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.

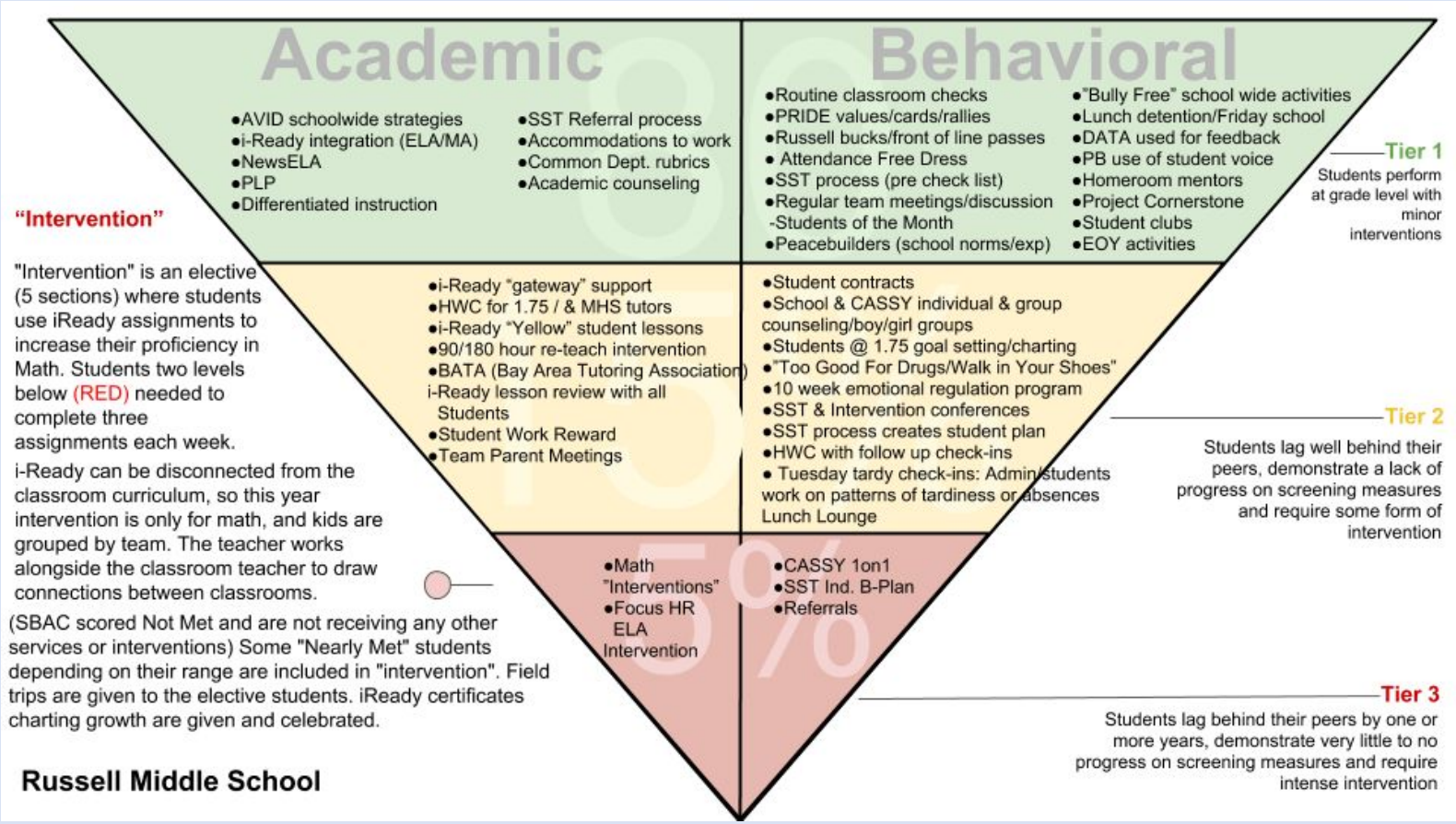
Thomas Russell Middle School (TRMS) is an exemplary member of the Milpitas Unified School District and owes its success to the commitment of all stakeholders in creating a safe haven for learning. TRMS is a safe and welcoming environment where all students are valued, challenged, and successful. Nestled in the foothills just north of San Jose, California, our demography represents the city of Milpitas. On May 7, 2018, the population reflected 791 students grade students (395 seventh graders and 396 eighth graders). The ethnic makeup consisted of: 52% Asian, 18% Filipino, 16% Hispanic/Latino, 4% White, 2% African-American, 0.38% American Indian/Alaskan Native, 1% Hawaiian or Pacific Islander, and 6% multiple races. Approximately 35% of students are socioeconomically disadvantaged, 18% are English learners, and 10% 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 2018-19 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 academic support that we will provide to our students as well as the social-emotional support that is needed for adolescents to be successful in middle school. Through our Tiered Intervention Pyramid Provided we aim to support our students at TRMS.

Some highlights from our Multi-Tiered System for Intervention include providing an intervention class for students in the area of math, providing support counseling services for students, and providing professional development.

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 #1

Thomas Russell Middle - Santa Clara County

List of all schools in this district

Enrollment: 823 **Socioeconomically Disadvantaged:** 35.1% **English Learners:** 17.4% **Foster Youth:** 0%

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

Dashboard Release: Fall 2017

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

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	1
English Learner Progress (1-12)		1	0
English Language Arts (3-8)		7	0
Mathematics (3-8)		7	0

Performance Levels:

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

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

The Fall 2017 TRMS dashboard data reflects an overall positive performance in the total school in the areas of English Language Arts, Mathematics, and Suspension Rate. The school continues to offer a rigorous, personalized learning experience for students in the areas of English, math, science, and social studies. The Suspension Rate is acceptable, and school efforts on creating a positive school climate, through education, modeling, and incentives is supporting these efforts.

GREATEST PROGRESS #2

2016-17 Chronic Absenteeism Rate

Thomas Russell Middle School Report (43-73387-6047682)
Disaggregated by Ethnicity

+ Report Description
+ Report Glossary
+ Report Options and Filters

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	20	1	5.0%
American Indian or Alaska Native	*	*	*
Asian	444	5	1.1%
Filipino	178	7	3.9%
Hispanic or Latino	153	11	7.2%
Pacific Islander	10	2	20.0%
White	38	2	5.3%
Two or More Races	17	0	0.0%
Not Reported	*	*	*

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Thomas Russell Middle	864	29	3.4%
Milpitas Unified	10,724	657	6.1%
Santa Clara County	282,774	25,874	9.2%
Statewide	6,405,496	694,030	10.8%

Note: Data may be suppressed (*) to protect student privacy (Data Suppression).

Note: Report Totals are not summative of the included programs on this page. Data is unduplicated and counts are recalculated at each level (school/district/county/state).

TRMS encourages students to attend school through praise and incentives as part of the Russell PRIDE Program. Staff is pleased to see a low percentage of students considered chronically absent. And while we want all students present at school when able, we are several percentage points lower than the district, county, and state report. We will continue to use our communication with students, parents, and PRIDE program to decrease chronic absenteeism.

GREATEST PROGRESS #3

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 (Fall)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green (None)	Green • White	Blue • All Students (School Placement) • Asian • Filipino	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Green (None)	Green (None)	Green • English Learners	Green • Socioeconomically Disadvantaged	Blue (None)
Medium 5 points below to less than 10 points above	Yellow (None)	Yellow (None)	Yellow • Hispanic	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow • Students with Disabilities
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (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	3	2

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.

The school placement is at a blue level, indicating that overall students are performing at a very high level in English language arts. Russell credits this growth to the work of a blended approach to teaching English. Teachers personalize English instruction, so students spend more time on the areas of need, such a reading and writing through a hosts of projects and activities in both English and social studies. Based on the data table above, five of the seven student groups performed at a high level in English language arts. These groups are White, Asian, Filipino, English Learners, and Socioeconomically Disadvantaged. Students with Disabilities made significant growth but are still scored lower than the aforementioned student groups. Hispanic/Latino students maintained their growth but also are lower than the other student groups.

GREATEST PROGRESS #4

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 (Fall)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Green (None)	Green (None)	Blue • White	Blue • **All Students (School Placement)** • Asian • Filipino	Blue (None)
High zero points to less than 35 points above	Green (None)	Green (None)	Green (None)	Green • English Learners • Socioeconomically Disadvantaged	Blue (None)
Medium 25 points below to zero	Yellow (None)	Yellow (None)	Yellow (None)	Green • Hispanic	Green (None)
Low More than 25 points below to 95 points below	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow • Students with Disabilities
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (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	3	3

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.

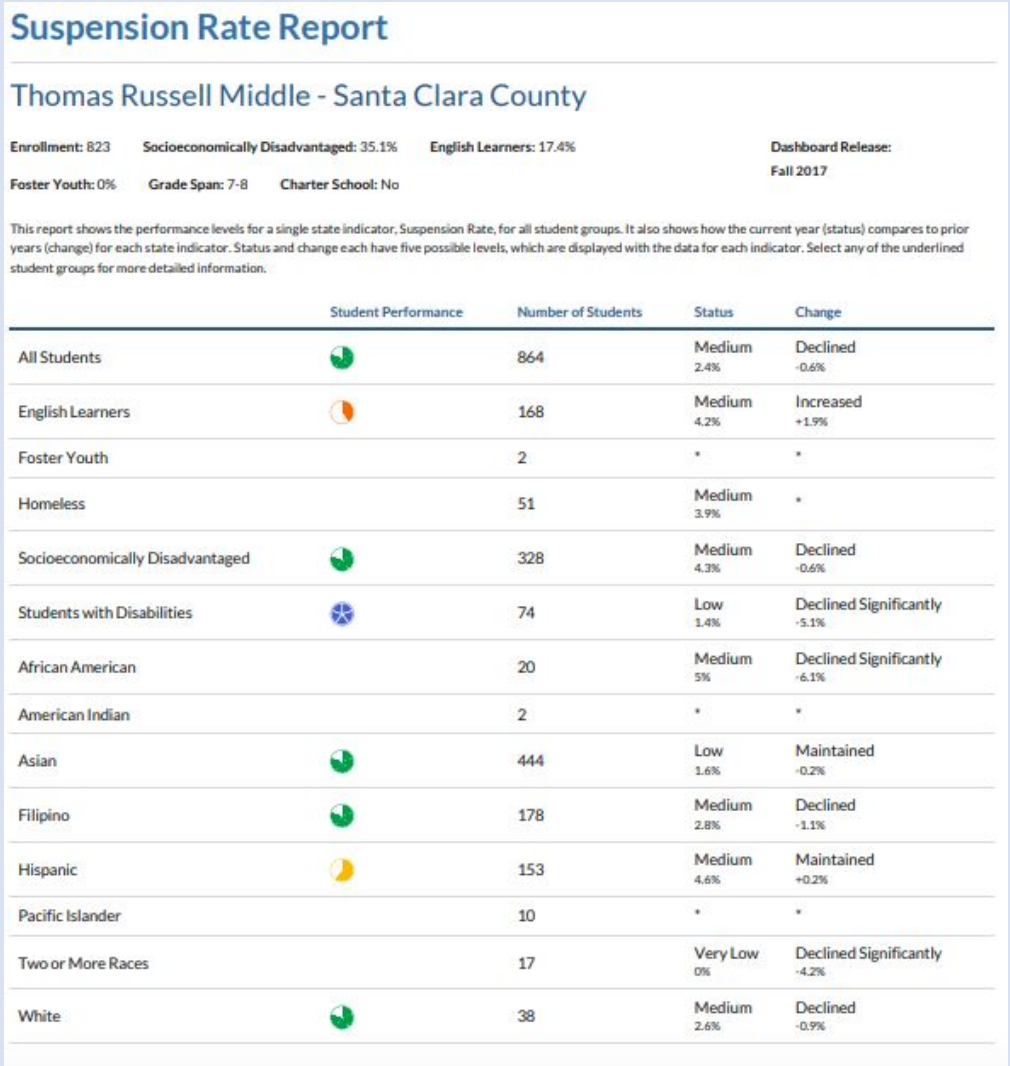
Overall students are performing at a very high level in math and showing steady increases. Russell credits this growth to a blended approach to mathematics instruction, which includes direction instruction from the teacher, guided practice through collaboration, online support for students, and varied opportunities to deepen conceptual and practical understanding of mathematics through performance tasks. These performance tasks allow students to apply their learning and assert their findings through mathematical justification. Based on the data table above, Hispanic, English Learners, Socioeconomically Disadvantaged, White, Filipino, and Asian student groups performed at a high level in mathematics. Hispanic/Latino students were recognized by a green color for making gains in achievement. Students with Disabilities did not perform at a high level but did increase their growth in mathematics significantly from 2016-2017.

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 yellow, orange, or red? What practices will help with this?

1. Suspension Rate: English Learners and Hispanic/Latino students were detailed orange in the Spring of 2017. Hispanic/Latino students are reported as yellow for Fall 2017 and have maintained the percentage of suspensions for this student group. English Learners continue to be at the orange level with an increase in the number of suspensions from the previous year. To address this, school administration will provide more opportunities to educate students about making inappropriate choices. Through the PRIDE program, which promotes a positive school culture, students and families are reminded of the school expectations and consequences for violating them. This Positive Behavior Intervention Model allows for more opportunities to address the behavior. Additionally, more Friday School sessions will be provided to reduce the number of students being referred for suspension. TRMS will also work with guidance counselor and CASSY therapist to support students in need.



Suspension Rate Report

Thomas Russell Middle - Santa Clara County

Enrollment: 823 **Socioeconomically Disadvantaged:** 35.1% **English Learners:** 17.4% **Dashboard Release:** Fall 2017

Foster Youth: 0% **Grade Span:** 7-8 **Charter School:** No

This report shows the performance levels for a single state indicator, Suspension Rate, 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.

	Student Performance	Number of Students	Status	Change
All Students		864	Medium 2.4%	Declined -0.6%
English Learners		168	Medium 4.2%	Increased +1.9%
Foster Youth		2	*	*
Homeless		51	Medium 3.9%	*
Socioeconomically Disadvantaged		328	Medium 4.3%	Declined -0.6%
Students with Disabilities		74	Low 1.4%	Declined Significantly -5.1%
African American		20	Medium 5%	Declined Significantly -6.1%
American Indian		2	*	*
Asian		444	Low 1.6%	Maintained -0.2%
Filipino		178	Medium 2.8%	Declined -1.1%
Hispanic		153	Medium 4.6%	Maintained +0.2%
Pacific Islander		10	*	*
Two or More Races		17	Very Low 0%	Declined Significantly -4.2%
White		38	Medium 2.6%	Declined -0.9%

2. English Learner Progress: English Learner Progress declined significantly from 2016 to 2017. According to the dashboard, 100% of students in 2016 made progress towards English proficiency. This is a significant increase from the 86.5% of 2015. In 2017, 86.8% of students made progress toward English proficiency. While this percentage is lower than the previous percentage, it seems to be more reliable based on the results of 2015. Efforts will be made to continue to offer a robust English Learner program. This will include a sheltered English Language Arts class for English Learners levels 1 and 2 as well as three sections of English Language Development for all English Learners with the exception of English Learners in Special Education, unless designated in their IEPs. Teaching staff will continue to support students by bringing a solid curriculum with the help of iLit and i-Ready online lessons as well as provide multiple opportunities for student interaction and oral language practice. In addition, English Learners will be placed on the same team to increase the number of ELD strategies in the classroom and provide closer academic monitoring.

English Learners Student Group Report

Thomas Russell Middle - Santa Clara County

Enrollment: 823 **Socioeconomically Disadvantaged:** 35.1% **English Learners:** 17.4%

Foster Youth: 0% **Grade Span:** 7-8 **Charter School:** No

Dashboard Release:
Fall 2017

This report shows the performance levels for English Learners on all state indicators. 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 indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 4.2%	Increased +1.9%
English Learner Progress (1-12)		Very High 86.8%	Declined Significantly -13.2%
English Language Arts (3-8)		High 26.9 points above level 3	Maintained +0.3 points
Mathematics (3-8)		High 24.5 points above level 3	Increased +5 points

Performance Levels:

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

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

3. English Language Arts (3-8): Hispanic/Latino students and Students with Disabilities were detailed yellow in 2016 and 2017. The Students with Disabilities show growth but still are below the threshold of the majority of students. The Hispanic/Latino students also are detailed as yellow and maintained from 2016 to 2017. For students to increase at a more rapid rate, English language arts and social Studies teachers should continue to offer reading and writing opportunities for students to practice skills and refine them. Targeted intervention will be provided during homework center time to support students not meeting grade level as well as creating a support section for students in English as an elective. Additionally, every trimester English and social studies teachers will come together to complete the ROCI. This cycle will target the students in this group and ensure that accelerated achievement is occuring in the classroom by looking at student work samples, aligning benchmarks and analyzing data.

English Language Arts Assessment Report

Thomas Russell Middle - Santa Clara County

Enrollment: 823 **Socioeconomically Disadvantaged:** 35.1% **English Learners:** 17.4% **Dashboard Release:** Fall 2017

Foster Youth: 0% **Grade Span:** 7-8 **Charter School:** No

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.

	Student Performance	Number of Students	Status	Change
All Students		783	Very High 62.8 points above level 3	Maintained -2 points
English Learners		279	High 26.9 points above level 3	Maintained +0.3 points
Foster Youth		0	*	*
Homeless		44	High 16.6 points above level 3	*
Socioeconomically Disadvantaged		292	High 25.3 points above level 3	Increased +4.5 points
Students with Disabilities		57	Low 30.3 points below level 3	Increased Significantly +38.6 points
African American		17	High 13.4 points above level 3	Increased Significantly +25.8 points
American Indian		0	*	*
Asian		411	Very High 90.3 points above level 3	Maintained -2.3 points
Filipino		157	Very High 52.2 points above level 3	Maintained +1.1 points
Hispanic		138	Medium 9 points above level 3	Maintained -0.4 points
Pacific Islander		8	*	*
Two or More Races		20	High 31.7 points above level 3	Declined Significantly -22.4 points
White		32	Very High 60.3 points above level 3	Declined -6.2 points

4. <u>Mathematics (3-8)</u>: On the Spring 2017 Dashboard, Hispanic/Latino students were detailed yellow, and on the Fall 2017 Dashboard, Hispanic/Latino students were detailed green. To support these students, math teachers will continue to offer personalized learning approaches so that each student with a disability can increase skill based on the individual level. During the homework center, targeted intervention will be provided to support this student group to ensure that greater progress occurs in the future. Additionally, every trimester math teachers will come together to complete the ROCI. This cycle will target the students in this group and ensure that accelerated achievement is occuring in the classroom. Students with Disabilities were detailed yellow, but they did show significant growth from the previous year. Special Education staff will continue to ensure that academic IEP goals are being reached and are aligned to the common core content.

Math Assessment Report

Thomas Russell Middle - Santa Clara County

Enrollment: 823 **Socioeconomically Disadvantaged:** 35.1% **English Learners:** 17.4% **Dashboard Release:** Fall 2017

Foster Youth: 0% **Grade Span:** 7-8 **Charter School:** No

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.

	Student Performance	Number of Students	Status	Change
All Students		787	Very High 64.9 points above level 3	Increased +7.5 points
English Learners		283	High 24.5 points above level 3	Increased +5 points
Foster Youth		0	*	*
Homeless		46	High 6.3 points above level 3	*
Socioeconomically Disadvantaged		295	High 16.8 points above level 3	Increased +13.3 points
Students with Disabilities		57	Low 43.7 points below level 3	Increased Significantly +49 points
African American		17	Low 29.1 points below level 3	Increased Significantly +20.8 points
American Indian		0	*	*
Asian		414	Very High 108.9 points above level 3	Increased +5.1 points
Filipino		157	Very High 43.6 points above level 3	Increased +14.7 points
Hispanic		138	Medium 19.4 points below level 3	Increased +7.1 points
Pacific Islander		8	*	*
Two or More Races		20	Very High 45.9 points above level 3	Increased Significantly +19.7 points
White		33	Very High 56.5 points above level 3	Maintained -0.3 points

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	Performance Gaps exist in the areas of suspension, English-language arts, and mathematics for the following student groups: English Learners, Hispanic/Latinos, and Students with Disabilities. To address these, members of the staff, community, and students were involved in dialogue about how to better serve our students. From that, input was provided into this Single Plan for Student Achievement. Specific strategie are outlined in this plan, and some activities were previously mentioned in the section above.

BUDGET OVERVIEW

DESCRIPTION	AMOUNT
Total Budget Expenditures for SPSA Year **2017-18**	$184,035
Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2017-18**	$184,035

Briefly describe any differences between budgeted and expended resources.

We still have funds to exhaust for personnel, materials, supplies, and open purchase orders. Funds should be depleted by the close of the fiscal books.

DESCRIPTION	AMOUNT
Total Supplemental and Concentration Funds for SPSA year **2018-19**	$131,185
Percentage of SPSA Budget that is Supplemental or Concentration Funds	70%

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 and Intervention support personnel to support students two or more grade levels below in math. The focus of the additional personnel to support students with understanding content. With both a classroom teacher and a paraprofessional present daily, more students' needs can be addressed during the class period. 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. Funds also support ROCI release days to target instructional needs and data analysis for supplemental students. English, math, science, and social studies teachers will each receive 2 days of release per 12 weeks to work through this cycle of inquiry.

MUSD Thomas Russell Middle School Program Allocations Site Budget Plan Worksheet for 2018-19 SY

DESCRIPTION	Block Grant	Supplemental	Title I	RDA	TOTAL
Allocation:	55,312.00	131,185.00	-	-	186,497.00
Expenses:					
Object 1XXX : Certificated Salary					
Teacher Salary	18,875.00				18,875.00
Other Teachers-Extended Duty		34,604.00			34,604.00
Substitute Teacher		23,715.00			23,715.00
Sub-Total	18,875.00	58,319.00	-	-	77,194.00
Object 2XXX: Classified Salary					
Instructional Assistant		34,767.00			34,767.00
Sub-Total	-	34,767.00	-	-	34,767.00
Object 3XXX: Benefits					
CE Statutory Benefit	3,717.00	11,484.00			15,201.00
CL Statutory Benefit		13,991.00			13,991.00
Sub-Total	3,717.00	25,475.00	-	-	29,192.00
Object 4XXX: Supplies					
Stores- Materials & Supplies	1,000.00	524.00			1,524.00
Materials & Supplies - Outside Food	1,000.00	1,500.00			2,500.00
Classroom/Office Supplies	5,750.00	9,400.00			15,150.00
Non-Capitalized Equipment	8,000.00	600.00			8,600.00
Sub-Total	15,750.00	12,024.00	-	-	27,774.00
Object 5XXX: Operational					
Conference		500.00			500.00
Dues and Membership	970.00				970.00
Bus and Field Trip	5,000.00	100.00			5,100.00
Other Professional Services	11,000.00				11,000.00
Sub-Total	16,970.00	600.00	-	-	17,570.00

Indirect Costs					
Total Expenses	55,312.00	131,185.00	-	-	186,497.00
BALANCE	$0.00	$0.00	$0.00	$0.00	$0.00

School Site Chairperson Signature: _____ Principal Signature: _____

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 2017-18 update to the 2017-20 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.

→ 10/16/17: SSC (ELAC representative present.) reviewed 2017-20 Single Plan for Student Achievement with data explanations.
→ 11/1/17: TRMS Staff participate in PD around the areas of departmental personalization.
→ 11/16/18: TRMS ELAC met to discuss purpose and importance of understanding the evaluation of English proficiency.
→ 11/20/17: SSC (ELAC representative present.) reviewed 2016-17 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.
→ 1/22/18: SSC (ELAC representative present.) discussed 2018-19 changes to format as well as explained next steps.
→ 1/26/18: TRMS participates in PD and provides input and evaluation needed of MTSS.
→ 3/15/18: ELAC Meeting discussed academic gains and needs of students and families in the program.
→ 3/19/18: SSC (ELAC representative present.) continued to review data.
→ 4/11/18: TRMS Staff provided results of input provided from team and departments on SPSA 2017-20.
→ 4/23/18: SSC (ELAC representative present.) reviewed and approved the recommendations in the TRMS SPSA Form G and SPSA Program Evaluation Sheet.
→ 5/7/18: SSC reviewed and voted on 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. The agendas provided document the inclusion of ideas from stakeholders. Activities listed in the plan are a direct result of the input provided.

TRMS Theory of Action

Goal #1	Strategic Focus	Desired Results	SPSA & LCAP Goal Statements	Supporting Initiatives and Activities
#1: Russell: By 2020, the school will increase proficiency rates by 10% in ELA and Math CCSS as measured by state tests, district benchmarks, and classroom data.	If TRMS staff commit to deliver differentiated, rigorous, CCSS-based curriculum and interventions that are personalized based on student needs and progress,	Then by the final district benchmark, 72% of all students will demonstrate end of the year grade-level performance in ELA common core state standards, and 68% of all students will demonstrate end of the year grade-level performance in math common core state standards.	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.	Personalized learning, teaming concept, SRTs, SLCs, professional development for teachers, and data analysis.
#2: Russell: By 2020, reported developmental assets will increase by 30 percentage points as measured by TRMS/MUSD survey results.	If TRMS staff commit to providing opportunities for students to be involved in their learning, decision-making, creativity, and provide support to educating the socio-emotional mindset of the middle school child,	then by year 3 the percentage rate of the categories of caring school climate, community values youth, creative activities, school engagement, and personal power will increase 30% points each.	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.	Provide a pathway to leadership, science elective, Peacebuilders program, and counseling support.
#3: By 2020, supplemental students, special education students, Hispanic/Latino, and African-American students will have a 10% increase in proficiency rates in the areas of ELA and Math CCSS as measured by state tests, district benchmarks, and classroom data.	If targeted students participate and complete selected assignments in math/ELA intervention classes and attend before and after homework school support,	Then targeted students will learn necessary strategies to improve classroom grades and have a 10% improvement growth in meeting standards in ELA and math.	MUSD historically underserved students (Economically Disadvantaged, English Learners, Foster Youth, Special Education, Latino, and African American) will make accelerated growth to close the achievement gap.	Provide an intervention paraprofessional, homework center designed with staff to support targeted students attendance and completion of work, ROCI planning periods twice a trimester, SST homeroom, SST Conferences, ELD elective classes, ELAC meetings, SpED training and student inclusion when appropriate, student attendance to community workshops, and Intervention Conferences.

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 state tests, district benchmarks, and classroom data. Measured by: D3 data from 2017-18 to 2019-20 CAASPP ELA and Math data comparing 2017 to 2018

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	Expected 2017-18	Actual 2017-18	Expected 2018-19	Expected 2019-20
CAASPP ELA	78% All [2015-16 Results] 79% 7th Grade 76% 8th Grade	81% All [for 2016-17] 82% 7th Grade 79% 8th Grade	76% All [2016-17 Results] 78% 7th Grade 74% 8th Grade	79% All [for 2017-18] 81% 7th Grade 77% 8th Grade	
CAASPP Math	72% All [2015-16 Results] 68% 7th Grade 76% 8th Grade	75% All [for 2016-17] 71% 7th Grade 79% 8th Grade	75% All [for 2016-17] 71% 7th Grade 79% 8th Grade	78% All [for 2017-18] 74% 7th Grade 82% 8th Grade	
Interim Benchmarks D3 i-Ready Reading Results	**Likely to be Proficient** 73% All **Tier I - On/Above Level** 51% All	**Likely to be Proficient** 76% All **Tier I - On/Above Level** 54% All	**Likely to be Proficient** 73% All 72% 7th Grade 73% 8th Grade **Tier I - On/Above Level** 49% All 51% 7th Grade	**Likely to be Proficient** 76% All 75% 7th Grade 76% 8th Grade **Tier I - On/Above Level** 52% All 54% 7th Grade	

			47% 8th Grade	50% 8th Grade	
Interim Benchmarks D3 i-Ready Math Results	**Likely to be Proficient** 69% All **Tier I - On/Above Level** 52% All	**Likely to be Proficient** 72% All **Tier I - On/Above Level** 55% All	**Likely to be Proficient** 68% All 66% 7th Grade 71% 8th Grade **Tier I - On/Above Level** 49% All 45% 7th Grade 54% 8th Grade	**Likely to be Proficient** 71% All 69% 7th Grade 74% 8th Grade **Tier I - On/Above Level** 52% All 48% 7th Grade 57% 8th Grade	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Increase in CAASPP English-Language Arts 2016 to 2017 • Overall 78% Met/Exceeded Standards • 7th Grade 79% Met/Exceeded Standards • 8th Grade 79% Met/Exceeded Standards	**2017 CAASPP English-Language Arts Results** • Overall 76% Met/Exceeded Standards • 7th Grade 78% Met/Exceeded Standards • 8th Grade 74% Met/Exceeded Standards
Increase in CAASPP Math 2016 to 2017 • Overall 72% Met/Exceeded Standards • 7th Grade 68% Met/Exceeded Standards • 8th Grade 76% Met/Exceeded Standards	**2017 CAASPP Math Results** • Overall 72% Met/Exceeded Standards • 7th Grade 69% Met/Exceeded Standards • 8th Grade 74% Met/Exceeded Standards
Increase in D3 iReady Reading 2016 to 2017 • 73% Likely to be Proficient • 51% Tier I - On/Above Level	**D3 iReady Reading February 2017** • 73% Likely to be Proficient • 49% Tier I - On/Above Level
Increase in D3 iReady Math 2016 to 2017 • 69% Likely to be Proficient • 52% Tier I - On/Above Level	**D3 iReady Math February 2017** • 68% Likely to be Proficient • 49% Tier I - On/Above Level

Goal 1 Action 1

Multi-Tiered System of Supports Description: Tier I: 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- DO	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.	We have provided homework center to students on every school day except the first two days of school and the four 12:20 p.m. release days. About an average of 80 students show per day each week.
Expenditures	BUDGETED: $63,913	ESTIMATED ACTUAL: $51,000

ANTICIPATED MODIFICATIONS TO 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.	Open the learning center from 7:30 - 8:15 a.m. for 180 days, and from 3:15-5 p.m. 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 morning session. 1 teacher works from 3:15-4:15 p.m., and 1 teacher works from 3:15-5 p.m. 1 paraprofessional works from 3:15 - 5:15 p.m. Additional supplies materials need to be available to students, not limited to pens, pencils, paper, etc. Tier II and Tier II targeted students will be required to attend targeted tutorial sessions based on need.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$62,210 (Staff) $1,703 (Materials)	Amount	$54,557 (Staff) $2,000 (Materials)	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

Goal 1 Action 2

Multi-Tiered System of Supports Description: Tier I: 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.	Release days were provided, but not all teachers took them. Many teachers did not want to leave their classrooms for a day.
Expenditures	BUDGETED: $10,069	ESTIMATED ACTUAL: $8,000

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.	Modify to provide 2 release days per trimester for all math, English, science, and social studies teachers to participate in the Results-Oriented Cycle of Inquiry (ROCI) to target the needs and growth of Tier II and Tier III students in the general education program. Establish release day schedule at the calendar meeting towards the end of the 2017-18 school year to ensure that staffing has time to plan for the release. Share results of progress at leadership, staff, SSC, and ELAC meetings. The focus will be Tier II and Tier III students for the ROCI.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$4,046 / $6,023 = $10,069	Amount	$27,378	Amount	
Source	709100 / 010703	Source	709100	Source	
Budget Reference	Supplemental / Site Block Grant	Budget Reference	Supplemental	Budget Reference	

Goal 1 Action 3

Multi-Tiered System of Supports Description: Tier II and Tier III: 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.	Classes provided and materials purchased to support program.
Expenditures	BUDGETED: $7,000	ESTIMATED ACTUAL: $6,500

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.	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. Explore using Pearson iLit Newcomer Instruction.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$7,000	Amount	$7,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	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. **#2:** Russell: By 2020, reported developmental assets will increase by 30 percentage points as measured by TRMS/MUSD survey results.

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	Current 2017-18	Expected 2018-19	2019-20
Project Cornerstone Survey 2016-17	Project Cornerstone 16-17 47% Caring School Climate 23% Community Values Youth 23% Creative Activities 39% School Engagement 31% Personal Power	TRMS Survey Results Mar. 2018 60.8% Caring School Climate 64% Community Values Youth 47.8% Creative Activities 49.6% School Engagement 44.2% Personal Power	TRMS Survey Results Mar. 2018 63.8% Caring School Climate 67% Community Values Youth 50.8% Creative Activities 52.6% School Engagement 47.2% Personal Power	
CA Dashboard Suspension	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 • Hispanic/Latino Orange/Low Rating • English Learners	Green/High • Socioeconomically Disadvantaged • Filipino • All Students • Students w/Disabilities • Asian • Hispanic/Latino Yellow/Medium Rating • English Learners	

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. TRMS expected to give the survey several times a year.	TRMS created a survey to address the project cornerstone developmental assets need to improve. The survey was given in March of 2018, and the results are listed on page 21. Due to additional obligations, the survey was give once. 2018-19 anticipates giving the survey at the beginning of the year and in March of 2019.

Goal 2 Action 1

Multi-Tiered System of Supports Description: Tier I: 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.	Provided staffing for leadership class. Increase an amount due to cost adjustment per Collective Bargaining Agreement.
Expenditures	BUDGETED: $10,872	ESTIMATED ACTUAL: $11,000

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	Continue to offer leadership class and continue to have them a part of the decision-making activities. Create a monthly schedule for leadership students to meet with school administration to discuss ideas and strategize on how make more students feel part of the decision-making at the school.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$10,872	Amount	$11,296	Amount	
Source	School Block Grant	Source	School Block Grant	Source	
Budget Reference	010703	Budget Reference	010703	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.	Provided materials and membership to participate in Science Olympiad.
Expenditures	BUDGETED: $2,500	ESTIMATED ACTUAL: $2,000

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.	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. Create a science elective section to motivate students to consider STEAM.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$11,296 (staffing) $750 (materials)	Amount	
Source	School Block Grant	Source	School Block Grant	Source	
Budget Reference	010703	Budget Reference	010703	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.	Provided Student of the Month lunch materials, Camfel Assembly, Anti-Bullying Curriculum, students rewards
Expenditures	BUDGETED: $1,500	ESTIMATED ACTUAL: $1,500

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.	Continue to work on involvement of all students in the Peacebuilders Program. Create a general meeting of homeroom representatives to provide feedback to program. Meet monthly with all teams to address Peacebuilder tenants and to survey how things are going at TRMS.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$1,500	Amount	$2,000	Amount	
Source	School Block Grant	Source	School Block Grant	Source	
Budget Reference	010703	Budget Reference	010703	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.	Provided meeting materials for night events for families attending events. Purchased t-shirts for Anti-Bully Coalition
Expenditures	BUDGETED: $1,000	ESTIMATED ACTUAL: $300

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).	Partner with local agencies to teach students how to enhance personal power. • TOUPE Grant • 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	$1,000	Amount	
Source	School Block Grant	Source	School Block Grant	Source	
Budget Reference	010703	Budget Reference	010703	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.	Purchased athletic supplies to increase student interest in athletics program.
Expenditures	BUDGETED: $5,000	ESTIMATED ACTUAL: $5,000

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.	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	$5,000	Amount	
Source	School Block Grant	Source	School Block Grant	Source	
Budget Reference	010703	Budget Reference	010703	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.	**Provided two plays:** The Little Mermaid Jr. and Alice and Wonderland Jr. along with a December Talent Show.
Expenditures	BUDGETED: $11,000	ESTIMATED ACTUAL: $14,450

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
■ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ■ Unchanged	☐ New ☐ Modified ☐ Unchanged
Partner with The Audacity, Inc. to offer a drama program to include two plays and a talent show.	Partner with The Audacity, Inc. 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	$11,000	Amount	
Source	School Block Grant	Source	School Block Grant	Source	
Budget Reference	010703	Budget Reference	010703	Budget Reference	

Goals, Actions, & Services

	☐ New ■ Modified ☐ Unchanged
Goal 3	MUSD historically underserved students (Economically Disadvantaged, English Learners, Foster Youth, Special Education, Latino, and African American) will make accelerated growth to close the achievement gap. **#3:** By 2020, supplemental students, special education students, Hispanic/Latino, and African-American students will have a 10% increase in proficiency rates in the areas of ELA and Math CCSS as measured by state tests, district benchmarks, and classroom 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	Expected 2017-18	Actual 2017-18	Expected 2018-19	2019-20
CAASPP ELA	78% All Hispanic/Latino 60% Students w/Disabilities 11%	82% All Hispanic/Latino 63% Students w/Disabilities 14%	76% All Hispanic/Latino 56% Students w/Disabilities 18%	82% All Hispanic/Latino 59% Students w/Disabilities 21%	
CAASPP Math	72% All Hispanic/Latino 44% Students w/Disabilities 17%	75% All Hispanic/Latino 47% Students w/Disabilities 21%	72% All Hispanic/Latino 41% Students w/Disabilities 22%	75% All Hispanic/Latino 45% Students w/Disabilities 25%	
Reclassification	31.4%	32%	8.3%	11.3%	
Interim Benchmarks D3 i-Ready Reading Results	51% All Tier I - On/Above SED 45% English Learners 18% Students w/Disabilities 14% Hispanic/Latino 45% African-American 56%	54% All Tier I - On/Above SED 48% English Learners 21% Students w/Disabilities 17% Hispanic/Latino 48% African-American 59%	% All Tier I - On/Above SED 53% English Learners 27% Students w/Disabilities 13% Hispanic/Latino 44% African-American 33%	% All Tier I - On/Above SED 57% English Learners 30% Students w/Disabilities 17% Hispanic/Latino 47% African-American 37%	
Interim Benchmarks	52% Tier I - On/Above Level SED 54% English Learners 39%	52% Tier I - On/Above Level SED 57% English Learners 42%	% Tier I - On/Above Level SED 58% English Learners 46%	% Tier I - On/Above Level SED 61% English Learners 49%	

D3 i-Ready Math Results	Students w/Disabilities 25% Hispanic/Latino 41% African-American 52%	Students w/Disabilities 28% Hispanic/Latino 44% African-American 55%	Students w/Disabilities 21% Hispanic/Latino 45% African-American 44%	Students w/Disabilities 24% Hispanic/Latino 48% African-American 47%	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Increase in CAASPP 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 CAASPP Reading 2016 to 2017** • SED 61% Met/Exceeded • English Learners 34% Met/Exceeded • Students with Disabilities 18% Met/Exceeded • Hispanic/Latino 56% Met/Exceeded • African-American 61% Met/Exceeded
Increase in CAASPP 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 CAASPP MA 2016 to 2017** • SED 54% Met/Exceeded • English Learners 33% Met/Exceeded • Students with Disabilities 22% Met/Exceeded • Hispanic/Latino 41% Met/Exceeded • African-American 33% 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 Reading 2016 to 2017** • SED 53% on/above level • English Learners 27% on/above level • Students with Disabilities 13% on/above level • Hispanic/Latino 44% on/above level • African-American 33% 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	**Increase in D3 iReady Math 2016 to 2017** • SED 58% on/above level • English Learners 46% on/above level • Students with Disabilities 21% on/above level • Hispanic/Latino 45% on/above level • African-American 44% on/above level

Goal 3 Action 1

Multi-Tiered System of Supports Description: Tier II and III: 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.	Provided sheltered English-language arts class for English learners and ensured that materials will ordered for class. Purchased some software and chromebooks for the class to be 1:1.
Expenditures	BUDGETED: $7,000	ESTIMATED ACTUAL: $7,000

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.	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. Offer i-Lit Newcomers as instructional material.	

BUDGETED EXPENDITURES:

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

Goal 3 Action 2

Multi-Tiered System of Supports Description: Tier III: 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.	Provided staffing for a paraprofessional to attend the math intervention class five days week.
Expenditures	BUDGETED: $36,577	ESTIMATED ACTUAL: $21,700

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.	Tier III: 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	$35,619 (Staff) $1,000 (Materials)	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

Goal 3 Action 3

Multi-Tiered System of Supports Description: Tier II: 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	Tier III: TRMS Guidance Counselor will create counselor support groups to motivate students in supplemental categories performing below grade level in ELA/MA.	Counselor and counselor interns are working with students on the cusp of not graduating. There is a GPA incentive program for these students as well as a weekly and for some a twice a week check-in with the counseling team.
Expenditures	BUDGETED: $1,500	ESTIMATED ACTUAL: $1,000

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.	Counselor and Counselor Interns divide the number of students that scored at the 1.75 GPA or lower and meet with them regularly to set grade goals for each of their classes. Counselor team offers incentives as well as organized motivational field trips to inspire students. Adjust to ensure that counselor remains in contact with SST Coordinator, so the entire team is working as one with the student and student's family.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$1,500	Amount	$3,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

Goal 3 Action 4

Multi-Tiered System of Supports Description: Tier II and Tier III: 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.	ELAC meetings were provided as well as some additional parent engagement activities. Meeting materials were purchased.
Expenditures	BUDGETED: $375	ESTIMATED ACTUAL: $375

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.	TRMS will offered 5 workshops for parents including Drug and Alcohol Awareness, Transitioning to Middle School, ELD Support, Parent University through MUSD, Student-led Conferences, SST meetings, and Intervention Conferences, and College Extension Parent Workshops. Continue to find more ways to engage parents unable to attend workshops and meetings.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$375	Amount	$1,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

Goal 3 Action 5

Multi-Tiered System of Supports Description: Tier II and Tier III: 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	Tier III: TRMS will offer intervention support to students who are two or more grade levels below in ELA.	English teachers are working with students during the school day or after school to ensure that students are making gains in the areas of reading and/or writing. Students receive at least one additional opportunity a week to receive help from a credentialed English teacher.
Expenditures	BUDGETED: $10,872	ESTIMATED ACTUAL: $8,000

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.	Adjust ELA support to become one section of Intervention offered by an English teacher as part of the Master Schedule. This class would not include ELD students who were placed in ELD, but it might include long-term English Learner students and/or students who did not meet standards on SBAC or district benchmark. If some students did not meet standards in both math and ELA, intervention placement will be placed on the lower of the two scores.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$10,872	Amount	0	Amount	
Source	Supplemental	Source	NA	Source	
Budget Reference	709100	Budget Reference	NA	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
Shriram Natarajan	Parent	shriram.jobs@gmail.com	4/23/18 & 5/7/18
Mary Shaffer	Teacher	mshaffer@musd.org	4/23/18 & 5/7/18
Kush Brahmbhatt	Student	kb80285@student.musd.org	4/23/18 & 5/7/18
Jaymie Gonzales	Student	jg82195@student.musd.org	4/23/18 & 5/7/18
Jomalynne Radoc	Student	jr80820@student.musd.org	4/23/18 & 5/7/18
Victoria Ly	Student	vl82430@student.musd.org	4/23/18 & 5/7/18
Alicia Fazal	Parent	aliciafazal@gmail.com	4/23/18 & 5/7/18
Rita Lu	Parent	rita_yang@yahoo.com	4/23/18 & 5/7/18
Esther Ynzunza	Parent	ezgomez76@hotmail.com	4/23/18 & 5/7/18
Charles Collier	Parent	charlesdcollier@yahoo.com	4/23/18 & 5/7/18
Kami Collier	Parent	kamicollier@yahoo.com	4/23/18 & 5/7/18
Damon James	Principal	djames@musd.org	4/23/18 & 5/7/18
Elizabeth Difuntorum	Parent	beth1728@yahoo.com	4/23/18 & 5/7/18
Ronald Kopplinger	Teacher	rkopplin@musd.org	4/23/18 & 5/7/18
Luis Lopez	Assistant Principal	llopez@musd.org	4/23/18 & 5/7/18

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

School Site Council 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. (Check all that apply):

- [x] English Learner Advisory Committee signature: _____
- [ ] If applicable, Local Control Funding Formula Stakeholders Advisory Committee (D-LCAP or CBAC signature: _____
- [ ] Special Education Advisory Committee signature: _____
- [ ] Departmental Advisory Committee (secondary) signature: signature: _____
- [ ] District/School Liaison Team for schools in comprehensive support and improvement signature: _____
- [ ] Other committees established by the school or district (specify) signature: _____

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 LCAP .

5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.

6. This SPSA is based on a ***thorough analysis of student academic performance***. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

7. This SPSA was approved by the SSC at a public meeting on: May 7, 2018

Damon James
Typed name of School Principal

Signature of School Principal

5/7/18
Date

Charles Collier
Typed name of SSC Chairperson

Signature of SSC Chairperson

5-7-2018
Date