

Martin Murphy Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 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 |

2025-26 District Contact Information

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

2025-26 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. Murphy has just over 450 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.

Succinct Mission Statement:

2025-26 School Description and 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, which promotes the sharing of best practices across all curricula. They also engage 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 at home. Additionally, teachers use the innovative learning center (iCenter) to complete projects, host guest speakers, and engage in other engaging learning tasks. After school, Murphy has a homework center twice a week and a math competition class once a week. Computer coding classes have been added before and after school.

We have a sixth and seventh/eighth-grade Advancement Via Individual Determination (AVID) Program at Murphy. The AVID elective teaches students about higher education and develops critical thinking skills that will help them succeed 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.

Two years ago, our band program expanded from three periods to five periods a day. This allows specialized classes and an increased number of sixth-grade students to be exposed to music. At Murphy, during the school year, one out of every three students has a band class in their schedule.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 137 |
| Grade 7 | 160 |
| Grade 8 | 169 |
| Total Enrollment | 466 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.1 |
| Male | 48.7 |
| Non-Binary | 0.2 |
| American Indian or Alaska Native | 0.2 |
| Asian | 12.7 |
| Black or African American | 3.4 |
| Filipino | 3.6 |
| Hispanic or Latino | 54.5 |
| Native Hawaiian or Pacific Islander | 0.9 |
| Two or More Races | 5.6 |
| White | 17 |
| English Learners | 15.2 |
| Foster Youth | 0.6 |
| Homeless | 13.3 |
| Migrant | 0.9 |
| Socioeconomically Disadvantaged | 45.9 |
| Students with Disabilities | 12 |

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.

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) | 21.4 | 80.07 | 312.7 | 86.75 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1 | 3.73 | 3.5 | 0.97 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.1 | 11.7 | 37.6 | 10.43 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1 | 3.73 | 4.5 | 1.27 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0.2 | 0.75 | 2 | 0.57 | 15831.9 | 5.67 |
| Total Teaching Positions | 26.8 | 100 | 360.4 | 100 | 279044.8 | 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.

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) | 21.3 | 83.84 | 313.9 | 80.52 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 3.7 | 0.96 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.7 | 14.55 | 56.1 | 14.39 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 5.2 | 1.34 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0.4 | 1.57 | 10.8 | 2.79 | 14303.8 | 5.15 |
| Total Teaching Positions | 25.5 | 100 | 389.8 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 19.1 | 79.53 | 313 | 77.83 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 5.4 | 1.36 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.3 | 18.14 | 74.4 | 18.52 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0.21 | 8.6 | 2.15 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0.5 | 2.08 | 0.5 | 0.12 | 13705.8 | 4.91 |
| Total Teaching Positions | 24 | 100 | 402.2 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.50 | 1.8 | 0 |
| Misassignments | 2.60 | 1.9 | 4.3 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 3.10 | 3.7 | 4.3 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 1.00 | 0 | 0 |
| Total Out-of-Field Teachers | 1.00 | 0 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 9.9 | 10.6 | 18.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | December 2023 |
|---|--|--|
| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | McGraw Hill Education, Study Sync | 0 |
| Mathematics | College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8 | 0 |
| Science | HMH Integrated Science | 0 |
| History-Social Science | TCI History Alive | 0 |
| Foreign Language | Autentico (pilot) | 0 |
| Health | Positive Prevention Plus | 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. This summer, the exterior of the school was painted, the front office and entryway were remodeled, outdated equipment was removed, and a new fire alarm system was installed. The iCenter is used by classes, so students can collaborate and complete large projects. The school features a gym, outdoor basketball courts, a track, and a large field suitable for soccer and other activities. Murphy also has an outdoor stage and shaded picnic tables for students.

| Year and month of the most recent FIT report | | January 2025 | | |
|--|-----------|--------------|-----------|---|
| 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 | <p>Interior Surfaces Poor – Formica trim chipped, damaged or missing ceiling tiles, floor tiles are damaged, stall door lock is missing, drawers missing in cabinet, carpet is torn/lifting on edge, wall paper peeling or torn, carpet is stained.</p> <p>In process of ordering and replacing ceiling tiles and floor tiles at this location, generate work order for wallpaper and counter top repairs, repair torn or ripped carpet, and replace missing or damaged floor tiles. Will get custodial to clean carpet.</p> |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | | X | <p>Electrical Poor – Electrical box is loose, multiple lights are out, extension cord is being used and a tripping hazard, access to electrical panel is blocked, Light diffusers are missing, lights panels are out, light diffuser. Ethernet cover is loose.</p> <p>Generate work order will be submitted to tighten electrical box, replaced burned out light bulbs, remove extension cords, unblock electrical panels, locate light diffusers and tighten ethernet cover.</p> |
| 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 Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 41 | 44 | 48 | 50 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 26 | 33 | 37 | 38 | 35 | 37 |

2024-25 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 | 459 | 437 | 95.21 | 4.79 | 43.58 |
| Female | 239 | 226 | 94.56 | 5.44 | 44.25 |
| Male | 220 | 211 | 95.91 | 4.09 | 42.86 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 58 | 57 | 98.28 | 1.72 | 70.18 |
| Black or African American | 19 | 17 | 89.47 | 10.53 | 25.00 |
| Filipino | 15 | 15 | 100.00 | 0.00 | 66.67 |
| Hispanic or Latino | 250 | 233 | 93.20 | 6.80 | 30.47 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 35 | 35 | 100.00 | 0.00 | 51.43 |
| White | 78 | 77 | 98.72 | 1.28 | 58.44 |
| English Learners | 57 | 53 | 92.98 | 7.02 | 3.77 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 134 | 122 | 91.04 | 8.96 | 26.23 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 53 | 47 | 88.68 | 11.32 | 10.64 |

2024-25 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 | 459 | 440 | 95.86 | 4.14 | 32.50 |
| Female | 239 | 227 | 94.98 | 5.02 | 28.19 |
| Male | 220 | 213 | 96.82 | 3.18 | 37.09 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 58 | 57 | 98.28 | 1.72 | 63.16 |
| Black or African American | 19 | 17 | 89.47 | 10.53 | 11.76 |
| Filipino | 15 | 15 | 100.00 | 0.00 | 53.33 |
| Hispanic or Latino | 250 | 236 | 94.40 | 5.60 | 21.61 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 35 | 35 | 100.00 | 0.00 | 37.14 |
| White | 78 | 77 | 98.72 | 1.28 | 41.56 |
| English Learners | 57 | 56 | 98.25 | 1.75 | 3.57 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 134 | 123 | 91.79 | 8.21 | 15.45 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 53 | 47 | 88.68 | 11.32 | 10.64 |

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 23.43 | 25.49 | 35 | 36.48 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 163 | 153 | 93.87 | 6.13 | 25.49 |
| Female | 80 | 74 | 92.50 | 7.50 | 22.97 |
| Male | 83 | 79 | 95.18 | 4.82 | 27.85 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 21 | 20 | 95.24 | 4.76 | 35.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 96 | 89 | 92.71 | 7.29 | 13.48 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 27 | 27 | 100.00 | 0.00 | 40.74 |
| English Learners | 22 | 22 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 52 | 45 | 86.54 | 13.46 | 11.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 23 | 92.00 | 8.00 | 8.70 |

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.

2024-25 California Physical Fitness Test Participation Rates

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 | 98.6 | 98.6 | 98.6 | 98.6 | 98.6 |

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.

2025-26 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 middle school, support school programs, and provide opportunities for parents to participate in school activities.

We encourage our parents to attend School Site Council, Coffee Chats, 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. Additionally, they offer 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. Additionally, we host Back to School Night and Open House to showcase our school programs, student achievements, and school successes. A 6th-grade orientation night is held annually to preview school programs and academics for incoming students.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 491 | 481 | 112 | 23.3 |
| Female | 254 | 249 | 62 | 24.9 |
| Male | 236 | 231 | 50 | 21.6 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 59 | 59 | 5 | 8.5 |
| Black or African American | 19 | 19 | 4 | 21.1 |
| Filipino | 17 | 17 | 0 | 0.0 |
| Hispanic or Latino | 271 | 264 | 75 | 28.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 28 | 27 | 5 | 18.5 |
| White | 82 | 80 | 19 | 23.8 |
| English Learners | 80 | 78 | 18 | 23.1 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 67 | 67 | 18 | 26.9 |
| Socioeconomically Disadvantaged | 246 | 244 | 80 | 32.8 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 61 | 60 | 25 | 41.7 |

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 13.28 | 10.41 | 5.09 | 4.9 | 5.08 | 3.47 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.17 | 0.18 | 0 | 0.03 | 0.13 | 0.09 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 5.09 | 0.00 |
| Female | 3.15 | 0.00 |
| Male | 7.20 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 10.53 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 7.01 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 2.44 | 0.00 |
| English Learners | 6.25 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 8.96 | 0.00 |
| Socioeconomically Disadvantaged | 8.54 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 8.20 | 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.

2025-26 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 supervisors, 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 to leave 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, administration, an academic counselor, a Wellness counselor, and classified staff.

The comprehensive school safety plan has been designed to prepare for emergencies, manage emergency response efforts, and maintain a safe school environment. The plan requires identifying security needs, developing prevention and intervention techniques, evaluating facilities, and communicating 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. At Murphy, we have fire drills, earthquake drills, and intruder on campus drills throughout the year. The safety plan was reviewed and updated on September 25, 2025, 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.

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 |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 27 | 6 | 6 | 4 |
| Mathematics | 30 | 2 | 7 | 3 |
| Science | 27 | 2 | 3 | 7 |
| Social Science | 33 | | 3 | 7 |

2024-25 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 |

2024-25 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 | 0.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.1 |
| Resource Specialist (non-teaching) | |
| Other | 3.1 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$11,389.66 | \$181.83 | \$11,207.83 | \$102,171 |
| District | N/A | N/A | \$11,095.33 | \$105,310 |
| Percent Difference - School Site and District | N/A | N/A | 1.0 | -3.0 |
| State | N/A | N/A | \$11,146 | \$100,065 |
| Percent Difference - School Site and State | N/A | N/A | 0.6 | 2.1 |

Fiscal Year 2024-25 Types of Services Funded

Murphy receives 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 after-school 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 their time and services to our school community. These funds are spent on student rewards, sports and academic awards, and student activities.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$63,686 | \$62,145 |
| Mid-Range Teacher Salary | \$107,739 | \$97,088 |
| Highest Teacher Salary | \$136,327 | \$120,436 |
| Average Principal Salary (Elementary) | \$154,729 | \$151,343 |
| Average Principal Salary (Middle) | \$164,219 | \$159,514 |
| Average Principal Salary (High) | \$178,185 | \$177,261 |
| Superintendent Salary | \$297,357 | \$294,805 |
| Percent of Budget for Teacher Salaries | 32.11% | 29.95% |
| Percent of Budget for Administrative Salaries | 5.62% | 5.4% |

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 Professional Learning Community (PLC) practices. Our teachers analyze formative and summative assessment data to ensure accurate reflections of student academic growth. This information is used 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 and Universal Design for Learning (UDL). These trainings provide teachers with lesson-building skills and instructional tools to support Murphy students with an emphasis on English Language Learners. Martin Murphy's PBIS Team meets regularly to reflect on the program, refine practices, and create documents or plan staff and student trainings.

Additionally, classroom observation data is shared at Guiding Coalition meetings, and discussions focus on the year's school-wide goals. The selected goals are based on the district's Five Dimension Focus Questions.

During the school year, the district offers professional development for 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 | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 6 | 6 |