Martin Murphy Middle School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/.

2024-25 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
Grade Span	6-8
County-District-School (CDS) Code	43 69583 6100325

2024-25 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	www.mhusd.org

2024-25 School Description and Mission Statement

Martin Murphy Middle School is a California Gold Ribbon School located in the north section of Morgan Hill Unified School District in south San Jose, near Santa Teresa County Park. We have just over 530 sixth, seventh—, and eighth-grade students who are engaged in a rigorous learning environment that is safe and promotes academic excellence.

School Vision
The entire staff creates the conditions to address our challenges because we believe kids are powerful.

2024-25 School Description and Mission Statement

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

Martin Murphy teachers participate in the Professional Learning Community (PLC) model that promotes the sharing of best practices across all curricula, engages in the Beyond SST model, 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 support (PBIS) to foster a positive school climate. Staff and students participate in bullying prevention strategies, PBIS rewards, and restorative justice practices. At Murphy, we have a Wellness Center with a full-time Wellness counselor. 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 when needed.

Each of our classrooms is equipped with a networked projector and all students have internet access that helps increase student engagement, academic rigor, content mastery, and 21st-century skills. All students are assigned a Chromebook to use at school and home. Additionally, teachers use the innovative learning center (iCenter) to complete projects, host guest speakers, and other engaging learning tasks. After school, Murphy has a homework center twice a week and a math competition class once a week. A computer coding class has been added before and after school this year.

We have a sixth and eighth-grade Advancement Via Individual Determination (AVID) Program at Murphy. The AVID elective teaches students about higher education and critical thinking skills that will help them be successful in college. AVID students visit two colleges or universities each year to experience the challenges and benefits of higher education. AVID students will work daily with our neighboring elementary school, Los Paseos, to mentor, tutor, and engage in activities with the younger students.

This year, our band program has expanded from three periods a day to five periods. This allows specialized classes and an increased number of sixth-grade students to be exposed to music.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	181
Grade 7	170
Grade 8	182
Total Enrollment	533

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.4
Asian	14.2
Black or African American	2.9
Filipino	4.6
Hispanic or Latino	51.4
Native Hawaiian or Pacific Islander	0.8
Two or More Races	5.2
White	18.2
English Learners	12.3
Foster Youth	0.4
Homeless	6
Migrant	0.4
Socioeconomically Disadvantaged	43.2
Students with Disabilities	13.4

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/Incomplete/NA	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)	21.40	80.07	312.70	86.75	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.73	3.50	0.97	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	11.70	37.60	10.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.73	4.50	1.27	11953.10	4.28
Unknown/Incomplete/NA	0.20	0.75	2.00	0.57	15831.90	5.67
Total Teaching Positions	26.80	100.00	360.40	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.

2022-23 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)	21.30	83.84	313.90	80.52	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.70	0.96	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	14.55	56.10	14.39	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.20	1.34	11746.90	4.23
Unknown/Incomplete/NA	0.40	1.57	10.80	2.79	14303.80	5.15
Total Teaching Positions	25.50	100.00	389.80	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	2021-22	2022-23
Permits and Waivers	0.00	0.50	1.8
Misassignments	2.40	2.60	1.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.40	3.10	3.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.80	1.00	0
Total Out-of-Field Teachers	1.80	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.30	9.9	10.6
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023

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	Autentico (pilot)	No	0

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

School Facility Conditions and Planned Improvements

Martin Murphy Middle School was built in 1977 and opened in 1978. The entire Murphy campus has WiFi, a telephone system, and a public address system with clocks and speakers. All classrooms have projectors so students and teachers can present information. Within the last few years, the classrooms at Murphy received new ceiling tiles, the old carpet was removed and classrooms were painted. The icenter, is used by classes so students can collaborate and complete large projects. The school has a gym, outside basketball courts, a track, and a large field for soccer and other activities. Murphy also has an outdoor stage and shaded picnic tables for students to eat.

Year and month of the most recent FIT report	November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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			

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 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).

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.

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.

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

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 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)	40	41	46	48	46	47
Mathematics (grades 3-8 and 11)	25	26	35	37	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	537	530	98.70	1.30	40.57
Female	269	266	98.88	1.12	42.48
Male	267	263	98.50	1.50	38.78
American Indian or Alaska Native	--	--	--	--	--
Asian	76	75	98.68	1.32	65.33
Black or African American	15	14	93.33	6.67	28.57
Filipino	24	24	100.00	0.00	58.33
Hispanic or Latino	282	279	98.94	1.06	26.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	52.63

White	94	93	98.94	1.06	56.99
English Learners	58	58	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	168	96.55	3.45	22.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	67	97.10	2.90	17.91

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	537	529	98.51	1.49	26.47
Female	269	265	98.51	1.49	24.15
Male	267	263	98.50	1.50	28.90
American Indian or Alaska Native	--	--	--	--	--
Asian	76	75	98.68	1.32	53.33
Black or African American	15	14	93.33	6.67	28.57
Filipino	24	24	100.00	0.00	58.33
Hispanic or Latino	282	280	99.29	0.71	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	37	94.87	5.13	27.03
White	94	92	97.87	2.13	34.78
English Learners	58	58	100.00	0.00	1.72
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	174	168	96.55	3.45	10.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	66	95.65	4.35	9.09

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.

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.

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

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.

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)	29.31	23.43	35.35	35.00	30.29	30.73

2023-24 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	183	180	98.36	1.64	24.72
Female	91	88	96.70	3.30	23.86
Male	91	91	100.00	0.00	25.84
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	44.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	97	98.98	1.02	16.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	27.27
White	31	30	96.77	3.23	23.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	59	98.33	1.67	5.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	24	100.00	0.00	17.39

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.

2023-24 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. The administration of the PFT requires only participation results 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	97.7	97.1	61.6	97.1	81.4

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.

2024-25 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 to provide feedback for making school decisions. Our Home and School Club is instrumental in volunteering, fundraising, and supporting many school events and activities. In addition, they provide a community venue for parent communication through monthly meetings.

Communication is further enhanced through the Student/Parent Handbook, the school website, student report cards, and Parent Square automated email service. Our Community Liaison regularly provides translation in Spanish for all written and in-person communication. In addition, we have a Back to School Night and Open House to 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	567	546	134	24.5
Female	283	270	70	25.9
Male	283	275	64	23.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	77	76	9	11.8
Black or African American	16	15	3	20.0
Filipino	24	24	1	4.2
Hispanic or Latino	299	287	88	30.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	31	29	6	20.7
White	100	95	20	21.1
English Learners	77	74	21	28.4
Foster Youth	--	--	--	--
Homeless	55	49	14	28.6
Socioeconomically Disadvantaged	272	258	92	35.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	79	30	38.0

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.

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.

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	11.06	13.28	10.41	4.44	4.9	5.08	3.17	3.6	3.28
Expulsions	0.28	0.17	0.18	0.15	0.03	0.13	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.41	0.18
Female	6.36	0.00
Male	14.49	0.35
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.49	0.00
Black or African American	18.75	0.00
Filipino	4.17	0.00
Hispanic or Latino	13.38	0.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.23	0.00
White	5.00	0.00
English Learners	14.29	0.00
Foster Youth	0.00	0.00
Homeless	14.55	0.00
Socioeconomically Disadvantaged	17.28	0.37
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.86	0.00

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.

2024-25 School Safety Plan

The safety of students and staff is a top priority for Murphy Middle School. Before, during, and after school, the campus is monitored by surveillance cameras, campus safety monitors, classified and, certificated staff, and administration. All visitors must sign in at the front office and wear appropriate identification while on campus. Murphy is a closed campus, so 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. Murphy has a Climate and Culture team that consists of teachers,

2024-25 School Safety Plan

administration, an academic counselor, a Wellness counselor, and classified staff.

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 facilities, and communication with staff and students. Components of the plan include child abuse reporting procedures, procedures for notifying teachers of dangerous pupils, disaster response procedures, sexual harassment policies, and suspension and expulsion policies. The entire campus practices fire drills, earthquake drills, and active shooter drills throughout the year. The safety plan was reviewed and updated on September 19, 2024, by the School Site Council. The Board approves site safety plans at the end of January. The staff receives training on the updated safety plan twice annually.

The school safety plan is available on our school website and copies are in the main office for parents.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	8	9	2
Mathematics	30	2	10	3
Science	29	1	9	3
Social Science	29	3	9	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	7	6	4
Mathematics	29	3	6	4
Science	31		5	6
Social Science	34		5	6

2023-24 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	260.5

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$10,918.86	$199.94	$10,718.92	$102,171
District	N/A	N/A	$10,555	$106,381
Percent Difference - School Site and District	N/A	N/A	1.5	-4.0
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-0.5	7.6

Fiscal Year 2023-24 Types of Services Funded

We receive funding for school improvement and curriculum through state and federal programs. These federal and state funds are used to support student success such as MTSS and PBIS stipends, PLC planning days, software programs for Math and ELA support, curriculum materials, student afterschool support, and Professional Development for teachers.
Home and School Club raises funds through fundraisers, donations, and school events. Parents will also donate both funds and services to our school community. These funds are spent on student rewards, sports and academic awards, and student activities.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,081	$58,855
Mid-Range Teacher Salary	$101,641	$92,519
Highest Teacher Salary	$128,610	$114,665
Average Principal Salary (Elementary)	$145,971	$142,791
Average Principal Salary (Middle)	$154,924	$151,078
Average Principal Salary (High)	$168,098	$167,094
Superintendent Salary	$297,357	$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Professional development at Martin Murphy Middle School is presented to train teachers and meet the broader school goals. It is designed to assist staff members in refining existing skills and learning new teaching strategies to achieve district and state goals.

Professional Development

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

Our Guiding Coalition and English Language Facilitator have provided professional development opportunities and other topics provided by the administration throughout the year. Teachers have received professional development on Constructing Meaning. This training provides teachers with lesson-building skills and instructional tools to 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 training.

Additionally, classroom data is shared with the Guiding Coalition on classroom observations focused on the school-wide goals selected at the beginning of the year. These goals are based on the district's Five Dimension Focus Questions.

During the school year, the district offers professional development to administrators and teachers. Murphy prioritizes and aligns their professional development learning with the 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	