

# SARC 2015-16

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



### Martin Murphy Middle

Address: 141 Avenida Espana San Jose, CA 95139-1164

Principal: Heather Nursement, Principal

Phone: (408) 201-6260

Email: [nursementh@mhusd.org](mailto:nursementh@mhusd.org)

Web Site:

CDS Code: 43695836100325



### Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

Email: [betandos@mhusd.org](mailto:betandos@mhusd.org)

Web Site: [www.mhusd.org](http://www.mhusd.org)



## I DATA AND ACCESS

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Morgan Hill Unified  
 Phone Number: (408) 201-6023  
 Superintendent: Steve Betando  
 E-mail Address: [betandos@mhusd.org](mailto:betandos@mhusd.org)  
 Web Site: [www.mhusd.org](http://www.mhusd.org)

### School Contact Information Most Recent Year

School Name: Martin Murphy Middle  
 Street: 141 Avenida Espana  
 City, State, Zip: San Jose, CA 95139-1164  
 Phone Number: (408) 201-6260  
 Principal: Heather Nursement, Principal  
 E-mail Address: [nursementh@mhusd.org](mailto:nursementh@mhusd.org)  
 Web Site:  
 County-District-School  
 (CDS) Code: 43695836100325

## School Description and Mission Statement (School Year 2016–17)

Martin Murphy Middle School is a California Gold Ribbon School that is located in the northern tip of Morgan Hill Unified School District in the south area of San Jose. Our school is surrounded by the beautiful majestic mountains of Santa Teresa County Park. We have just over 700 sixth, seventh and eighth grade students engaged in a highly rigorous learning environment that promotes academic excellence.

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

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

**School Slogan:** "Success is no accident"

Martin Murphy teachers participate in a Professional Learning Community model that promotes the sharing of best practices across all curriculum, the implementation of school-wide technology and the reflection and analysis of student performance data and assessments. Our teachers meet weekly to review assessment data and utilize results to target student learning. This process ensures consistent monitoring and change to meet the needs of our students and promote academic achievement. All staff are trained on positive behavior supports to foster a positive school climate. Staff and students participate in OLWEUS bullying prevention curriculum, PBIS and Restorative Justice practices.

Each of our classrooms is equipped with a projector and Chromebooks that help increase student engagement, academic rigor, content mastery and 21st Century skills. All students are assigned a Chromebook for their use as a student of Martin Murphy. In addition to using Chromebooks daily in classes, students can extend their learning from home. Teachers lead project based lessons in our innovative learning center. Teachers are equipped with tablets to increase their interaction with all students in class.

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### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	0
Grade 7	226
Grade 8	237
Total Enrollment	463

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.1%
American Indian or Alaska Native	0.2%
Asian	11.7%
Filipino	5%
Hispanic or Latino	49%
Native Hawaiian/Pacific Islander	1.3%
White	25.9%
Two or More Races	1.9%
Socioeconomically Disadvantaged	42.5%
English Learners	8%
Students with Disabilities	13.2%
Foster Youth	0%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

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

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

### Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	20	21	25	375
Without Full Credential	0	2	4	18
Teaching Outside Subject Area of Competence (with full credential)	0	3	0	11

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	1	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	86%	14%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	McDougal Littell/Houghton Mifflin: Literature of Language Hampton Brown/National Geographic-Inside ELD Levels A, B, C, and D, Engage NY	yes	0%
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8	yes	0%
Science	Glencoe/McGraw-Hill Science series	yes	0%
History-Social Science	McDougal Littell series	yes	0%
Foreign Language	Vista Higher Learning: Descubre Level 1	yes	0%
Health	n/a	N/A	0%
Visual and Performing Arts	n/a	N/A	0%
Science Laboratory Equipment (grades 9-12)	n/a	N/A	0%

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal

Our facilities were built in 1977. The school facilities include a library, cafeteria, gymnasium, music room, technology center, and 25 classrooms. In our field area of the school, we have a large blacktop area with several basketball courts, a standard size track field, and an open grass area.

The courtyard has been regraded and resurfaced and new shade structures installed.

As part of the Measure G Bond funds, Martin Murphy was the first campus to receive the technology infrastructure upgrade which included campus wide WiFi, new phone system and a new clock/public address system and all students were issued a Chrome book. The entire campus was re-roofed in the summer of 2014.

The interior center area of the campus was converted into the District's first innovation center. All classrooms received new ceiling tiles, paint, all carpet was removed and VCT installed summer 2015. All rooms also received a projector and teachers received tablets to cast with the projectors.

The gym received new interior paint and a new wood flooring was installed beginning summer 2015.

## School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: June 2016

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

## Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

## 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], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	47%	46%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	40%	39%	43%	43%	34%	36%

NOTE: Scores are not shown 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 - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

## ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	236	230	97.46%	45.58%
Male	108	104	96.30%	35.29%
Female	128	126	98.44%	54.03%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00%	68.00%
Filipino	--	--	--	--
Hispanic or Latino	112	109	97.32%	22.64%
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	66	95.65%	66.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	96	96.00%	22.11%
English Learners	18	17	94.44%	
Students with Disabilities	32	31	96.88%	10.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	233	98.31%	45.69%
Male	122	121	99.18%	43.80%
Female	115	112	97.39%	47.75%
Black or African American	12	12	100.00%	75.00%
American Indian or Alaska Native				
Asian	26	26	100.00%	73.08%
Filipino	13	13	100.00%	53.85%
Hispanic or Latino	120	119	99.17%	30.51%
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	52	94.55%	57.69%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08%	26.73%
English Learners	16	16	100.00%	6.25%
Students with Disabilities	34	32	94.12%	15.63%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

## Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	236	230	97.46%	41.05%
Male	108	104	96.30%	35.58%
Female	128	126	98.44%	45.60%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00%	80.00%
Filipino	--	--	--	--
Hispanic or Latino	112	109	97.32%	20.18%
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	66	95.65%	55.38%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	96	96.00%	21.88%
English Learners	18	17	94.44%	
Students with Disabilities	32	31	96.88%	6.45%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	232	97.89%	37.83%
Male	122	120	98.36%	43.22%
Female	115	112	97.39%	32.14%
Black or African American	12	12	100.00%	66.67%
American Indian or Alaska Native				
Asian	26	26	100.00%	73.08%
Filipino	13	13	100.00%	30.77%
Hispanic or Latino	120	119	99.17%	23.08%
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	51	92.73%	47.06%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08%	20.59%
English Learners	16	16	100.00%	6.67%
Students with Disabilities	34	32	94.12%	20.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84%	69%	60%	66%	59%	62%	60%	56%	54%

## CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	237	233	98.31%	60.09%
Male	122	121	99.18%	63.64%
Female	115	112	97.39%	56.25%
Black or African American	12	12	100.00%	75.00%
American Indian or Alaska Native				
Asian	26	26	100.00%	92.31%
Filipino	13	13	100.00%	61.54%
Hispanic or Latino	120	119	99.17%	45.38%
Native Hawaiian or Pacific Islander	–	–	–	–
White	55	52	94.55%	75.00%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	104	102	98.08%	41.18%
English Learners	16	16	100.00%	6.25%
Students with Disabilities	34	32	94.12%	37.50%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

## STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	20.50%	21.40%	32.60%

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. ENGAGEMENT

### STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

### Opportunities for Parental Involvement - (School Year 2016–17)

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

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

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

Parent Education Nights are each semester and cover topics such as Common Core, cyber safety, school technology, drugs and alcohol prevention, and college and high school readiness. There are monthly principal coffee walks to give elementary parents tours and information about Martin Murphy. A 6th and 7th grade orientation night is held annually in January to preview school programs and academies for incoming students. All new students participate in a summer orientation program.



## STATE PRIORITY: SCHOOL CLIMATE

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

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

### Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	16.47	15.24	12.9	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	1.18	1.04	.65	.22	.25	.12	0.10	0.09	0.09

### School Safety Plan – Most Recent Year

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

The comprehensive school safety plan has been designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. It was last revised in November 2015. The plan includes procedures for emergencies, individual staff responsibilities during an incident, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We ensure all staff is properly trained throughout the year. We practice fire drills and individual crisis drills throughout the year. An updated copy is available to the public at the school office.

### School Discipline Practices and Positive Learning Environment

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

## D. OTHER SARC INFORMATION

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

## Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	4	12	4	25	6	11	5	22	10	9	4
Mathematics	27	4	9	5	26	4	12	2	30	0	10	6
Science	30	2	9	6	31	1	6	8	30	2	6	7
Social Science	30	2	4	11	27	3	11	4	21	0	9	5

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	.3	N/A
Resource Specialist (non - teaching)	1.88	N/A
Other	.33	N/A

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

\* 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5008	\$20	\$4988	\$69120
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-19.37%	0.04%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-12.14%	-3.35%

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

### Types of Services Funded (Fiscal Year 2015-16)

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.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

The professional development program is ongoing and clearly reflects the vision and mission of our school. Our Leadership Team members and teachers are committed to the ongoing practices of a Professional Learning Community Model. Our teachers analyze diagnostic, formative and quarterly assessment data to ensure accurate reflections of student academic growth. This information is in turn utilized to infuse learning strategies and best practices to increase levels of student proficiency.

Current trainings include: PLC yearly book study to research best practices. This year, our book is “Creatively Teach The Common Core With Technology” by Caitlin R. Tucker. We participate in Common Core Standard trainings to enhance our current pedagogy and use of effective teaching strategies. Our teachers observe each other during peer-to-peer visits and use these opportunities to improve on their teaching practices, gain support from their peers and share ideas. The site Technology Coaches lead monthly Technology User Groups for teachers. One of the two Technology Coaches leads bi-monthly Technology Classes for teachers. Individual technology trainings for teachers were held over the 2015 summer to prepare for the 1:1 rollout of Chromebooks at the start of the school year. Additional training on the use of online learning tools and literacy supports have been scheduled throughout the school year. Selected teachers are also receiving professional development on Constructing Meaning. This 5 day institute will provide teachers with the lesson building skills and instructional tools needed to effectively support English Language Learners. Teachers can volunteer to pilot Restorative Justice in their classroom and attend paid after school trainings by the school’s Restorative Justice Coordinator. A team of certificated and classified staff attended a 3-day Restorative Justice training over the summer. Martin Murphy’s PBIS Team attends quarterly meetings at the county office of education and meets regularly to reflect on the program, create documents or plan staff training. All teachers were trained on the OLWEUS bullying prevention program over the summer before school started and are given support throughout the school year by Martin Murphy’s OLWEUS coordinator. Martin Murphy’s OLWEUS team of parents and staff meet quarterly to analyze surveys by program effectiveness.