SPSA Year ■ 2017–18 ☐ 2018–19 ☐ 2019–20

Single Plan for Student Achievement

(SPSA) Template

LCFF Accountability Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links are also provided within the template.

School Name	Thomas Russell Middle School		
Contact Name and Title	Damon James, Principal	Email and Phone	djames@musd.org 408-635-2864

2017-20 Plan Summary

School's STORY

Briefly describe the students and community and how the school serves them.

Thomas Russell Middle School (TRMS) is an exemplary member of the Milpitas Unified School District and owes its success to the commitment of all stakeholders in creating a safe haven for learning. TRMS is a safe and welcoming environment where all students are valued, challenged, and successful. Nestled in the foothills just north of San Jose, California, our demography represents the city of Milpitas. On May 3, 2017, the population reflected 838 students grade students (393 seventh graders and 445 eighth graders). The ethnic makeup consisted of: 50% Asian, 20% Filipino, 17% Hispanic/Latino, 4% White, 2% African-American, 0.12% American Indian/Alaskan Native, 1% Hawaiian or Pacific Islander, and 4% multiple races. Approximately 31% of students are socioeconomically disadvantaged, 16% are English learners, and 8% are in special education. To educate these students effectively, TRMS created a vision statement to help guide the work that is accomplished each year.

TRMS students will be inspired, nurtured, and well-rounded, critical thinkers who are prepared to be successful contributors to the world. To do this, TRMS has created a mission which is to provide rigorous, integrated, differentiated education with PRIDE. The acronym PRIDE relates to our school's core values. The Russell community encourages students to strive through challenges when it is hard. In doing this, students build the grit needed to overcome academic challenges. To support students through this, students are placed into interdisciplinary teams to ensure that students are provided with smaller learning environments. Through our work as a Peacebuilder School, our students are taught the following: appreciate the value of yourself, others, and the world through words, actions, and attitude. An example of this is evident in the Russell PRIDE Program, which gathers the students and staff into an engaging team-building experience in order to recognize the academic achievement and improvement of students. Our school prides itself in the ample opportunities that students have to collaborate with one another. To help establish authentic trust in collaborative groups, staff enforces the tenant be truthful, fair, and trustworthy in your words and actions. The academic curriculum at TRMS is indeed rigorous, and our students are always encouraged to put forth their best effort in all they do. There are times when learning is revisited due to a lack of understanding. The expectation is that whenever there is learning that students aim for high expectations for their work. Once a year, students present a snapshot of their journey in the form of an electronic portfolio at their student-led conferences. This activity captures the reflective environment that Russell exudes. A part of this reflection and input gathering occurs through cycle of meetings, such as the School Site Council, Staff/Department, Associated Student Body, and parent meetings.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

The purpose of the 2016-17 Single Plan for Student Achievement is to improve academic performance in English-language arts and mathematics as measured by the final district benchmark. In addition, it ensures that Low Income, English learner, and Students with Disabilities will improve at an accelerated rate. TRMS also has created safety nets that support all students through targeted and personalized instruction while supporting students' social and emotional needs. ELA and MA staff meet monthly to reflect on achievement data and ensure that best practices are being delivered to students. Key features of our SPSA include our tiered intervention, which includes ELA and MA adopting the same program for academic acceleration for students operating two or more grade levels below. This is integrated into our Intervention Elective, which supports non EL and non RSP as well as our Intervention Conferences, established to create goals for the student with the support of the team teachers, intervention specialist, administrator, and parent.

School Goal #1: By the final district benchmark, 71% of all students will demonstrate end of the year grade-level performance in ELA common core state standards assessments, and 80% of all students will earn a cumulative average of B- or better in ELA.

i-Ready ELA- Benchmark Data: (End of Year View)
Student Distribution Across Tiers

	Tier 1	Tier 2	Tier 3
Test #1: All (800 Tested)	36% (286)	40% (321)	24% (193)
Test #2: All (817 Tested)	43% (353)	37% (302)	20% (162)
Test #3: All (825 Tested)	51% (417)	33% (269)	17% (139)

SBAC/i-Ready **ELA All**: Russell MS **2016-2017**

All Students Reading

Predicted SBAC Proficiency ELA based on i-Ready Benchmarks

	% Likely to be Proficient	Level 1 Not Met	Level 2 Nearly Met	Level 3 Met	Level 4 Exceeded
August 11, 2016-October 16, 2016	69%	13%	18%	42%	27%
Feb. 6, 2017-May 7, 2017	73%	10%	17%	44%	29%

School Goal #2: By the final district benchmark, 65% of all students will demonstrate end of the year grade-level performance in math common core state standards assessments, and 73% of all students will earn a cumulative average of B- or better in mathematics.

i-Ready MA- Benchmark Data: (End of Year View)
Student Distribution Across Tiers

	Tier 1	Tier 2	Tier 3
Test #1: All (804 Tested)	36% (293)	49% (396)	14% (115)
Test #2: All (819 Tested)	46% (378)	44% (363)	10% (78)
Test #3: All (825 Tested)	52% (428)	40% (329)	8% (68)

SBAC/i-Ready **MA All**: Russell MS **2016-2017**

All Students Math

Predicted SBAC Proficiency MA based on i-Ready Benchmarks

	% Likely to be Proficient	Level 1 Not Met	Level 2 Nearly Met	Level 3 Met	Level 4 Exceeded
Aug. 11, 2016- Oct. 16, 2016	64%	15%	21%	23%	42%
Feb. 6, 2017 - May 7, 2017	69%	12%	19%	23%	47%

School Goal #3:

Part 1: By the final district benchmark, **55%** of all **Low Income (SED)** students will demonstrate end of the year grade-level performance in ELA common core state standards assessments, and **52%** of all students will demonstrate end of the year grade-level performance in MA common core state standards assessments.

40% of **Low Income (SED)** will make 1.5 years growth in ELA, and **25%** will make 1.5 years growth in MA as measured by the district benchmark.

Low Income Data i-Ready ELA

- ★ **52%** met/exceeded grade-level performance in ELA i-Ready
- ★ **36%** of students gained more than 23 points from first to last i-Ready Reading Benchmark as of 4/13/17.
  - i-Ready suggests 13 to 23 points growth in i-Ready Reading.

Low Income Data i-Ready MA

- ★ **54%** met/exceeded grade-level performance in MA i-Ready
- ★ **30%** of students gained more than 21 points from first to last i-Ready MA Benchmark as of 4/13/17.
  - i-Ready suggests 11 to 21 points growth in i-Ready Math.

Part 2: By the final district benchmark, **12%** of all **English Learner (EL)** students will demonstrate end of the year grade-level performance in ELA common core state standards assessments, and **15%** of all students will demonstrate end of the year grade-level performance in MA common core state standards assessments. **40%** of **English Learner (EL)** will make 1.5 years growth in ELA, and **25%** will make 1.5 years growth in MA as measured by the district benchmark.	**English Learner Data i-Ready ELA** ★ **22%** met/exceeded grade-level performance in ELA i-Ready ★ **50%** of students gained more than 23 points from first to last i-Ready ELA Benchmark as of 4/13/17. ○ i-Ready suggests 13 to 23 points growth in i-Ready Reading.	**English Learner Data i-Ready MA** ★ **38%** met/exceeded grade-level performance in MA i-Ready ★ **20%** of students gained more than 21 points from first to last i-Ready MA Benchmark as of 4/13/17. ○ i-Ready suggests 11 to 21 points growth in i-Ready Math.
Part 3: By the final district benchmark, **12%** of all **Students with Disabilities (SwD)** will demonstrate end of the year grade-level performance in ELA common core state standards assessments, and **15%** of all students will demonstrate end of the year grade-level performance in MA common core state standards assessments. **40%** of **Students with Disabilities (SwD)** will make 1.5 years growth in ELA, and **25%** will make 1.5 years growth in MA as measured by the district benchmark.	**Students with Disabilities Data i-Ready ELA** ★ **15%** met/exceeded grade-level performance in ELA i-Ready ★ **38%** of students gained more than 21 points from first to last i-Ready Reading Benchmark as of 4/13/17. ○ i-Ready suggests 13 to 23 points growth in i-Ready Reading.	**Students with Disabilities Data i-Ready MA** ★ **24%** met/exceeded grade-level performance in MA i-Ready ★ **26%** of students gained more than 21 points from first to last i-Ready MA Benchmark as of 4/13/17. ○ i-Ready suggests 11 and 21 points growth in i-Ready Math.
Additional Data 2016-17 **2017-18 Future Goal Needed Based on CA School Dashboard**	**Hispanic/Latino Data i-Ready ELA** ★ 52% met/exceeded grade-level performance in ELA i-Ready ★ 38% of students gained more than 21 points from first to last i-Ready Reading Benchmark as of 4/13/17. ○ i-Ready suggests 13 to 23 points growth in i-Ready Reading.	**Hispanic/Latino Data i-Ready MA** ★ 43% met/exceeded grade-level performance in MA i-Ready ★ 24% of students gained more than 21 points from first to last i-Ready MA Benchmark as of 4/13/17. ○ i-Ready suggests 11 to 21 points growth in i-Ready Math.

Additional Data 2016-17 **2017-18 Future Goal Needed Based on CA School Dashboard**	**<u>African-American/Black Data i-Ready ELA</u>** ★ 64% met/exceeded grade-level performance in ELA i-Ready ★ 40% of students gained more than 21 from first to last i-Ready Reading Benchmark as of 4/13/17. ○ i-Ready suggests 13 to 23 points growth in i-Ready Reading.	**<u>African-American/Black Data i-Ready MA</u>** ★ 52% met/exceeded grade-level performance in MA i-Ready ★ 44% of students gained more than 21 points from first to last i-Ready MA Benchmark as of 4/13/17. ○ i-Ready suggests 11 to 21 points growth in i-Ready Math.

School Goal #4: Create a series of safety nets that support all students through targeted and personalized instruction while supporting students' social and emotional needs.

School Goal #5: All staff will commit to a cycle of inquiry by regularly reflecting on achievement data in established meetings.

<u>Academic</u>

<u>Tier III</u>
- i-Ready lessons in ELA/MA (3x/wk)
  - Add 60 min. of instruction 3-5/wk
- Intervention Class
- MA/ELA 50+

<u>Tier II</u>
- i-Ready lessons in ELA/MA (2x/wk)
  - Add 30 min. of instruction 2-4/wk
- Assigned Homework Center
- Counseling 1.75 GPA Groups
- SRT Support
- Targeted Homerooms

<u>Tier I</u>
- Classroom Supports
- Routines and schedules
- Regular breaks
- Classroom Incentives
- PLP Parent Nights/Parent Shadow

<u>Social and Emotional</u>

<u>Tier III</u>
- CASSY Support
- School Psychologist Support

<u>Tier II</u>
- Student Contracts
- Counseling Groups
- Girl Talk
- Squad Chat
- Targeted Homerooms
- Walk in Your Shoes
- Too Good for Drugs Program
- SRT Support

<u>Tier I</u>
- Classroom Checks by teacher
- Positive Reinforcement/Russell Bucks
- Classroom Incentives
- Parent Wkshp: Drug/Alcohol Prevention
- Anti-bully Week
- Leadership Class Quotes/GMTR

Professional Development Days
- August 9, 2016
- November 1, 2016
- January 27, 2017

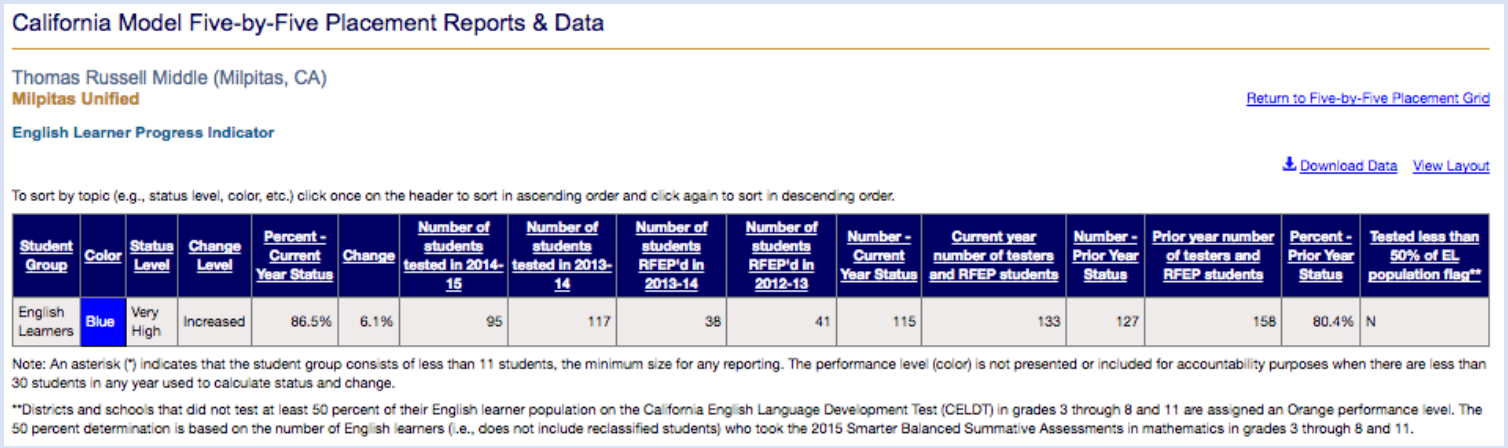
Collaborative Days
- Collaboration Meetings (1x/month)
- Science Collaboration Days (5 a year)
- Math Articulation Days (1 a year)
- Department Meetings (1x/month)
- Planning/Assessment Days (as needed)

REVIEW OF PERFORMANCE

Based on a review of performance on the **state indicators** and **local performance** indicators included in the LCFF Accountability Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most ***proud*** of and how does the school ***plan to maintain*** or ***build upon that success***? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

TRMS dashboard data reflects a positive change in the progress that English Learners have made towards language proficiency from 2013-14 to 2014-15. The 2015-16 data is currently not available. The English Learner Progress Indicator currently combines the number of ELs who make progress from year to year on the California English Language Development Test (CELDT) and the number of ELs who are reclassified in the prior year. Based on the dashboard, TRMS's EL Program is rated very high because they reached a level of 85.6%, and there was a 6.1% increase in growth between the two school years. This growth confirms that having a sheltered English Language Development elective for our English Learners is providing targeted support to our English Learners and furthering the process to reclassification. To continue this success, TRMS will continue to offer 3 ELD elective classes, organized by EL level as well as offer a sheltered English class for beginning and early intermediate English learners.



California Model Five-by-Five Placement Reports & Data

Thomas Russell Middle (Milpitas, CA)
Milpitas Unified

Return to Five-by-Five Placement Grid

English Learner Progress Indicator

Download Data View Layout

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	Percent - Current Year Status	Change	Number of students tested in 2014-15	Number of students tested in 2013-14	Number of students RFEP'd in 2013-14	Number of students RFEP'd in 2012-13	Number - Current Year Status	Current year number of testers and RFEP students	Number - Prior Year Status	Prior year number of testers and RFEP students	Percent - Prior Year Status	Tested less than 50% of EL population flag**
English Learners	Blue	Very High	Increased	86.5%	6.1%	95	117	38	41	115	133	127	158	80.4%	N

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

**Districts and schools that did not test at least 50 percent of their English learner population on the California English Language Development Test (CELDT) in grades 3 through 8 and 11 are assigned an Orange performance level. The 50 percent determination is based on the number of English learners (i.e., does not include reclassified students) who took the 2015 Smarter Balanced Summative Assessments in mathematics in grades 3 through 8 and 11.

California Model Five-by-Five Placement Reports & Data

Thomas Russell Middle (Milpitas, CA)
Milpitas Unified

Return to Search
View the Dashboard Report
View District Five-by-Five Placement
View Detailed Data

English Learner Progress - Student Group Five-by-Five Placement

Select an Indicator: English Learner Progress Indicator **Reporting Year:** 2017 (Spring)

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow (None)	Green (None)	Blue (None)	Blue ▪ English Learners	Blue (None)
High 75.0% to less than 85.0%	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium 67.0% to less than 75.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 60.0% to less than 67.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 60.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
1	0	0	0	0	1

Note: The English learner (EL) student group is the only group displayed in the English Learner Progress Indicator (ELPI). The ELPI does not disaggregate the EL student group by race, ethnicity, or program participation (e.g., Asian, Hispanic, Socioeconomically Disadvantaged, etc.).

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

TRMS also had solid growth in the Academic Indicator. The Academic Indicator measures student progress on statewide assessments using the scale score for all students in grades three through eight with valid scores. In the area of English-Language Arts/Literacy Assessment and Mathematics that school placement was high for both areas. The State Board of Education approved the "Distance from Level 3 (DF3)" methodology which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. All the "distances" are then used to calculate the

average distance for each LEA, school, or student group. Once all students' scores are compared to Level 3, the distance results are averaged to produce a school-level average scale score and an average scale score for each student group. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score exceeds Level 3. To continue this growth, it will be important to use scale scores, rather than a percentage of students performing at or above Standard Met. This will provide a more precise measure on how far students are from Level 3 on the Smarter Balanced scale.

Academic Indicator Status Formula:
Sum of All Students' Distance from Level 3 on the Smarter Balanced Summative Assessments divided by Total Number of Test Takers minus ELs Enrolled in a U.S. School for Less than One Year minus Students Not Continuously Enrolled.

California Model Five-by-Five Placement Reports & Data

Thomas Russell Middle (Milpitas, CA)
Milpitas Unified

Return to Search
View the Dashboard Report
View District Five-by-Five Placement
View Detailed Data

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: English Language Arts (Grades 3-8) Indicator **Reporting Year:** 2017 (Spring)

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue • All Students (School Placement) • Asian • Filipino • White
High 10 points above to less than 45 points above	Orange (None)	Yellow (None)	Green (None)	Green • Socioeconomically Disadvantaged	Blue • English Learners
Medium 5 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green • Hispanic or Latino
Low More than 5 points below to 70 points below	Red (None)	Orange (None)	Yellow (None)	Yellow • Students with Disabilities	Yellow (None)
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
7	0	0	1	2	4

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

California Model Five-by-Five Placement Reports & Data

Thomas Russell Middle (Milpitas, CA)
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Return to Five-by-Five Placement Grid

English Language Arts (Grades 3-8) Indicator

Download Data View Layout

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from level 3
All Students	Blue	Very High	Increased Significantly	64.8	26.8	832	787	38
English Learners	Blue	High	Increased Significantly	26.6	34.4	263	209	-7.8
Socioeconomically Disadvantaged	Green	High	Increased	20.7	13.7	289	287	7
Students with Disabilities	Yellow	Low	Increased	-68.9	9.4	71	69	-78.3
Asian	Blue	Very High	Increased Significantly	92.5	25	416	381	67.5
Black or African American	None	Low	Declined	-12.4	-5.9	16	21	-6.5
Filipino	Blue	Very High	Increased Significantly	51.1	29.4	183	172	21.7
Hispanic or Latino	Green	Medium	Increased Significantly	9.3	25.3	132	120	-16
Native Hawaiian or Pacific Islander	None	*	*	*	*	3	5	*
Two or More Races	None	Very High	Increased Significantly	54.1	33.8	28	35	20.3
White	Blue	Very High	Increased Significantly	66.5	28.7	54	53	37.8
EL - EL Only	None	Low	Increased Significantly	-45.6	37.3	97	64	-83
EL - Reclassified Only	None	Very High	Increased Significantly	68.8	43.4	166	145	25.4

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

California Model Five-by-Five Placement Reports & Data

Thomas Russell Middle (Milpitas, CA)
Milpitas Unified

Return to Search
View the Dashboard Report
View District Five-by-Five Placement
View Detailed Data

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: Mathematics (Grades 3-8) Indicator **Reporting Year:** 2017 (Spring)

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue • White	Blue • All Students (School Placement) • Asian
High 5 points below to less than 35 points above	Orange (None)	Yellow (None)	Green (None)	Green • Socioeconomically Disadvantaged	Blue • English Learners • Filipino
Medium More than 5 points below to 25 points below	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low More than 25 points below to 95 points below	Red (None)	Orange (None)	Yellow (None)	Yellow • Students with Disabilities	Yellow • Hispanic or Latino
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
7	0	0	2	1	4

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

California Model Five-by-Five Placement Reports & Data

Thomas Russell Middle (Milpitas, CA)
Milpitas Unified

Return to Five-by-Five Placement Grid

Mathematics (Grades 3-8) Indicator

Download Data View Layout

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from level 3
All Students	Blue	Very High	Increased Significantly	57.4	22.3	833	788	35.1
English Learners	Blue	High	Increased Significantly	19.5	23.1	263	241	-3.6
Socioeconomically Disadvantaged	Green	High	Increased	3.5	11.5	289	287	-7.9
Students with Disabilities	Yellow	Low	Increased	-92.7	11.3	71	69	-103.9
Asian	Blue	Very High	Increased Significantly	103.7	22.8	416	381	80.9
Black or African American	None	Low	Increased Significantly	-49.9	15.3	17	21	-65.2
Filipino	Blue	High	Increased Significantly	28.9	21.5	183	173	7.4
Hispanic or Latino	Yellow	Low	Increased Significantly	-26.5	20.5	132	120	-47
Native Hawaiian or Pacific Islander	None	*	*	*	*	3	5	*
Two or More Races	None	High	Increased Significantly	26.2	17	28	35	9.2
White	Blue	Very High	Increased	56.8	11.4	54	53	45.4
EL - EL Only	None	Low	Increased Significantly	-54.4	52.3	97	64	-106.7
EL - Reclassified Only	None	Very High	Increased Significantly	62.7	29	166	177	33.7

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the "Red" or "Orange" or "Yellow" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined **need significant improvement** based on review of local performance indicators or **other local indicators**. What ***steps*** is the school planning to take ***to address*** these ***areas with the greatest need*** for improvement?

GREATEST NEEDS

What are the indicators that are orange or red? What practices will help with this?

TRMS has several needs.

1. Suspension Rate: English Learners and Hispanic/Latino students were detailed orange, which is considered low due to an increase in suspensions from 2013-14 to 2014-15. TRMS will strengthen its PRIDE program as well as look to more support for students through school-based counseling and positive incentive programs.
2. Mathematics (3-8): Hispanic/Latino students were detailed yellow, which is considered medium for growth from 2014-15 to 2015-16 on the Academic Indicator for mathematics. Staff will look at more engaging strategies to support these students with learning math skills, strategies and concepts.

Thomas Russell Middle - Santa Clara County

Enrollment: 868 **Socioeconomically Disadvantaged:** 30% **English Learners:** 14% **Foster Youth:** N/A **Grade Span:** 7-8 **Reporting Year:** Spring 2017

Charter School: No

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

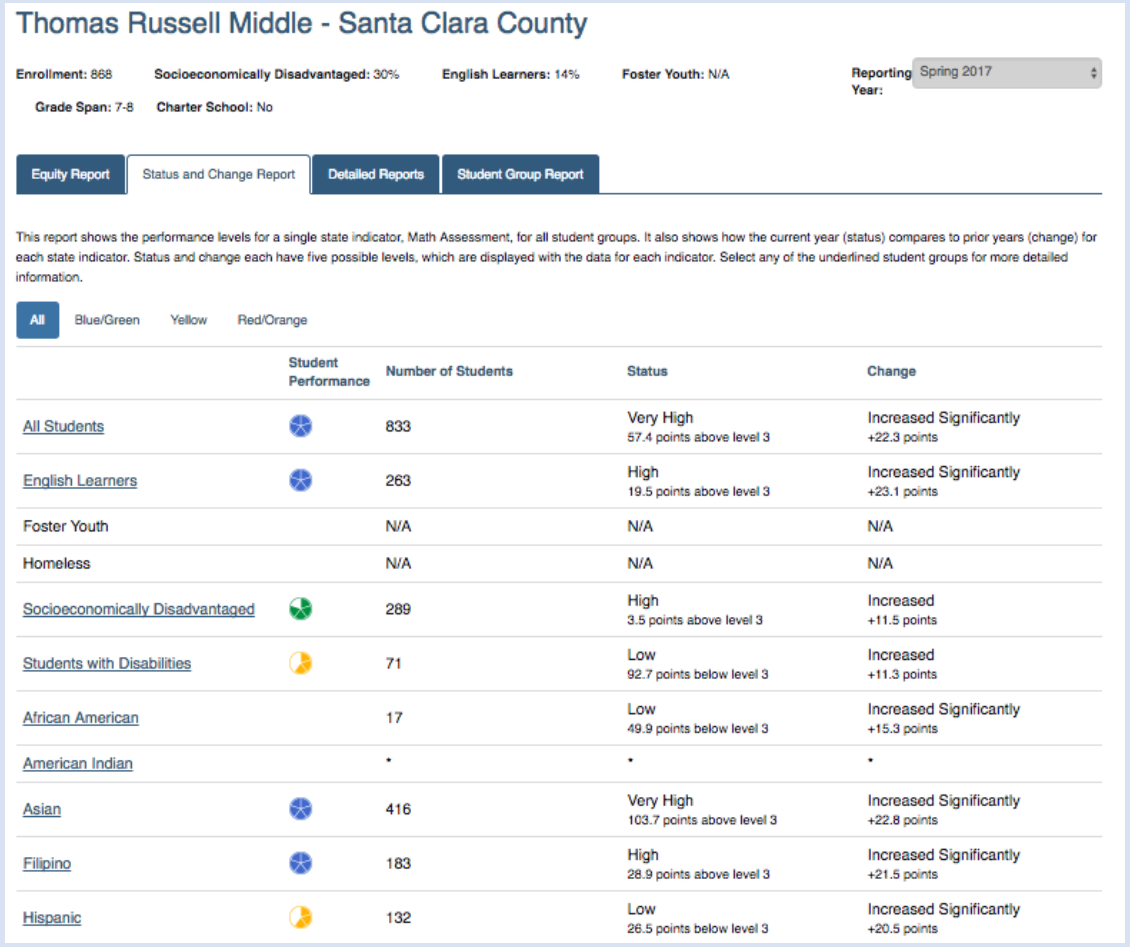
State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			N/A	N/A			*		*			*	*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			N/A	N/A			*		*			*	*	
Mathematics (3-8)			N/A	N/A			*		*			*	*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

Referring to the LCFF Accountability Dashboard, identify any state indicator for which performance for any student group was ***two or more*** performance levels ***below*** the ***"all student"*** performance. What **steps** is the school planning to take ***to address these performance gaps***?

PERFORMANCE GAPS

Mathematics (3-8): Students with Disabilities and Hispanic/Latino students were placed at the low level. Students with Disabilities were 92.7 points below the medium level and Hispanic/Latino students were 26.5 points below the medium level. The school will continue to offer a comprehensive math program, but more professional collaboration will occur between the general education math teachers and the special education teachers to achieve greater success with strategies.



Thomas Russell Middle - Santa Clara County

Enrollment: 868 **Socioeconomically Disadvantaged:** 30% **English Learners:** 14% **Foster Youth:** N/A **Reporting Year:** Spring 2017

Grade Span: 7-8 **Charter School:** No

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

All | Blue/Green | Yellow | Red/Orange

	Student Performance	Number of Students	Status	Change
All Students		833	Very High 57.4 points above level 3	Increased Significantly +22.3 points
English Learners		263	High 19.5 points above level 3	Increased Significantly +23.1 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		289	High 3.5 points above level 3	Increased +11.5 points
Students with Disabilities		71	Low 92.7 points below level 3	Increased +11.3 points
African American		17	Low 49.9 points below level 3	Increased Significantly +15.3 points
American Indian		*	*	*
Asian		416	Very High 103.7 points above level 3	Increased Significantly +22.8 points
Filipino		183	High 28.9 points above level 3	Increased Significantly +21.5 points
Hispanic		132	Low 26.5 points below level 3	Increased Significantly +20.5 points

English-Language Arts (3-8): Students with Disabilities were 68.9 points below the level and received a yellow (low) rank. More attention will need to be given to scaffolding for Students with Disabilities so that they can understand and expand upon their literacy.

Thomas Russell Middle - Santa Clara County

Enrollment: 868 **Socioeconomically Disadvantaged:** 30% **English Learners:** 14% **Foster Youth:** N/A **Reporting Year:** Spring 2017

Grade Span: 7-8 **Charter School:** No

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

All | Blue/Green | Yellow | Red/Orange

	Student Performance	Number of Students	Status	Change
All Students		832	Very High 64.8 points above level 3	Increased Significantly +26.8 points
English Learners		263	High 26.6 points above level 3	Increased Significantly +34.4 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		289	High 20.7 points above level 3	Increased +13.7 points
Students with Disabilities		71	Low 68.9 points below level 3	Increased +9.4 points

BUDGET OVERVIEW

DESCRIPTION	AMOUNT
Total Budget Expenditures for SPSA Year **2016-17**	$8,468
Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2016-17**	$197,609

Briefly describe any differences between budgeted and expended resources.

We still have funds to exhaust for personnel, materials, supplies, and open purchase orders.

DESCRIPTION	AMOUNT
Total Supplemental and Concentration Funds for SPSA year	$123,882
Percentage of SPSA Budget that is Supplemental or Concentration Funds	62%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

Services for disadvantaged students include offering an Intervention class to support students two or more grade levels below in English or math. This class has additional personnel to support students with understanding content. All students have access to the homework center, which has increased the number of hours of daily operation to 3 hours to support students. Chromebooks were purchased for the ELD classroom and other core class classrooms to ensure that students had access to key learning tools and resources, such as i-Ready, iLit, No Red Ink, Newsela, Personalized Learning, Khan Academy, etc.

2017-18 Russell Budget Summary				
DESCRIPTION	Block Grant		Supplemental	TOTAL
Allocation:	57,495.00		126,540.00	184,035.00
----------	---------		----------	--------
1110: Regular Classroom Teacher	9,207.0			9,207.0
1151: Substitute - Non Illness			3,780.00	3,780.00
1191: Other Teachers - Extended Duty			55,964.00	55,4964.00
Sub-Total	9,207.00		59,744.00	68,5951.00
Object 2XXX: Classified Salary				
2110: Classified Clerical Salary			25,551.00	25,551.00
2182: Instructional Assistant -Extra Help			7,490.00	7,490.00
Sub-Total	-	-	33,041.00	- 33,041.00
Object 3XXX: Benefits				
CE Statutory Benefit	1,665.00		9,963.00	11,628.00
CL Statutory Benefit			8,792.00	8,792.00
Sub-Total	1,665.00	-	20,677.00	- 22,342.00
Object 4XXX: Supplies				
4303: Stores - Materials $ Supplies			1,703.00	1,703.00
4306: Materials/Supplies - Outside Food	1000.00		375	1,375.00
4310: Classroom/Office Supplies	4,000.00		11,000.00	15,000.00
4320:Subscriptions				-
4400: Non-Capitalized Equipment	15,000.00			15,000.00
Sub-Total	20,000.00	-	13,078.00	- 33,078.00
Object 5XXX: Operational				
5203: Conference/Train/Wkshp/Mtg	5,500.00		2,000.00	7,500.00
5299: Mileage Reimbursement	523.00		160.00	683.00
5758: Interfund Food Service				-
5807: Bus/Field Trip/(Outside Vendor)				-
5809: Other Professional Services	20,060.00			20,600.00
Sub-Total	26,623.00	-	2,160.00	- 28,783.00
Total Expenses	57,495.00	-	126,540.00	- 184,035.00
BALANCE	$0.00		$0.00	$0.00

Stakeholder Engagement

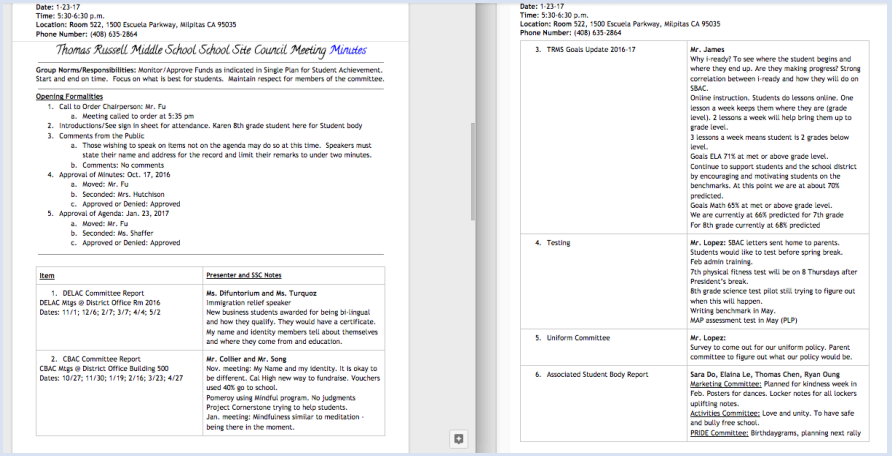
SPSA Year ■ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

The SPSA 2016-17 is reviewed by the School Site Council at the start of each year and juxtaposed with the achievement data from the previous year. At that time, School Site Council Members are able to interpret data and ask questions of school personnel. Following that is a series of meetings in order to assist stakeholders with understanding results, reflecting, and providing input.

10/16/16: SSC (ELAC representative present.) reviewed 2015-16 Single Plan for Student Achievement with dat



Date: 1-23-17
Time: 5:30-6:30 p.m.
Location: Room 522, 1500 Escuela Parkway, Milpitas CA 95035
Phone Number: (408) 635-2864

Thomas Russell Middle School School Site Council Meeting Minutes

Group Norms/Responsibilities: Monitor/Approve Funds as indicated in Single Plan for Student Achievement. Start and end on time. Focus on what is best for students. Maintain respect for members of the committee.

Opening Formalities

1. Call to Order Chairperson: Mr. Fu
   a. Meeting called to order at 5:35 pm
2. Introductions/See sign in sheet for attendance. Karen 8th grade student here for Student body
3. Comments from the Public
   a. Those wishing to speak on items not on the agenda may do so at this time. Speakers must state their name and address for the record and limit their remarks to under two minutes.
   b. Comments: No comments
4. Approval of Minutes: Oct. 17, 2016
   a. Moved: Mr. Fu
   b. Seconded: Mrs. Hutchison
   c. Approved or Denied: Approved
5. Approval of Agenda: Jan. 23, 2017
   a. Moved: Mr. Fu
   b. Seconded: Ms. Shaffer
   c. Approved or Denied: Approved

Item	Presenter and SSC Notes
1. DELAC Committee Report DELAC Mtgs @ District Office Rm 2016 Dates: 11/1; 12/6; 2/7; 3/7; 4/4; 5/2	**Ms. Difuntorium and Ms. Turquoz** Immigration relief speaker New business students awarded for being bi-lingual and how they qualify. They would have a certificate. My name and identity members tell about themselves and where they come from and education.
2. CBAC Committee Report CBAC Mtgs @ District Office Building 500 Dates: 10/27; 11/30; 1/19; 2/16; 3/23; 4/27	**Mr. Collier and Mr. Song** Nov. meeting: My Name and my Identity. It is okay to be different. Cal High new way to fundraise. Vouchers used 40% go to school. Pomeroy using Mindful program. No judgments Project Cornerstone trying to help students. Jan. meeting: Mindfulness similar to meditation - being there in the moment.

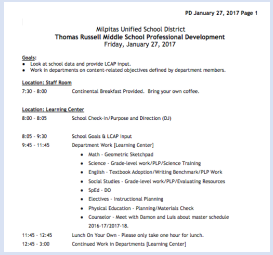
Date: 1-23-17
Time: 5:30-6:30 p.m.
Location: Room 522, 1500 Escuela Parkway, Milpitas CA 95035
Phone Number: (408) 635-2864

3. TRMS Goals Update 2016-17	**Mr. James** Why i-ready? To see where the student begins and where they end up. Are they making progress? Strong correlation between i-ready and how they will do on SBAC. Online Instruction. Students do lessons online. One lesson a week keeps them where they are (grade level). 2 lessons a week will help bring them up to grade level. 3 lessons a week means student is 2 grades below level. Goals ELA 71% at met or above grade level. Continue to support students and the school district by encouraging and motivating students on the benchmarks. At this point we are at about 70% predicted. Goals Math 65% at met or above grade level. We are currently at 66% predicted for 7th grade For 8th grade currently at 68% predicted
4. Testing	**Mr. Lopez:** SBAC letters sent home to parents. Students would like to test before spring break. Feb admin training. 7th physical fitness test will be on 8 Thursdays after President's break. 8th grade science test pilot still trying to figure out when this will happen. Writing benchmark in May. MAP assessment test in May (PLP)
5. Uniform Committee	**Mr. Lopez:** Survey to come out for our uniform policy. Parent committee to figure out what our policy would be.
6. Associated Student Body Report	**Sara Do, Elaina Le, Thomas Chen, Ryan Oung** Marketing Committee: Planned for kindness week in Feb. Posters for dances. Locker notes for all lockers uplifting notes. Activities Committee: Love and unity. To have safe and bully free school. PRIDE Committee: Birthdaygrams, planning next rally

11/21/16: SSC (ELAC representative present.) reviewed 2015-16 Single Plan for Student Achievement with data. Also, SSC looked at current year's achievement data on MUSD i-Ready benchmark in ELA and MA.

1/23/17: SSC (ELAC representative present.) discussed 2016-17 Single Plan for Student Achievement data. Also looked at two sets of MUSD i-Ready benchmark data for ELA and MA.

1/27/17: TRMS certificated/classified staff discussed next steps for articulating ideas for 2016-17 Single Plan for Student Achievement. Created a list of what to eliminate, improve and maintain.



PD January 27, 2017 Page 1

Milpitas Unified School District
Thomas Russell Middle School Professional Development
Friday, January 27, 2017

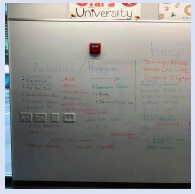
Goals:
- Look at school data and provide LCAP input.
- Work in departments on content related objectives defined by department members.

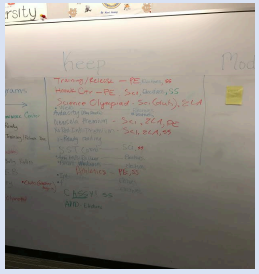
Location: Staff Room
7:30 - 8:00 Continental Breakfast Provided. Bring your own coffee.

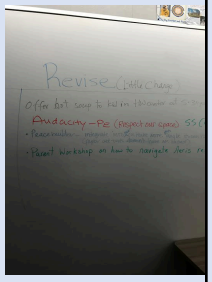
Location: Learning Center
8:00 - 8:05 School Check-In/Purpose and Direction (DJ)

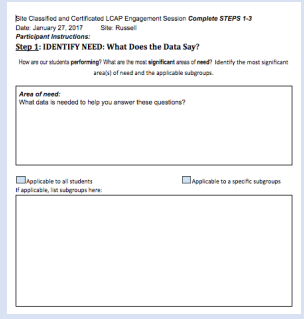
8:05 - 9:30 School Goals & LCAP Input
9:45 - 11:45 Department Work [Learning Center]:
- Math - Geometric Sketchpad
- Science - Grade-level work/PLP/Science Training
- English - Toolbook Adoption/Writing Benchmark/PLP Work
- Social Studies - Grade-level work/PLP/Evaluating Resources
- SpEd - DO
- Electives - Instructional Planning
- Physical Education - Planning/Materials Check
- Counselor - Meet with Damon and Luis about master schedule 2016-17/2017-18.

11:45 - 12:45 Lunch On Your Own - Please only take one hour for lunch.
12:45 - 3:00 Continued Work In Departments [Learning Center]









Site Classified and Certificated LCAP Engagement Session **Complete STEPS 1-3**
Date: January 27, 2017 Site: Russell
Participant Instructions:
Step 1: IDENTIFY NEED: What Does the Data Say?
How are our students **performing**? What are the most **significant** areas of need? Identify the most significant area(s) of need and the applicable subgroups.

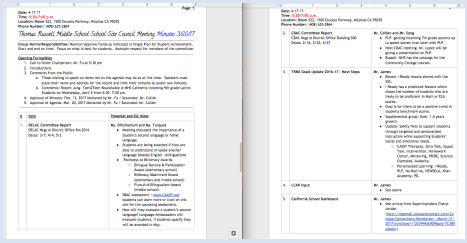
Area of need:
What data is needed to help you answer these questions?

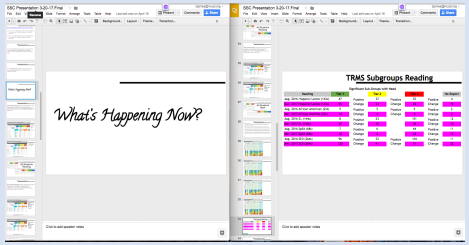
☐ Applicable to all students ☐ Applicable to a specific subgroups
If applicable, list subgroups here:

2/13/17: SSC (ELAC representative present.) reviewed changes in Single Plan for Student Achievement as well as began conversation about Statechanges to reporting to communities.

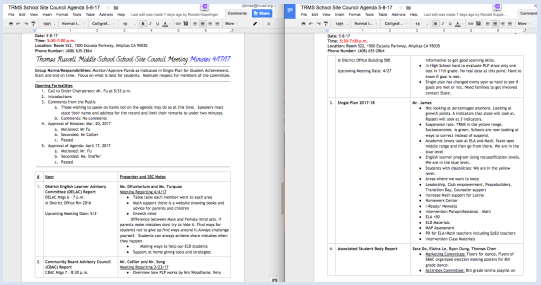
3/1/17: TRMS certificated/classified staff discussed and evaluated current program in order to provide input into 2016-17 Single Plan for Student Achievement.

3/20/17: SSC (ELAC representative present.) reviewed California School Dashboard in order to prepare for future conversations about the results.

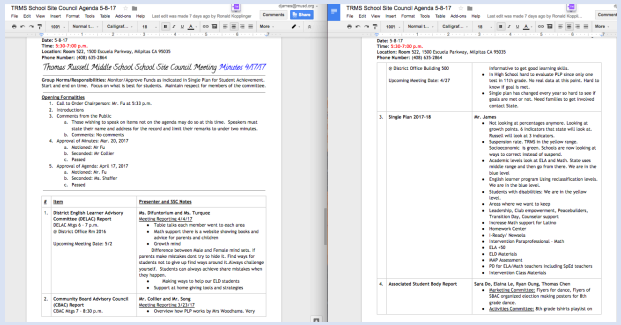


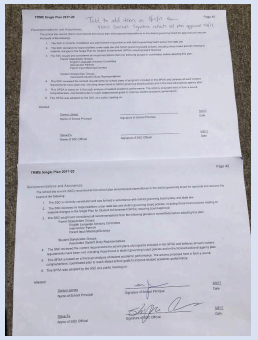


4/17/17: SSC (ELAC representative present.) reviewed TRMS results on California School Dashboard and provided some input.



5/8/17: SSC reviewed and voted to approve the plan.





IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

The results of these as well as input from stakeholders has been reviewed and has supported key decisions in the plan.

Goals, Actions, & Services

	■ New	☐ Modified	☐ Unchanged
Goal 1	All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap. Russell: By 2020, the school will increase proficiency rates by 10% in ELA and Math CCSS as measured by: • iReady Reading and Math comparing D3 data from 2016-17 to 2017-18 • CAASPP ELA and MA data comparing 2016 to 2017		

State and/or Local Priorities Addressed by this goal:	STATE ***1 2 4*** LOCAL _____
Identified Need	English Language Arts (3-8): To address the need of continued improvement for all students in English Language Arts, TRMS will continue to ensure that overall all students continue to grow and achieve the high level. Mathematics (3-8): To address the need of continued improvement for all students in mathematics, TRMS will continue to ensure that overall all students continue to grow and achieve the high level.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Math	72% All 68% 7th Grade - 76% 8th Grade	75% All 71% 7th Grade - 79% 8th Grade		
CAASPP ELA	78% All 79% 7th Grade - 76% 8th Grade	81% All 82% 7th Grade - 79% 8th Grade		
Interim Benchmarks D3 i-Ready Reading Results	51% Tier I - On/Above Level 73% Likely to be Proficient	54% Tier I - On/Above Level 76% Likely to be Proficient		
Interim Benchmarks D3 i-Ready Math Results	52% Tier I - On/Above Level 69% Likely to be Proficient	55% Tier I - On/Above Level 72% Likely to be Proficient		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Increase in CAASP Reading 2016 to 2017 ● Overall 78% Met/Exceeded Standards ● 7th Grade 79% Met/Exceeded Standards ● 8th Grade 79% Met/Exceeded Standards	
Increase in CAASP MA 2016 to 2017 ● Overall 72% Met/Exceeded Standards ● 7th Grade 68% Met/Exceeded Standards ● 8th Grade 76% Met/Exceeded Standards	
Increase in D3 iReady Reading 2016 to 2017 ● 51% Tier I - On/Above Level ● 73% Likely to be Proficient	
Increase in D3 iReady Math 2016 to 2017 ● 52% Tier I - On/Above Level ● 69% Likely to be Proficient	

Goal 1 Action 1

Multi-Tiered System of Supports Description: All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.	
Students to be Served	☐ All District ☐ All School ■ Students with Disabilities ☐ [Specific Student Group(s)]_____ ■ English Learners ■ Foster Youth ■ Low Income ☐ Specific Grade spans:_____

	PLANNED- D0	ACTUAL
Actions/Services	Provide homework center to targeted students first and then open to additional students if room is available to support students in academic studies.	
Expenditures	BUDGETED: $63,913	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ■ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Open the Learning Center 3 hr./day for 175 days for targeted students to work on their studies, collaborate on assignments, and receive extra support from school personnel/high school tutors. 1 teacher works 3 hr./day, 1 teacher works 2 hr./day, and 1 paraprofessional works 2 hr./day for 175 days total. Additional supplies materials need to be available to students, not limited to pens, pencils, paper, etc.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$62,210 (Staff) $1,703 (Materials)	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	709100	Budget Reference		Budget Reference	

Goal 1 Action 2

Multi-Tiered System of Supports Description: All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.	
Students to be Served	☐ All District ■ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
	☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Provide release time and professional development for staff to articulate needs, plan instruction, adjust instruction based on assessments, and attend workshops.	
Expenditures	BUDGETED: $10,069	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ■ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide 18 days of release time to ELA/MA teachers to support collaboration and assessment planning needs throughout the year in addition to the 3 Professional Development Days provided by the school district. Special education teachers will participate in site level professional development around CCSS.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$4,046 / $6,023 = $10,069	Amount		Amount	
Source	709100 / 010703	Source		Source	
Budget Reference	Supplemental / Site Block Grant	Budget Reference		Budget Reference	

Goal 1 Action 3

Multi-Tiered System of Supports Description: All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.	
Students to be Served	☐ All District ☐ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ ■ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Provide English Language Development Program to include 3 classes of English Language Development targeted at the levels of the proficiency and offer a sheltered English class to beginning and early intermediate English learners.	
Expenditures	BUDGETED: $7,000	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ■ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Russell will provide an English Language Development Program to include 3 classes of English Language Development targeted at the levels of the proficiency and offer a sheltered English class to beginning and early intermediate English learners. Program will use ELD materials including but not limited to iLit and iReady.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$7,000	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	709100	Budget Reference		Budget Reference	

Goal 1 Action 4

Multi-Tiered System of Supports Description: All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.	
Students to be Served	☐ All District ☐ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
	☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Provide assessment benchmarks to support instructional planning for teachers.	
Expenditures	BUDGETED: $19,600	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ■ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Russell will use Curriculum Associates i-Ready and Northwest Evaluation Association of Academic Progress (MAP) to assess students universally and as benchmarks to support instructional planning and provide academic supports. Also, provide budget to replace some obsolete chromebooks.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$14,600 (Licenses) $5,000 (CBs)	Amount		Amount	
Source	School Block Grant	Source		Source	
Budget Reference	010703	Budget Reference		Budget Reference	

Goals, Actions, & Services

	■ New	☐ Modified	☐ Unchanged
Goal 2	All MUSD students are fully invested to thrive academically, socially and emotionally in a safe nurturing and culturally responsive school environment. Russell: The school staff will increase developmental assets and use MUSD survey to measure results (3x/year).		

State and/or Local Priorities Addressed by this goal:	STATE ***3 5 6*** LOCAL _____
Identified Need	To engage more students in the school climate and decrease the amount of suspensions, TRMS will increase Developmental Assets in the areas of caring school climate, community values youth, creative activities, school engagement, personal power, and planning and decision-making.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Project Cornerstone Survey 2016-17	• 47% Caring School Climate • 23% Community Values Youth • 23% Creative Activities • 39% School Engagement • 31% Personal Power	Survey is given every 5 years throughout the County, but we would like to create a mini-survey to show an increase in students' feelings about these topics.		
CA Dashboard Suspension Rate compares changes from 2013-14 to 2014-15	Green/High • Socioeconomically Disadvantaged • Filipino Yellow/Medium Rating • All Students • Students w/Disabilities • Asian Orange/Low Rating • English Learners • Hispanic/Latino	Green/High • Socioeconomically Disadvantaged • Filipino • All Students • Students w/Disabilities • Asian Yellow/Medium Rating • English Learners • Hispanic/Latino		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
TRMS plans to create another survey to capture the perceptions of the students to monitor if there is a change. Additionally, funding is secured to support engaging activities that connect students to school socially and emotionally.	

Goal **2** Action **1**

Multi-Tiered System of Supports Description: MUSD staff will successfully address the social emotional needs of our students through intervention, service, and support.	
Students to be Served	☐ All District ■ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ ☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Create a culture where students feel a part of the decision-making on campus.	
Expenditures	BUDGETED: $10,872	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
■ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Establish a leadership class that captures the ideas of students and helps to implement them in the school. Have students meet regularly with student representatives and provide input and planning		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$10,872	Amount		Amount	
Source	School Block Grant	Source		Source	
Budget Reference	010703	Budget Reference		Budget Reference	

Goal **2** Action **2**

Multi-Tiered System of Supports Description: MUSD staff will successfully address the social emotional needs of our students through intervention, service, and support.	
Students to be Served	☐ All District ■ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
	☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Establish a support club to motivate and encourage science exploration.	
Expenditures	BUDGETED: $2,500	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ■ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Work with MHS and TRMS science teacher and parents to establish a support club to motivate and encourage science exploration. These students would meet regularly and create a Science Olympiad project competing at local competitions.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$2,000	Amount		Amount	
Source	School Block Grant	Source		Source	
Budget Reference	010703	Budget Reference		Budget Reference	

Goal **2** Action **3**

Multi-Tiered System of Supports Description: MUSD staff will successfully address the social emotional needs of our students through intervention, service, and support.	
Students to be Served	☐ All District ■ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
	☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Fund a Peacebuilders Program to include but not limited to assemblies, field trips, etc. to stimulate thoughtful discussion and action on student empowerment.	
Expenditures	BUDGETED: $1,500	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ■ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Fund a Peacebuilders Program to include but not limited to assemblies, field trips, etc. to stimulate thoughtful discussion and action on student empowerment. Work directly with Leadership teacher and PRIDE Coordinator to ensure school activities are line with Peacebuilders Program.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$1,500	Amount		Amount	
Source	School Block Grant	Source		Source	
Budget Reference	010703	Budget Reference		Budget Reference	

Goal **2** Action **4**

Multi-Tiered System of Supports Description: MUSD staff will successfully address the social emotional needs of our students through intervention, service, and support.	
Students to be Served	☐ All District ■ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
	☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Create a series of support structures to allow for prevention and support with appropriate decision-making.	
Expenditures	BUDGETED: $1,000	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ■ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Partner with local agencies to teach students how to enhance personal power. • Kaiser: Nightmare on Puberty St. Assembly • Santa Clara County Behavioral Health Department: Too Good for Drugs Program (Intervention), Walk in Your Shoes (Leadership), Club Live (All), Substance Abuse Presentations (7th Gr PE).		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$1,000	Amount		Amount	
Source	School Block Grant	Source		Source	
Budget Reference	010703	Budget Reference		Budget Reference	

Goal **2** Action **5**

Multi-Tiered System of Supports Description: MUSD staff will successfully address the social emotional needs of our students through intervention, service, and support.	
Students to be Served	☐ All District ■ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
	☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Create a series of support structures to allow for prevention and support with appropriate decision-making.	
Expenditures	BUDGETED: $5,000	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
■ New ☐Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
• Support TRMS Athletic Program to support student engagement in school. Provide budget to support the cost of sporting materials.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$5,000	Amount		Amount	
Source	School Block Grant	Source		Source	
Budget Reference	010703	Budget Reference		Budget Reference	

Goal **2** Action **6**

Multi-Tiered System of Supports Description: MUSD staff will successfully address the social emotional needs of our students through intervention, service, and support.	
Students to be Served	☐ All District ■ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
	☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Partner with The Audacity to offer a drama program.	
Expenditures	BUDGETED: $11,000	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Partner with The Audacity to offer a drama program to include two plays and a talent show.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$11,000	Amount		Amount	
Source	School Block Grant	Source		Source	
Budget Reference	010703	Budget Reference		Budget Reference	

Goals, Actions, & Services

	■ New	☐ Modified	☐ Unchanged
Goal 3	MUSD historically underserved students (Economically Disadvantaged, English Learners, Foster Youth, Special Education, and African American) will make accelerated growth to close the achievement gap. Russell: Supplemental students, special education students, and Hispanic/Latino students will have a 10% increase in proficiency rates by 2020 in the areas of ELA and Math CCSS as measured by: ● iReady Reading and Math comparing D3 yearly data. ● CAASPP ELA and MA yearly data.		

State and/or Local Priorities Addressed by this goal:	STATE **1 2 4** LOCAL _____
Identified Need	English Language Arts (3-8): Students with Disabilities were 68.9 points below the level and received a yellow (low) rank. Mathematics (3-8): Students with Disabilities were 92.7 points below the medium level, and Hispanic/Latino students were 26.5 points below the medium level.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA	78% All Hispanic/Latino 60% Students with Disabilities 11%	82% All Hispanic/Latino 63% Students with Disabilities 14%		
CAASPP Math	72% All Hispanic/Latino 60% Students with Disabilities 11%	75% All Hispanic/Latino 63% Students with Disabilities 14%		
Reclassification	31.4%	32%		
Interim Benchmarks D3 i-Ready Reading Results	51% All Tier I - On/Above SED 45% English Learners 18% Students with Disabilities 14% Hispanic/Latino 45%	54% All Tier I - On/Above SED 48% English Learners 21% Students with Disabilities 17% Hispanic/Latino 48%		

	African-American 56%	African-American 59%	
Interim Benchmarks D3 i-Ready Math Results	52% Tier I - On/Above Level SED 54% English Learners 39% Students with Disabilities 25% Hispanic/Latino 41% African-American 52%	52% Tier I - On/Above Level SED 57% English Learners 42% Students with Disabilities 28% Hispanic/Latino 44% African-American 55%	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Increase in CAASP Reading 2016 to 2017 ● SED 63% Met/Exceeded ● English Learners 30% Met/Exceeded ● Students with Disabilities 11% Met/Exceeded ● Hispanic/Latino 60% Met/Exceeded ● African-American 56% Met/Exceeded	
Increase in CAASP MA 2016 to 2017 ● SED 54% Met/Exceeded ● English Learners 33% Met/Exceeded ● Students with Disabilities 17% Met/Exceeded ● Hispanic/Latino 44% Met/Exceeded ● African-American 36% Met/Exceeded	
Increase in D3 iReady Reading 2016 to 2017 ● SED 45% on/above level ● English Learners 18% on/above level ● Students with Disabilities 14% on/above level ● Hispanic/Latino 45% on/above level ● African-American 56% on/above level	
Increase in D3 iReady Math 2016 to 2017 ● SED 54% on/above level ● English Learners 39% on/above level ● Students with Disabilities 25% on/above level	

• Hispanic/Latino 41% on/above level • African-American 52% on/above level	

Goal 3 Action 1

Multi-Tiered System of Supports Description: MUSD supplemental students: consisting of Low Income (SED), English Learners, Foster Youth and Special Education will make significant academic growth in the 2016-2017 school year as detailed by the AMOs.	
Students to be Served	☐ All District ☐ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ ■ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Provide sheltered English-language arts class for English learners levels 1-2.	
Expenditures	BUDGETED: $7,000	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ■ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide sheltered English-language arts class for English learners levels 1-2. Class will have a low teacher to student ratio and use ELD research-based materials.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$7,000	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	709100	Budget Reference		Budget Reference	

Goal 3 Action 2

Multi-Tiered System of Supports Description: MUSD supplemental students: consisting of Low Income (SED), English Learners, Foster Youth and Special Education will make significant academic growth in the 2016-2017 school year as detailed by the AMOs.	
Students to be Served	☐ All District ☐ All School ☐ Students with Disabilities ■ Specific Student Group(s): 2 or more grade levels below in math
	☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Provide an Intervention class to students who are 2 or more grade levels below in math.	
Expenditures	BUDGETED: $36,577	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ■ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide an Intervention class to students who are 2 or more grade levels below in math. Class will be run by a classroom math teacher, but budget will cover the paraprofessional and instructional materials to support the students.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$34,077 (Staff) $2,500 (Materials)	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	709100	Budget Reference		Budget Reference	

Goal 3 Action 3

Multi-Tiered System of Supports Description: MUSD supplemental students: consisting of Low Income (SED), English Learners, Foster Youth and Special Education will make significant academic growth in the 2016-2017 school year as detailed by the AMOs.	
Students to be Served	☐ All District ☐ All School ■ Students with Disabilities ☐ [Specific Student Group(s)]_____
	■ English Learners ■ Foster Youth ■ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	TRMS Guidance Counselor will create counselor support groups to motivate students in supplemental categories performing below grade level in ELA/MA.	
Expenditures	BUDGETED: $1,500	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
■ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
TRMS Guidance Counselor will work with students to create plans, support, and incentives for students below grade level in ELA/MA. Priority support will go to students in supplemental categories.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$1,500	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	709100	Budget Reference		Budget Reference	

Goal 3 Action 4

Multi-Tiered System of Supports Description: MUSD supplemental students: consisting of Low Income (SED), English Learners, Foster Youth and Special Education will make significant academic growth in the 2016-2017 school year as detailed by the AMOs.	
Students to be Served	☐ All District ☐ All School ■ Students with Disabilities ☐ [Specific Student Group(s)]_____
	■ English Learners ■ Foster Youth ■ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	TRMS will offer several site Parental Engagement Workshops and Activities to target the needs of supplemental parents.	
Expenditures	BUDGETED: $375	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
■ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
TRMS will offer several site Parental Engagement Workshops and Activities to target the needs of supplemental parents. TRMS will also partner with local agencies and MUSD family engagement personnel for offerings.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$375	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	709100	Budget Reference		Budget Reference	

Goal **3** Action **5**

Multi-Tiered System of Supports Description: MUSD supplemental students: consisting of Low Income (SED), English Learners, Foster Youth and Special Education will make significant academic growth in the 2016-2017 school year as detailed by the AMOs.	
Students to be Served	☐ All District ☐ All School ■ Students with Disabilities ■ [Specific Student Group(s)] 2 or more grade levels below in reading
	■ English Learners ■ Foster Youth ■ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	TRMS will offer intervention support to students who are two or more grade levels below in ELA.	
Expenditures	BUDGETED: $10,872	ESTIMATED ACTUAL:

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
■ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
English-language arts teachers will support students who are two or more grade-levels below in reading and not receiving support through Special Education or the English Language Development Program by offering supportive scaffolding for students. Data will be tracked and shared with classroom teacher and administration to gauge program effectiveness. Budget to cover the cost of one additional hour of targeted instruction for 10-15 students for 180 days.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$10,872	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	709100	Budget Reference		Budget Reference	

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Steve Fu	Parent	steven.fu@gmail.com	4/18/17 & 5/8/17
Mary Shaffer	Teacher	mshaffer@musd.org	4/18/17 & 5/8/17
Sarah E. Do	Student	sd69299@student.musd.org	4/18/17 & 5/8/17
Elaina Le	Student	el69272@student.musd.org	4/18/17 & 5/8/17
Thomas Chen	Student	tc88312@student.musd.org	4/18/17 & 5/8/17
Ryan Oung	Student	ro69935@student.musd.org	4/18/17 & 5/8/17
Jinhu Song	Parent	jinhusong@stanford.edu	4/18/17 & 5/8/17
Alicia Fazal	Parent	aliciafazal@yahoo.com	4/18/17 & 5/8/17
Ozen Turquoz	Parent	oturkoz@gmail.com	4/18/17 & 5/8/17
Charles Collier	Parent	charlescollier@yahoo.com	4/18/17 & 5/8/17
Kami Collier	Parent	kamicollier@yahoo.com	4/18/17 & 5/8/17
Damon James	Principal	djames@musd.org	4/18/17 & 5/8/17
Elizabeth Difuntorum	Parent	beth1728@yahoo.com	4/18/17 & 5/8/17
Ronald Kopplinger	Teacher	rkopplin@musd.org	4/18/17 & 5/8/17
Luis Lopez	Assistant Principal	llopez@mus.org	4/18/17 & 5/8/17

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	2	2	0	7	4

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

   Parent Stakeholder Groups
   - English Language Advisory Committee
   - Intervention Parents
   - Parent Input Meetings/Surveys

   Student Stakeholder Groups
   - Associated Student Body Representatives
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Damon James	_____	5/8/17
Name of School Principal	Signature of School Principal	Date
Steve Fu _____	_____	5/8/17
Name of SSC Official	Signature of SSC Official	Date