, we have a Peer Mediators program that teaches students conflict resolution skills. Martin Murphy is committed to the OLWEUS bullying prevention program which focuses on how bystanders can make a difference. Students spend time learning about bullying prevention in their history classes and at school assemblies. In conjunction with OLWEUS, students and staff participate in Restorative Justice practices such as community building circles. Martin Murphy is a PBIS school where there are multi-tiered support systems.

Students also participate in a variety of academic reward-based events throughout the year. The end-of-year field trip, dances, science fair, Career Day, academic rally's and awards assemblies are incorporated to support the academic efforts of students.

*Last updated: 1/9/2020*

## **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 (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.60	9	9	11
Mathematics	31.00	5	10	12
Science	32.80	3	6	16
Social Science	32.70	3	5	16

\* 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 2017—18)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.50	14	9	13
Mathematics	28.70	10	12	8
Science	30.70	5	6	17
Social Science	30.70	6	9	13

\* 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 2018—19)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	12	15	8
Mathematics	29.50	7	12	10
Science	30.96	6	11	12
Social Science	29.60	9	10	12

\* 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.

*Last updated: 1/14/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	543

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/9/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	0.20

\*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.

*Last updated: 1/9/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$4684.37	\$19.04	\$4665.33	\$72084.00
District	N/A	N/A	--	\$78079.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 12/19/2019*

**Types of Services Funded (Fiscal Year 2018—19)**

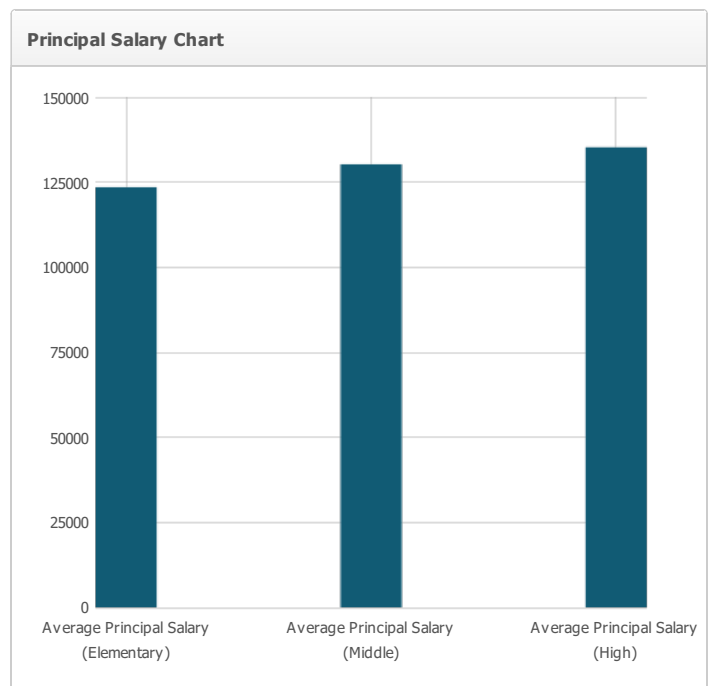
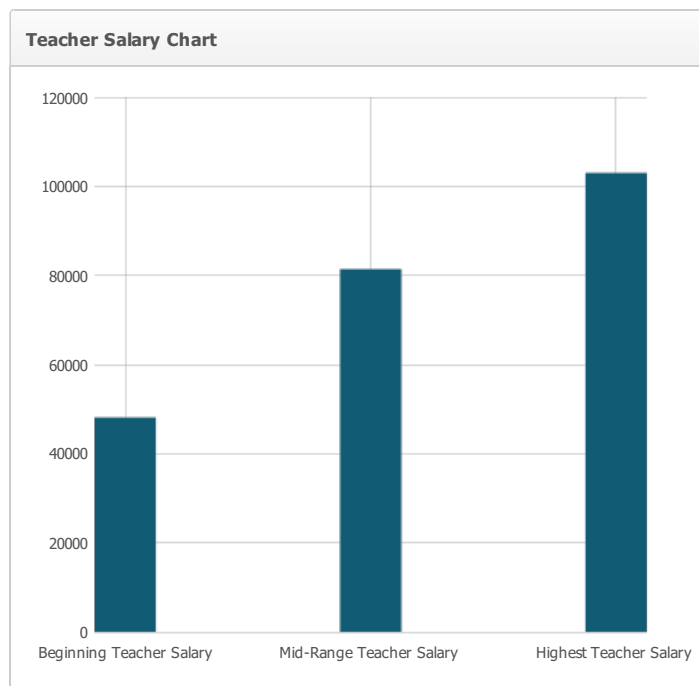
We receive funding for school improvement and curriculum through state and federal programs. The Live Oak Foundation of Morgan Hill offers grants and a local city foundation supports our athletic programs. Home and School Club raises funds through fundraisers, donations, and school events. Parents with businesses donate both funds and services to our school community.

*Last updated: 1/9/2020*

## Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,115	\$49,084
Mid-Range Teacher Salary	\$81,398	\$76,091
Highest Teacher Salary	\$102,994	\$95,728
Average Principal Salary (Elementary)	\$123,538	\$118,990
Average Principal Salary (Middle)	\$130,264	\$125,674
Average Principal Salary (High)	\$135,254	\$137,589
Superintendent Salary	\$262,891	\$230,096
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



*Last updated: 1/9/2020*

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/9/2020*

**Professional Development**

Professional development at Martin Murphy Middle School is designed to meet the individual needs of teachers as well as broader school goals. It is designed to assist staff members in refining existing skills and learning new skills to achieve district and state goals.

The professional development program is ongoing and clearly reflects the vision and mission of our school. Our leadership team members and teachers are committed to the ongoing practices of a Professional Learning Community. Our teachers analyze formative and summative assessment data to ensure accurate reflections of student academic growth. This information is in turn utilized to inform decisions on learning strategies and best practices to increase levels of student content mastery.

Our teachers observe each other during peer-to-peer visits and use these opportunities to improve on their teaching practices, gain support from their peers, and share ideas. The site technology coach leads technology trainings user groups based on the needs of our staff.

For teachers additional training on the use of online learning tools and literacy supports have been scheduled throughout the school year.

All teachers have received professional development on Constructing Meaning. This 5 day institute will provides teachers with lesson building skills and instructional tools needed to effectively support English Language Learners. Teachers can volunteer to pilot Restorative Justice in their classroom and attend paid after school training by the school's Restorative Justice Coordinator. Martin Murphy's PBIS Team attends quarterly meetings at the county office of education and meets regularly to reflect on the program refine our practices and create documents or plan staff and student trainings.

All teachers were trained on the OLWEUS bullying prevention program over the summer before school started and are given support throughout the school year by Martin Murphy's OLWEUS coordinator.

Additionally, a team of teachers and the principal conduct three instructional rounds each school year to focus on a specific theme to examine teacher's pedagogy and provide feedback. This year, the instructional rounds team is focusing on rigor. The team consists of four teachers and the principal, and they conduct three rounds per year. After each round, the team reports out their findings and suggestions to the teaching staff during a staff meeting.

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of three scheduled whole day pd's or 8 total day equivalents.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

*Last updated: 1/3/2020*