

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		
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## 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% (266)	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.



<p><b>Part 2:</b> By the final district benchmark, <b>12%</b> of all <b>English Learner (EL)</b> students will demonstrate end of the year grade-level performance in ELA common core state standards assessments, and <b>15%</b> of all students will demonstrate end of the year grade-level performance in MA common core state standards assessments.</p> <p><b>40% of English Learner (EL)</b> will make 1.5 years growth in ELA, and <b>25%</b> will make 1.5 years growth in MA as measured by the district benchmark.</p>	<p><b><u>English Learner Data i-Ready ELA</u></b></p> <ul style="list-style-type: none"> <li>★ <b>22%</b> met/exceeded grade-level performance in ELA i-Ready</li> <li>★ <b>50%</b> of students gained more than 23 points from first to last i-Ready ELA Benchmark as of 4/13/17. <ul style="list-style-type: none"> <li>○ i-Ready suggests 13 to 23 points growth in i-Ready Reading.</li> </ul> </li> </ul>	<p><b><u>English Learner Data i-Ready MA</u></b></p> <ul style="list-style-type: none"> <li>★ <b>38%</b> met/exceeded grade-level performance in MA i-Ready</li> <li>★ <b>20%</b> of students gained more than 21 points from first to last i-Ready MA Benchmark as of 4/13/17. <ul style="list-style-type: none"> <li>○ i-Ready suggests 11 to 21 points growth in i-Ready Math.</li> </ul> </li> </ul>
<p><b>Part 3:</b> By the final district benchmark, <b>12%</b> of all <b>Students with Disabilities (SwD)</b> will demonstrate end of the year grade-level performance in ELA common core state standards assessments, and <b>15%</b> of all students will demonstrate end of the year grade-level performance in MA common core state standards assessments.</p> <p><b>40% of Students with Disabilities (SwD)</b> will make 1.5 years growth in ELA, and <b>25%</b> will make 1.5 years growth in MA as measured by the district benchmark.</p>	<p><b><u>Students with Disabilities Data i-Ready ELA</u></b></p> <ul style="list-style-type: none"> <li>★ <b>15%</b> met/exceeded grade-level performance in ELA i-Ready</li> <li>★ <b>38%</b> of students gained more than 21 points from first to last i-Ready Reading Benchmark as of 4/13/17. <ul style="list-style-type: none"> <li>○ i-Ready suggests 13 to 23 points growth in i-Ready Reading.</li> </ul> </li> </ul>	<p><b><u>Students with Disabilities Data i-Ready MA</u></b></p> <ul style="list-style-type: none"> <li>★ <b>24%</b> met/exceeded grade-level performance in MA i-Ready</li> <li>★ <b>26%</b> of students gained more than 21 points from first to last i-Ready MA Benchmark as of 4/13/17. <ul style="list-style-type: none"> <li>○ i-Ready suggests 11 and 21 points growth in i-Ready Math.</li> </ul> </li> </ul>
<p><b>Additional Data 2016-17</b></p> <p><b>2017-18 Future Goal Needed Based on CA School Dashboard</b></p>	<p><b><u>Hispanic/Latino Data i-Ready ELA</u></b></p> <ul style="list-style-type: none"> <li>★ <b>52%</b> met/exceeded grade-level performance in ELA i-Ready</li> <li>★ <b>38%</b> of students gained more than 21 points from first to last i-Ready Reading Benchmark as of 4/13/17. <ul style="list-style-type: none"> <li>○ i-Ready suggests 13 to 23 points growth in i-Ready Reading.</li> </ul> </li> </ul>	<p><b><u>Hispanic/Latino Data i-Ready MA</u></b></p> <ul style="list-style-type: none"> <li>★ <b>43%</b> met/exceeded grade-level performance in MA i-Ready</li> <li>★ <b>24%</b> of students gained more than 21 points from first to last i-Ready MA Benchmark as of 4/13/17. <ul style="list-style-type: none"> <li>○ i-Ready suggests 11 to 21 points growth in i-Ready Math.</li> </ul> </li> </ul>
<p><b>Additional Data 2016-17</b></p>	<p><b>African-American/Black Data i-Ready ELA</b></p>	<p><b>African-American/Black Data i-Ready MA</b></p>

**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 &amp; Data

Thomas Russell Middle (Milpitas, CA)

**Milpitas Unified****English Learner Progress Indicator**

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

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>Percent - Current Year Status</u>	<u>Change</u>	<u>Number of students tested in 2014-15</u>	<u>Number of students tested in 2015-16</u>
English Learners	Blue	Very High	Increased	86.5%	6.1%	95	

Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the 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. 50 percent determination is based on the number of English learners (i.e., does not include

## California Model Five-by-Five Placement Reports &amp; Dashboard

Thomas Russell Middle (Milpitas, CA)

**Milpitas Unified**

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

Select an Indicator: English Learner Progress Indicator Reporting Year:

LEVEL	Declined Significantly by greater than 10.0%	
Very High 85.0% or greater	Yellow (None)	Green
High 75.0% to less than 85.0%	Orange (None)	Yellow
Medium 67.0% to less than 75.0%	Orange (None)	Orange
Low 60.0% to less than 67.0%	Red (None)	Orange
Very Low less than 60.0%	Red (None)	Red

Note: Because the local control funding formula (LCFF) treats charter schools as districts, schools.)

## Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange
1	0	

Note: The English learner (EL) student group is the only group displayed in the English Learner Progress report (Hispanic, Socioeconomically Disadvantaged, etc.).

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest whole number. These values are rounded using the non-rounded values. Therefore, LEAs and schools should not use 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 &amp; Dashboard

Thomas Russell Middle (Milpitas, CA)

Milpitas Unified

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

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

LEVEL	Declined Significantly by more than 15 points	
Very High 45 or more points above	Yellow (None)	Green
High 10 points above to less than 45 points above	Orange (None)	Yellow
Medium 5 points below to less than 10 points above	Orange (None)	Orange
Low More than 5 points below to 70 points below	Red (None)	Orange
Very Low More than 70 points below	Red (None)	Red

Note: Because the local control funding formula (LCFF) treats charter schools as districts, schools.)

## Total Number of Student Groups in Each Performance Level

All Student Groups	Red	
7	0	

The CDE applies standard rounding rules to Status and Change. These values are rounded calculated using the non-rounded values. Therefore, LEAs and schools should not use the Dashboard Web site.

## California Model Five-by-Five Placement Reports &amp; Data

Thomas Russell Middle (Milpitas, CA)

**Milpitas Unified**

English Language Arts (Grades 3-8) Indicator

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

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 5
All Students	Blue	Very High	Increased Significantly	
English Learners	Blue	High	Increased Significantly	
Socioeconomically Disadvantaged	Green	High	Increased	
Students with Disabilities	Yellow	Low	Increased	
Asian	Blue	Very High	Increased Significantly	
Black or African American	None	Low	Declined	
Filipino	Blue	Very High	Increased Significantly	
Hispanic or Latino	Green	Medium	Increased Significantly	
Native Hawaiian or Pacific Islander	None	*	*	*
Two or More Races	None	Very High	Increased Significantly	
White	Blue	Very High	Increased Significantly	
EL - EL Only	None	Low	Increased Significantly	
EL - Reclassified Only	None	Very High	Increased Significantly	

Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the 30 students in any year used to calculate status and change.

## California Model Five-by-Five Placement Reports &amp; Dashboard

Thomas Russell Middle (Milpitas, CA)

**Milpitas Unified**

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

Select an Indicator:  Reporting Year: 

LEVEL	Declined Significantly by more than 10 points	b
Very High 35 or more points above	Yellow (None)	Green
High 5 points below to less than 35 points above	Orange (None)	Yellow
Medium More than 5 points below to 25 points below	Orange (None)	Orange
Low More than 25 points below to 95 points below	Red (None)	Orange
Very Low More than 95 points below	Red (None)	Red

Note: Because the local control funding formula (LCFF) treats charter schools as districts, schools.)

## Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange
7	0	

The CDE applies standard rounding rules to Status and Change. These values are rounded calculated using the non-rounded values. Therefore, LEAs and schools should not use the Dashboard Web site.

## California Model Five-by-Five Placement Reports &amp; Data

Thomas Russell Middle (Milpitas, CA)

**Milpitas Unified****Mathematics (Grades 3-8) Indicator**

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

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3
All Students	Blue	Very High	Increased Significantly	
English Learners	Blue	High	Increased Significantly	
Socioeconomically Disadvantaged	Green	High	Increased	
Students with Disabilities	Yellow	Low	Increased	
Asian	Blue	Very High	Increased Significantly	
Black or African American	None	Low	Increased Significantly	
Filipino	Blue	High	Increased Significantly	
Hispanic or Latino	Yellow	Low	Increased Significantly	
Native Hawaiian or Pacific Islander	None	*	*	*
Two or More Races	None	High	Increased Significantly	
White	Blue	Very High	Increased	
EL - EL Only	None	Low	Increased Significantly	
EL - Reclassified Only	None	Very High	Increased Significantly	

Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the 30 students in any year used to calculate status and change.

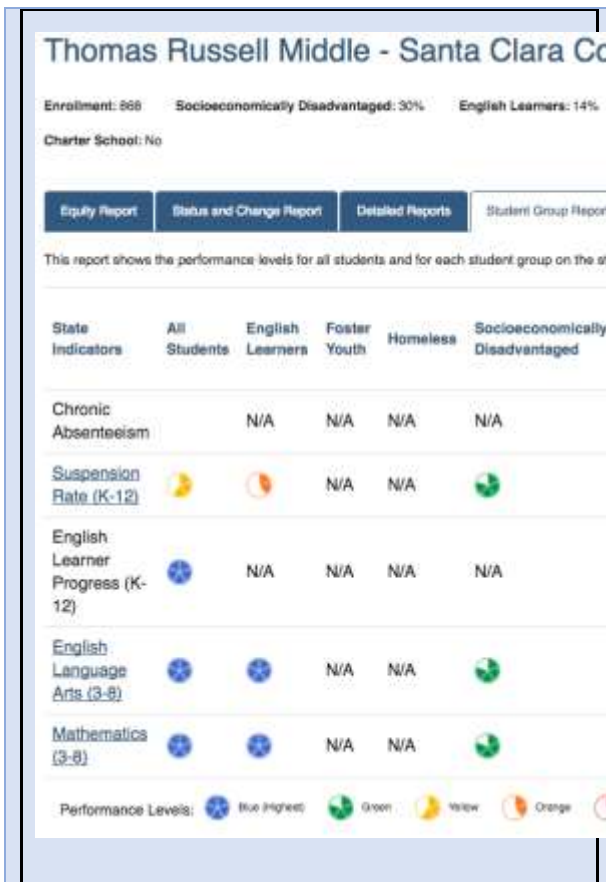
Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the “Red” or “Orange” or “Yellow” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, 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.



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: 888    Socioeconomically Disadvantaged: 30%    English Learners: 14%

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 students. Status and change each have five possible levels, which are displayed with the information.

**All**    Blue/Green    Yellow    Red/Orange

	Student Performance	Number of Students
<a href="#">All Students</a>		833
<a href="#">English Learners</a>		263
Foster Youth		N/A
Homeless		N/A
<a href="#">Socioeconomically Disadvantaged</a>		289
<a href="#">Students with Disabilities</a>		71
<a href="#">African American</a>		17
<a href="#">American Indian</a>		*
<a href="#">Asian</a>		416
<a href="#">Filipino</a>		183
<a href="#">Hispanic</a>		132

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 C

Enrollment: 868

Socioeconomically Disadvantaged: 30%

Grade Span: 7-8

Charter School: No

Equity Report

Status and Change Report

Detailed Reports

This report shows the performance levels for a single state indicator, English Language Proficiency (ELP), for each state indicator. Status and change each have five performance levels (Blue/Green, Yellow, Red/Orange, and Blue/Green) for each state indicator. Status and change each have five performance levels (Blue/Green, Yellow, Red/Orange, and Blue/Green) for each state indicator. Status and change each have five performance levels (Blue/Green, Yellow, Red/Orange, and Blue/Green) for each state indicator.

All

Blue/Green

Yellow

Red/Orange

	Student Performance	Number of Students
<a href="#">All Students</a>		832
<a href="#">English Learners</a>		263
Foster Youth		N/A
Homeless		N/A
<a href="#">Socioeconomically Disadvantaged</a>		289
<a href="#">Students with Disabilities</a>		71

**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.

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

<b>Total Expenses</b>	<b>57,495.00</b>	<b>-</b>	<b>126,540.00</b>	<b>-</b>	<b>184,035.00</b>
<b>BALANCE</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>

### Stakeholder Engagement

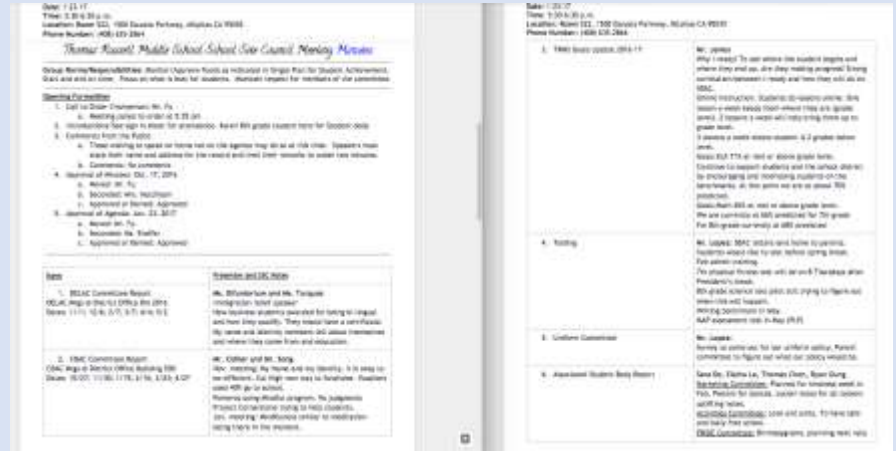
SPSA Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

### 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.

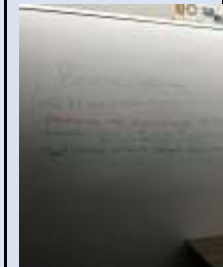
10/16/16: SSC (ELAC representative present.) reviewed 2015-16 Single Plan for Student Achievement with dat



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.

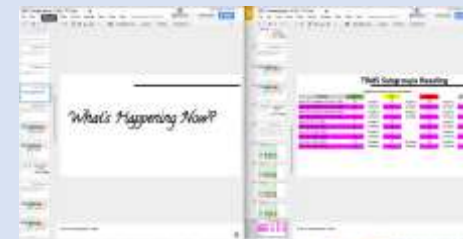
1/27/17: TRMS certificated/classified staff discussed next steps for articulating ideas for 2016-17 Single Plan for Student Achievement. Created a list of what to eliminate, improve and maintain.



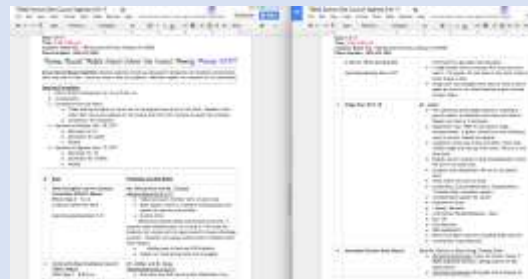
2/13/17: SSC (ELAC representative present.) reviewed changes in Single Plan for Student Achievement as well as began conversation about Statechanges to reporting to communities.

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.

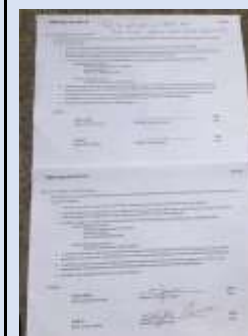
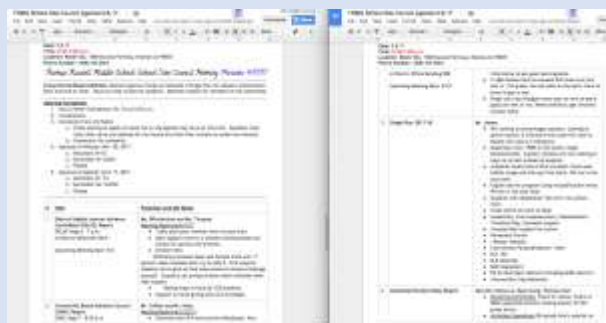
3/20/17: SSC (ELAC representative present.) reviewed California School Dashboard in order to prepare for future conversations about the results.



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	<u>72% All</u> 68% 7th Grade - 76% 8th Grade	<u>75% All</u> 71% 7th Grade - 79% 8th Grade		
CAASPP ELA	<u>78% All</u> 79% 7th Grade - 76% 8th Grade	<u>81% All</u> 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: \_\_\_\_\_

Actions/Services

**PLANNED- D0**

Provide homework center to targeted students first and then open to additional students if room is available to support students in academic studies.

**ACTUAL**

Expenditures

**BUDGETED:** \$63,913**ESTIMATED ACTUAL**ANTICIPATED MODIFICATIONS TO ACTIONACTION 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	
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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: \_\_\_\_\_

Actions/Services

**PLANNED**

Provide release time and professional development for staff to articulate needs, plan instruction, adjust instruction based on assessments, and attend workshops.

**ACTUAL**

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: \_\_\_\_\_

Actions/Services

**PLANNED**

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.

**ACTUAL**

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	
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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: \_\_\_\_\_

Actions/Services

**PLANNED**

Provide assessment benchmarks to support instructional planning for teachers.

**ACTUAL**

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☐ UnchangedGoal 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
<u>Project Cornerstone Survey 2016-17</u>	<ul style="list-style-type: none"> <li>47% Caring School Climate</li> <li>23% Community Values Youth</li> <li>23% Creative Activities</li> <li>39% School Engagement</li> <li>31% Personal Power</li> </ul>	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	<b>Green/High</b> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged</li> <li>Filipino</li> </ul>	<b>Green/High</b> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged</li> <li>Filipino</li> </ul>		



	<p><b>Yellow/Medium Rating</b></p> <ul style="list-style-type: none"> <li>• All Students</li> <li>• Students w/Disabilities</li> <li>• Asian</li> </ul> <p><b>Orange/Low Rating</b></p> <ul style="list-style-type: none"> <li>• English Learners</li> <li>• Hispanic/Latino</li> </ul>	<ul style="list-style-type: none"> <li>• All Students</li> <li>• Students w/Disabilities</li> <li>• Asian</li> </ul> <p><b>Yellow/Medium Rating</b></p> <ul style="list-style-type: none"> <li>• English Learners</li> <li>• Hispanic/Latino</li> </ul>		
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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: \_\_\_\_\_

Actions/Services

**PLANNED**

Create a culture where students feel a part of the decision-making on campus.

**ACTUAL**

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: \_\_\_\_\_

Actions/Services

**PLANNED**

Establish a support club to motivate and encourage science exploration.

**ACTUAL**

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  
ReferenceBudget  
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: \_\_\_\_\_

Actions/Services

**PLANNED**

Fund a Peacebuilders Program to include but not limited to assemblies, field trips, etc. to stimulate thoughtful discussion and action on student empowerment.

**ACTUAL**

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: \_\_\_\_\_

Actions/Services

**PLANNED**

Create a series of support structures to allow for prevention and support with appropriate decision-making.

**ACTUAL**

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: \_\_\_\_\_

Actions/Services

**PLANNED**

Create a series of support structures to allow for prevention and support with appropriate decision-making.

**ACTUAL**

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: \_\_\_\_\_

Actions/Services

**PLANNED**

Partner with The Audacity to offer a drama program.

**ACTUAL**

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☐ UnchangedGoal 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	<u>78% All</u> Hispanic/Latino 60% Students with Disabilities 11%	<u>82% All</u> Hispanic/Latino 63% Students with Disabilities 14%		
CAASPP Math	<u>72% All</u> Hispanic/Latino 60% Students with Disabilities 11%	<u>75% All</u> Hispanic/Latino 63% Students with Disabilities 14%		
Reclassification	31.4%	32%		
Interim Benchmarks D3 i-Ready Reading Results	<u>51% All Tier I - On/Above</u> SED 45% English Learners 18%	<u>54% All Tier I - On/Above</u> SED 48% English Learners 21%		

	Students with Disabilities 14% Hispanic/Latino 45% African-American 56%	Students with Disabilities 17% Hispanic/Latino 48% African-American 59%	
Interim Benchmarks D3 i-Ready Math Results	<u>52% Tier I - On/Above Level</u> SED 54% English Learners 39% Students with Disabilities 25% Hispanic/Latino 41% African-American 52%	<u>52% Tier I - On/Above Level</u> 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**

<b>Increase in CAASP Reading 2016 to 2017</b> <ul style="list-style-type: none"> <li>• SED 63% Met/Exceeded</li> <li>• English Learners 30% Met/Exceeded</li> <li>• Students with Disabilities 11% Met/Exceeded</li> <li>• Hispanic/Latino 60% Met/Exceeded</li> <li>• African-American 56% Met/Exceeded</li> </ul>	
<b>Increase in CAASP MA 2016 to 2017</b> <ul style="list-style-type: none"> <li>• SED 54% Met/Exceeded</li> <li>• English Learners 33% Met/Exceeded</li> <li>• Students with Disabilities 17% Met/Exceeded</li> <li>• Hispanic/Latino 44% Met/Exceeded</li> <li>• African-American 36% Met/Exceeded</li> </ul>	
<b>Increase in D3 iReady Reading 2016 to 2017</b> <ul style="list-style-type: none"> <li>• SED 45% on/above level</li> <li>• English Learners 18% on/above level</li> <li>• Students with Disabilities 14% on/above level</li> <li>• Hispanic/Latino 45% on/above level</li> <li>• African-American 56% on/above level</li> </ul>	
<b>Increase in D3 iReady Math 2016 to 2017</b> <ul style="list-style-type: none"> <li>• SED 54% on/above level</li> <li>• English Learners 39% on/above level</li> <li>• Students with Disabilities 25% on/above level</li> </ul>	

- 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: \_\_\_\_\_

Actions/Services

**PLANNED**

Provide sheltered English-language arts class for English learners levels 1-2.

**ACTUAL**

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: \_\_\_\_\_

Actions/Services

**PLANNED**

Provide an Intervention class to students who are 2 or more grade levels below in math.

**ACTUAL**

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: \_\_\_\_\_

Actions/Services

**PLANNED**

TRMS Guidance Counselor will create counselor support groups to motivate students in supplemental categories performing below grade level in ELA/MA.

**ACTUAL**

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  
ReferenceBudget  
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: \_\_\_\_\_

Actions/Services

**PLANNED**

TRMS will offer several site Parental Engagement Workshops and Activities to target the needs of supplemental parents.

**ACTUAL**

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

709100

Reference

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: \_\_\_\_\_

Actions/Services

**PLANNED**

TRMS will offer intervention support to students who are two or more grade levels below in ELA.

**ACTUAL**

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  
ReferenceBudget  
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

Name of School Principal

\_\_\_\_\_  
Signature of School Principal

5/8/17

Date

Steve Fu

Name of SSC Official

Signature of SSC Official

5/8/17

Date