

Martin Murphy Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

2022-23 School Contact Information

School Name	Martin Murphy Middle School
Street	141 Avenida Espana
City, State, Zip	San Jose, CA, 95139
Phone Number	408-201-6260
Principal	Rick Ito
Email Address	itor@mhusd.org
School Website	martinmurphy.mhusd.org
County-District-School (CDS) Code	43 69583 6100325

2022-23 District Contact Information

District Name	Morgan Hill Unified School District
Phone Number	408-201-6023
Superintendent	Dr. Carmen Garcia
Email Address	garciacarmen@mhusd.org
District Website Address	www.mhusd.org

2022-23 School Overview

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 550 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:

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

Value Statement

We value and are committed to fostering a sense of belonging, building healthy relationships and creating conditions for meaningful engagement for all.

School Vision

We EMPOWER Kids! The entire staff creates the conditions to address our challenges together because we believe that kids are powerful.

School Slogan

“Work Hard! Be Kind! Success is NO accident!”

2022-23 School Overview

Martin Murphy teachers participate in a the 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 intervention and supports (PBIS) to foster a positive school climate. Staff and students participate in bullying prevention strategies, PBIS, and restorative justice practices. Additionally, we have a Wellness Center that is staffed with a full time Wellness counselor and a Wellness assistant. The Wellness Center is available to students during school hours and encompasses a calm, welcoming environment. Murphy also partners 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 students are assigned a Chromebook for use throughout the day and to take home. 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. All classrooms are equipped with tablets to increase their interaction with all students in class. Also, we fund an after school homework center and a math competition class once a week.

We have expanded the Advancement Via Individual Determination (AVID) Program to include all grade levels at Murphy. The AVID elective teaches students to learn about higher education and to practice critical thinking skills that will help them be successful in college. AVID students visit the local high school and two colleges or universities each year to experience the challenges and benefits of higher education.

With the last 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 funded Dance, Yoga, and purchased risers for performances in the Performing Arts Center.

During distance learning, Murphy continued to provide academic instruction, social emotional support and enrichment opportunities. All classes created Google classrooms, held virtual classes through Zoom meetings, and conducted continuous communication with students and parents. A specialized bell schedule was created to support students with their learning and allow extra time for office hours 4 days a week to allow for additional support in class.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	223
Grade 7	187
Grade 8	235
Total Enrollment	645

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.0
Male	53.6
American Indian or Alaska Native	0.3
Asian	14.1
Black or African American	1.7
Filipino	4.8
Hispanic or Latino	51.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	4.3
White	20.0
English Learners	17.2
Foster Youth	0.3
Homeless	9.1
Migrant	1.1
Socioeconomically Disadvantaged	43.6
Students with Disabilities	16.6

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

2020-21 Teacher Preparation and Placement

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)	20.30	72.74	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	6.73	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.40	8.80	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	6.44	12.60	3.38	12115.80	4.41
Unknown	1.40	5.19	12.40	3.33	18854.30	6.86
Total Teaching Positions	27.90	100.00	374.00	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.

2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	2021-22
Permits and Waivers	0.00	
Misassignments	2.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.80	
Total Out-of-Field Teachers	1.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McGraw Hill Education, Study Sync	Yes	0
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8	Yes	0
Science	HMH Integrated Science	Yes	0
History-Social Science	TCI History Alive	Yes	0
Foreign Language	Vista Higher Learning: Descubre Level 1	Yes	0

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.

Ornamental fencing was installed around the track and field area.

Year and month of the most recent FIT report

January 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	640	602	94.06	5.94	43.19
Female	298	277	92.95	7.05	49.46
Male	340	323	95.00	5.00	37.46
American Indian or Alaska Native	--	--	--	--	--
Asian	90	90	100.00	0.00	72.22
Black or African American	12	12	100.00	0.00	33.33
Filipino	31	31	100.00	0.00	54.84
Hispanic or Latino	332	301	90.66	9.34	25.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	45	97.83	2.17	51.11
White	122	116	95.08	4.92	61.21
English Learners	102	93	91.18	8.82	7.53
Foster Youth	--	--	--	--	--
Homeless	68	58	85.29	14.71	17.24
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	285	260	91.23	8.77	26.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	101	94	93.07	6.93	9.57

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	640	606	94.69	5.31	28.05
Female	298	280	93.96	6.04	30.36
Male	340	324	95.29	4.71	25.93
American Indian or Alaska Native	--	--	--	--	--
Asian	90	90	100.00	0.00	55.56
Black or African American	12	12	100.00	0.00	8.33
Filipino	31	31	100.00	0.00	29.03
Hispanic or Latino	332	305	91.87	8.13	15.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	45	97.83	2.17	37.78
White	122	116	95.08	4.92	39.66
English Learners	102	96	94.12	5.88	5.21
Foster Youth	--	--	--	--	--
Homeless	68	60	88.24	11.76	10.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	285	263	92.28	7.72	14.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	101	94	93.07	6.93	2.13

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	33.33	NT	34.04	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	238	227	95.38	4.62	33.33
Female	108	102	94.44	5.56	34.65
Male	130	125	96.15	3.85	32.26
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100	0	54.29
Black or African American	--	--	--	--	--
Filipino	13	13	100	0	38.46
Hispanic or Latino	114	106	92.98	7.02	18.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100	0	50
White	52	49	94.23	5.77	44.68
English Learners	41	40	97.56	2.44	2.5
Foster Youth	0	0	0	0	0
Homeless	28	25	89.29	10.71	8
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	95	93.14	6.86	13.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	32	96.97	3.03	3.13

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 7	94%	94%	94%	94%	94%

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.

2022-23 Opportunities for Parental Involvement

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.

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 the Home and School Club meetings, the Student/Parent handbook, school website, student report cards, and Parent Square automated email sent. Our Community Liaison regularly provides translation in Spanish for all 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 successes. A 6th grade orientation night is held annually to preview school programs and academics for incoming students.

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 week sessions cover the US Educational System, Learning Standards, advocacy strategies, and parent school leadership.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	705	688	190	27.6
Female	329	320	76	23.8
Male	374	366	112	30.6
American Indian or Alaska Native	4	3	2	66.7
Asian	94	91	6	6.6
Black or African American	14	13	4	30.8
Filipino	31	31	6	19.4
Hispanic or Latino	372	360	118	32.8
Native Hawaiian or Pacific Islander	7	7	2	28.6
Two or More Races	29	29	9	31.0
White	135	135	39	28.9
English Learners	126	121	42	34.7
Foster Youth	3	3	2	66.7
Homeless	83	79	42	53.2
Socioeconomically Disadvantaged	325	314	128	40.8
Students Receiving Migrant Education Services	9	9	4	44.4
Students with Disabilities	120	119	51	42.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.84	3.64	2.45
Expulsions	0.25	0.11	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.14	11.06	0.07	4.44	0.20	3.17
Expulsions	0.00	0.28	0.00	0.15	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.06	0.28
Female	7.60	0.30
Male	14.17	0.27
American Indian or Alaska Native	0.00	0.00
Asian	3.19	0.00
Black or African American	21.43	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.71	0.54
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.34	0.00
White	8.89	0.00
English Learners	19.05	1.59
Foster Youth	0.00	0.00
Homeless	15.66	1.20
Socioeconomically Disadvantaged	17.54	0.62
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.50	0.83

2022-23 School Safety Plan

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. We increased our safety protocols to align with the Santa Clara County Public Health Department's guidelines for school operations including a symptom checklist, temperature check, and increased signage to support social distancing recommendations.

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. The safety plan was revised in July 2020 and has been updated to include the protocols and procedures necessary to keep the campus safe in the COVID 19 pandemic. Additionally it included 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. The plan includes procedures for emergencies, individual staff responsibilities during an incident, exit routes, and inventories of emergency supplies.

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. Our expectations for our students are encompassed in EMPOWER our PBIS tenets. Enthusiasm, mindfulness, perseverance, ownership, work ethic, equity and rigor cover all traditional rules and set up all our students to develop the skills they need to be successful not only at Murphy, but into high school and beyond. Our staff follows the School Wide Behavioral Expectations Teaching Method to support the school rules. In addition, we model a Restorative Justice philosophy that reinforces students' conflict resolution skills. 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, announcements, academic rally's and awards assemblies are incorporated to support the academic efforts of students.

Due to the pandemic, our school follows all Public Health hygiene and safety precautions to prevent the spread of COVID-19.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	13	6	9
Mathematics	27	4	5	9
Science	24	7		14
Social Science	26	6	2	12

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	13	11	5
Mathematics	23	8	6	8
Science	26	4	8	7
Social Science	26	4	7	8

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	8	5	6
Mathematics	25	5	4	7
Science	31		7	6
Social Science	31		7	6

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	322.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4008.72	41.99	3966.73	76378
District	N/A	N/A	8495.23	\$83,657
Percent Difference - School Site and District	N/A	N/A	-72.7	-9.1
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-49.8	-8.4

2021-22 Types of Services Funded

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,809	\$52,478
Mid-Range Teacher Salary	\$85,955	\$80,810
Highest Teacher Salary	\$108,761	\$101,276
Average Principal Salary (Elementary)	\$134,228	\$127,080
Average Principal Salary (Middle)	\$142,204	\$134,264
Average Principal Salary (High)	\$136,760	\$147,200
Superintendent Salary	\$278,901	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional development at Martin Murphy Middle School is designed to meet the individual needs of teachers as well as to meet 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 Leadership Team and English Language Facilitator have provided a variety of Professional Development opportunities as well as optional topics provided by admin throughout the year. All teachers have received professional development on Constructing Meaning or are scheduled to receive it in the spring. This 2-day institute provides teachers with lesson building skills and instructional tools needed to effectively support English Language Learners. Martin Murphy's PBIS Team meets regularly to reflect on the program refine our practices and create documents or plan staff and student trainings.

Additionally, the leadership team is provided data based on classroom observations focused on Rigor, the 4C's of common core and access for all learners, to reflect on with their teams and to make action plans to move us forward in these areas.

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	