

**Martin Murphy Middle**  
**School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	141 Avenida Espana San Jose, CA , 95139-1164	<b>Principal:</b>	Jennifer Del Bono, Principal
<b>Phone:</b>	(408) 201-6260	<b>Grade Span:</b>	6-8

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

# About This School

## Jennifer Del Bono, Principal

📍 Principal, Martin Murphy Middle

### About Our School

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#### Contact

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Martin Murphy Middle  
141 Avenida Espana  
San Jose, CA 95139-1164

Phone: (408) 201-6260  
Email: [delbonoj@mhusd.org](mailto:delbonoj@mhusd.org)

### Contact Information (School Year 2021—2022)

#### District Contact Information (School Year 2021—2022)

District Name	Morgan Hill Unified (408) 201-6023
Phone Number	Garcia, Carmen
Superintendent	<a href="mailto:garciacarmen@mhusd.org">garciacarmen@mhusd.org</a>
Email Address	<a href="http://www.mhusd.org">www.mhusd.org</a>
Website	<a href="#">www.mhusd.org</a>

#### School Contact Information (School Year 2021—2022)

School Name	Martin Murphy Middle
Street	141 Avenida Espana
City, State, Zip	San Jose, CA , 95139-1164
Phone Number	(408) 201-6260
Principal	Jennifer Del Bono, Principal
Email Address	<a href="mailto:delbonoj@mhusd.org">delbonoj@mhusd.org</a>
Website	<a href="https://martinmurphy.mhusd.org/">https://martinmurphy.mhusd.org/</a>
County-District-School (CDS) Code	43695836100325

Last updated: 1/14/22

## School Description and Mission Statement (School Year 2021—2022)

Murphy Middle School is a California Gold Ribbon School that is located in the northern tip of Morgan Hill Unified School District in the southern area of San Jose. Our school is surrounded by the beautiful majestic mountains of Santa Teresa County Park. We have just over 690 sixth, seventh and eighth grade students engaged in a highly rigorous learning environment that promotes academic excellence. Our mission statement and core values are a product of input of staff, students and families..

### Core Values

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

### Succinct Mission Statement:

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

### Value Statement

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

### School Vision

We EMPOWER Kids! We are responsible adults who create the conditions to address our challenges together because we believe that kids are powerful.

### School Slogan

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

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

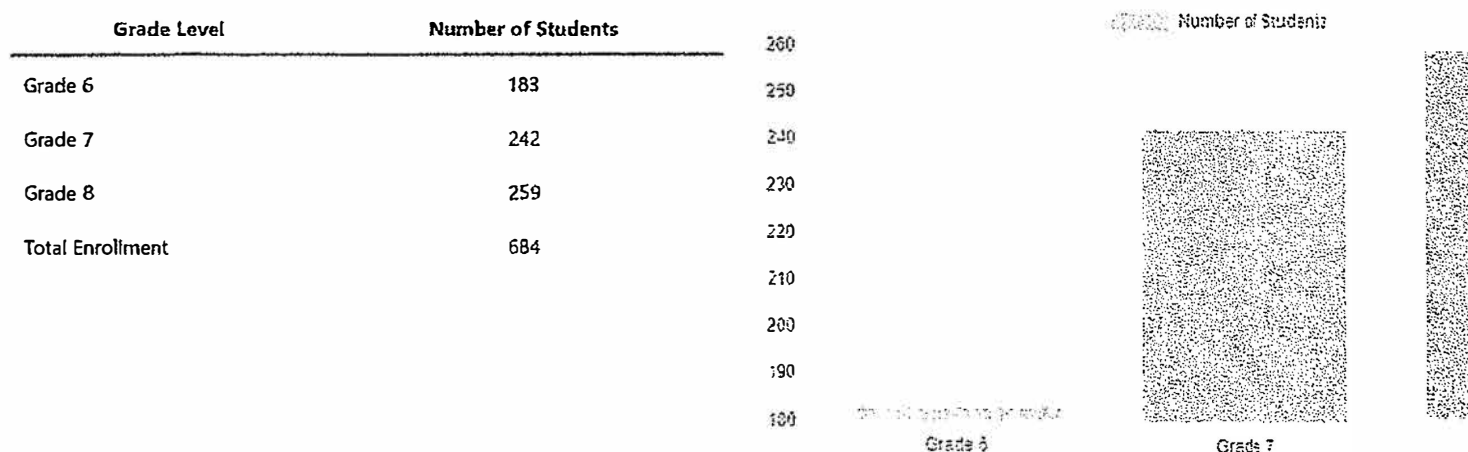
Each of our classrooms is equipped with a projector and all students have access to Chromebooks that help increase student engagement, academic rigor, content mastery, and 21st Century skills. All 7th and 8th grade students are assigned a Chromebook one-to-one, and the 6th grade students have access to Chromebook carts in their classrooms. In addition to using Chromebooks daily in classes, students can extend their learning from home. Additionally, teachers use the innovative learning center (I Center) to do projects, host guest speakers, and have a variety of other engaging learning tasks. Teachers are equipped with tablets to increase their interaction with all students in class. Also, we fund an after school homework center and math tutoring program in the library.

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

Homeroom Announcements allow for students to stay informed of the activities happening including Spirit Weeks, Rallies and Contests. Weekly Parent Updates and Monthly Newsletter keep parents informed and allow for parental involvement. Martin Murphy holds Academic Success Night with Strategies to support Middle School Math, supports in both SEL and Academics, and the Counselor Cafe is offered once a week. To support students in crisis, Murphy holds Mustang Corrals to meet with parents and teachers in order to assess and meet their needs.

Last updated: 1/19/22

## Student Enrollment by Grade Level (School Year 2020—2021)



# Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	2.00%	Socioeconomically Disadvantaged	36.50%
American Indian or Alaska Native	0.40%	English Learners	13.50%
Asian	15.20%	Students with Disabilities	13.50%
Filipino	4.80%	Foster Youth	0.30%
Hispanic or Latino	47.10%	Homeless	8.80%
Native Hawaiian or Pacific Islander	0.70%		
White	21.50%		
Two or More Races	5.40%		

## 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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read 180 Stage A-C System 44 McGraw StudySync grade 6-8	Yes	0%
Mathematics	CPM Core Connections 1-3	Yes	0%
Science	HMH Integrated. Science 6-8	Yes	0%
History-Social Science	TCI Ancient World TCI Medieval World TCI US Through Industrialism	Yes	0%
Foreign Language	Descubre (Spanish)	Yes	0%
Health	Positive Prevention Plus Grade 7 spec. GenEd or SpEd	Yes	0%
Visual and Performing Arts	n/a		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 12/28/21*

### School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. Most finishes have been replaced in the last 8 years and are in good shape. There are a few locations that have finishes nearing the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way.

*Last updated: 1/18/22*

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary
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*Last updated: 1/18/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/10/22*

## Martin Murphy Middle School

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	683	651	95%	5%	84%
Female	320	307	96%	4%	87%
Male	363	344	95%	5%	80%
American Indian or Alaskan Native	2	2	100%	0%	
Asian	97	97	100%	0%	94%
Black or African American	16	15	94%	6%	93%
Filipino	28	28	100%	0%	89%
Hispanic or Latino	320	297	93%	7%	75%
Native Hawaiian or Pacific Islander	7	6	86%	14%	
Not Specified	26	20	77%	23%	70%
Two or More Races	47	46	98%	2%	93%
White	140	140	100%	0%	91%
English Learners	90	80	89%	11%	53%
Foster Youth	4	4	100%	0%	
Homeless	80	73	91%	9%	63%
Military	11	10	91%	9%	70%
Socioeconomically Disadvantaged	236	218	92%	8%	71%
Migrant Education	8	7	88%	13%	
Students with Disabilities	88	82	93%	7%	51%

Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	683	661	97%	3%	83%
Female	320	309	97%	3%	84%
Male	363	352	97%	3%	82%
American Indian or Alaskan Native	2	2	100%	0%	
Asian	97	97	100%	0%	96%
Black or African American	16	15	94%	6%	80%
Filipino	28	28	100%	0%	93%
Hispanic or Latino	320	305	95%	5%	72%
Native Hawaiian or Pacific Islander	7	7	100%	0%	
Not Specified	26	20	77%	23%	75%
Two or More Races	47	47	100%	0%	96%
White	140	140	100%	0%	91%
English Learners	90	82	91%	9%	48%
Foster Youth	4	4	100%	0%	
Homeless	80	76	95%	5%	68%
Military	11	10	91%	9%	60%
Socioeconomically Disadvantaged	236	226	96%	4%	69%
Migrant Education	8	8	100%	0%	
Students with Disabilities	88	87	99%	1%	38%

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.



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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated: 1/10/22*

**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 2020—2021)**

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/10/22*

## 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 2021-2022)

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. In addition, we provide opportunities for parents to participate in school activities.

We encourage our parents to attend School Site Council and English Learner Advisory Committee meetings in order to provide feedback to help inform 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. In addition, we have a Black Student Parent Network (BSPN) which meets once a month.

Communication is further enhanced through regular monthly newsletters, letters home, the Home and School Club Facebook page, the Student/Parent handbook, school website, student report cards, Parent Square automated phone calls and email. Our Community Liaison regularly provides translation in Spanish for written and in person communication. Murphy hosts 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. A 6th grade orientation night is held annually to preview school programs and academics for incoming students.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	6.63%	0.14%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.26%	0.00%	0.16%	0.00%	0.08%	0.00%

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	7.84%	3.64%	2.45%
Expulsions	0.25%	0.11%	0.05%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/10/22

## School Safety Plan (School Year 2021-2022)

The safety of students and staff is a primary concern of Martin Murphy Middle School. Before, during, and after school, responsibility for monitoring the campus is shared by instructional support staff and certificated staff. All visitors must sign in at the office and wear appropriate identification while on campus. We have a closed campus; students are not allowed off campus during the school day. We increased our safety protocols to align with the Santa Clara County Public Health Department's guidelines for school operations including a symptom checklist, temperature check, and increased signage to support social distancing recommendations.

The comprehensive school safety plan has been designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The safety plan was revised in July and has been updated to include the protocols and procedures necessary to keep the campus safe in the COVID 19 pandemic. Additionally it included procedures for emergencies, individual staff responsibilities during an incident, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for parents. We ensure all staff are properly trained throughout the year. We practice fire drills and active shooter drills throughout the year.

### School Discipline Practices and Positive Learning Environment

A positive learning environment is essential for student success. Martin Murphy Middle School works diligently to create the conditions that will allow students to reach their highest potential. Key areas of emphasis that promote a positive learning environment include: progressive discipline, student support programs, and social skill building and academic-driven rewards activities. Our expectations for our students are encompassed in EMPOWER our PBIS tenets. Enthusiasm, mindfulness, perseverance, ownership, work ethic, equity and rigor cover all traditional rules and set up all our students to develop the skills they need to be successful not only at Murphy, but into high school and beyond. Our staff follows the School Wide Behavioral Expectations Teaching Method to support the school rules. In addition, we model a Restorative Justice philosophy that reinforces students' conflict resolution skills. Martin Murphy is a PBIS school where there are multi-tiered support systems.

Students also participate in a variety of academic reward-based events throughout the year. The end-of-year field trip, student events, Career Day, announcements, academic rallies and awards assemblies are incorporated to support the academic efforts of students.

*Last updated: 12/27/21*

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	22.00	11	7	8
Math	28.00	4	6	8
Science	31.00	2	4	11
Social Science	28.00	4	2	12

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	22.00	13	6	9
Math	22.00	4	5	9
Science	24.00	7		14
Social Science	26.00	6	2	12

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	13	11	5
Math	20.00	8	6	8
Science	26.00	4	8	7
Social Science	26.00	4	7	8

*Last updated: 1/10/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	350

*Last updated: 1/1/09*

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.50
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	0.20

*Last updated: 1/1/00*

\* 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 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4881.17	\$93.73	\$4787.43	\$72064.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference – School Site and District	N/A	N/A	-52.90%	-14.00%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference – School Site and State	N/A	N/A	-55.30%	-14.00%

*Last updated: 1/11/22*

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

## Types of Services Funded (Fiscal Year 2020–2021)

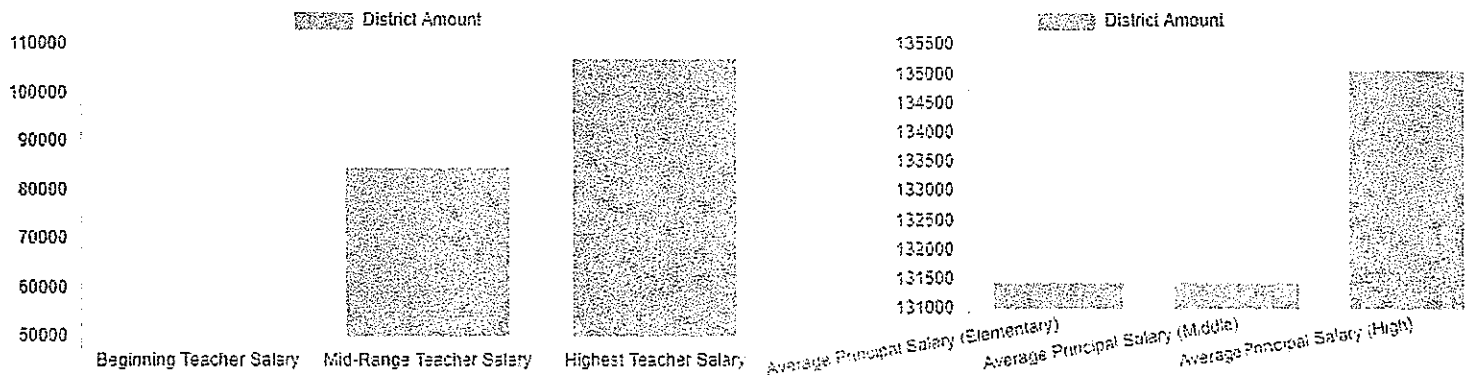
We receive funding for school improvement and curriculum through state and federal programs. The Live Oak Foundation of Morgan Hill offers grants and a local city foundation supports our athletic programs. Home and School Club raises funds through fundraisers, donations, and school events. Parents with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

*Last updated: 12/27/21*

## Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50058.00	\$51029.00
Mid-Range Teacher Salary	\$84684.00	\$78583.00
Highest Teacher Salary	\$107152.00	\$99506.00
Average Principal Salary (Elementary)	\$124783.00	\$124576.00
Average Principal Salary (Middle)	\$131437.00	\$131395.00
Average Principal Salary (High)	\$135073.00	--
Superintendent Salary	\$278901.00	\$240194.00
Percent of Budget for Teacher Salaries	33.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



*Last updated:*

Professional Development

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

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

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

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

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9