

[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.

# Single Plan for Student Achievement (SPSA) Template

School Name Rancho Milpitas Middle School

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## 2018-20 Plan Summary

### School's STORY

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

Rancho Milpitas Middle School has served the Milpitas community for 50 years. The school currently serves a little over 700 students in the seventh and eighth grades. The students attending Rancho Milpitas Middle School mirror the cultural diversity of the city of Milpitas. Rancho Milpitas Middle School is a California Distinguished School and a National School to Watch. The mission of Rancho Milpitas Middle School is “Fostering a resilient mindset to continually strive for excellence and personal success.”

Rancho Milpitas Middle School is a community that continuously strives to educate and nurture global minded, creative, and resilient thinkers who value multiple perspectives. Our students demonstrate versatility as they develop interpersonal skills, build self-esteem, think critically, and work collaboratively. Rancho partners with families and community members to support our students and to provide a future filled with options and opportunities. This is our shared vision.

Students attending Rancho are all members of one of five teams. There are two teams per grade level and one split grade team. One team incorporates a Project Based Learning focus in the way they collaboratively design their instruction and assessments to align

with their theme. Students who are new to the United States and are in the process of learning English have a two period ELD/ELA Block to support their acquisition of English. Students in ELD and those who are Long-Term English Learners (LTEL) are in an elective class to support their particular language needs. A Chromebook cart is set aside exclusively for our English Language Development classroom.

Students can participate in a variety of extracurricular and intramural activities. Students may create a club or join one, try out for one of five sports programs, participate in intramural tournaments, attend tutorial classes, and attend academic enrichment classes. Furthermore, Rancho provides students with the opportunity to be in Speech and Debate, Science Olympiad, Spelling Bee, and/or a theatrical production.

Furthermore, Rancho students participate in annual Student Led Conferences (SLC). This is where all students demonstrate their learning through portfolio presentations. The primary audience at SLCs is the students' parents and the SLC attendance rate is near 100%.

Professional Learning Communities (PLCs) have been established at Rancho. Each team works, in part, as a PLC, as well as the Special Education, Physical Education, and ELD departments. Our PLCs engage in cycles of inquiry and are focused on identifying effective instructional practices based on results and outcomes.

Lastly, we have partnered with Project Cornerstone in an effort to increase the level of parent engagement and offer tools to help them support their middle school children while at Rancho.

## **SPSA HIGHLIGHTS**

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

ELD PLC

ELD Instructional Coach

PLC Coach

Math PD through Santa Clara County Office of Education

Literacy in Science & Social Studies

Science department focus on Claims, Evidence, Reasoning (CER) and development of benchmarks.

ELA prioritization of standards & development of common assessments w/common rubrics (in the areas of *speaking/listening, literary analysis*)

Polar Watches (wearable tech) for Fitness data in PE

Math 180

Read 180

We are adding an elective intervention class in 2018-19 (Math 180). We have seen success in the Read 180 elective and hope to see similar results in Math 180. This will give us a research-based math intervention during the school day. We look to increase the effectiveness of our work with EL students in particular as we work in PLCs and contract with an ELD Instructional Coach.

## 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

We have seen progress in our Special Education students. They grew by over 15 points in the SBAC Math assessment and also increased in SBAC ELA. Our EL students made growth in their CELDT tests and reached the blue level on the color grid on the EL Learner Progress Indicator. On average there were 18-20 Spanish-speaking parents who attended our PIQE meetings and another 5-6 Vietnamese-speaking parents. We made solid progress with our interdisciplinary PLC teams who met once to twice a month with a PLC coach to determine inquiry focus questions, analyze student work, and select instructional strategies to reach the target/goal and evidence to measure levels of success. We provided strong support for our new ELD teacher. For example we gave her coverage to enable her to meet with an instructional coach with expertise in ELD. We nearly reached our goal of 20 students qualifying for reclassification.

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**

Hispanic ELA (orange), SWD-Math (Orange)

GPA gap for historically underrepresented students (Latino, AA)

GPA data at each Trimester shows a gap for our Latino and African American student population when compared to their Asian counterparts.

iReady results—school wide and all (but one) subgroups dropped in their % of growth from the first to the second benchmark. The one exception was “white” which grew and reached their goal in Reading.

What steps is the school planning to take to address these areas with the greatest need for improvement?

We will work to implement classroom protocols, structures, supports, and expectations that will lead to more equitable levels of student engagement and participation. This will be emphasized for student talk time in particular. We will work with Student Services at the D.O. to map our next steps to better support our Special Education students, particularly for when they are in General Education settings.

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**

Our two groups who are two or more performance levels below the “all student” performance level are Hispanic and Students With Disabilities.

We will continue our PD work in. We will also work with PIQE to provide a series of workshops in Spanish and English for these two parent communities. Additionally, we will continue to work with Project Cornerstone at the student and parent levels to provide information and support regarding current issues such as bullying, developing assets, and contributing to a positive school climate. We will identify the Low

Income students in order to assist teachers in recognizing patterns of achievement and appropriate, effective strategies and supports. We will strengthen the collaboration between Special Education and General Education teachers, especially for discussing Special Education students who are struggling academically.

## BUDGET OVERVIEW

### DESCRIPTION

### AMOUNT

Total Budget Expenditures for SPSA Year **2016-17**

\$197,993

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2016-17**

\$89,000

Briefly describe any differences between budgeted and expended resources. .

Expenditures not listed include flat screen TVs with Chromeboxes and keyboards, Professional Development conferences, Audacity Performing Arts Project, Inc., iReady, CASSY counselor, Science Olympiad stipends, and Enrichment classes.

### DESCRIPTION

### AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$148,865

Percentage of SPSA Budget that is Supplemental or Concentration Funds

60%

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.

Professional Learning Communities promote a focus on effective instructional practices with a results-based orientation. We specifically look at the data for our EL (especially LTEL) students given that the instructional strategies implemented will not only target/benefit them but also other students including students in Special Education. We are still in the early stages of PLC implementation but we have seen much growth this year in terms of establishing a coherent interdisciplinary approach focusing on speaking & listening and writing.

Our PD with Scholarvision will go hand-in-hand with our PLC work to build teachers' repertoires of instructional strategies to support EL students.

Math PD will focus on developing as a department-based PLC using MARS tasks, discussing strategic implementation of high quality math tasks into long-term planning through the lens of ELs and especially LTELs, and analyzing student work.

We will have an ELD Instructional Coach who will work one on one with our ELD teacher throughout the school year. Her work will include making the Reclassification process and criteria explicit and transparent for both ELL students and their parents. Planning has already begun when they met in early April 2018 to create an [ELD Planning Toolkit](#).

Math 180 & Read 180 will be offered as targeted elective intervention classes for carefully selected students who struggle with reading and/or number sense. These intervention courses will fill in many of the foundational gaps and will thus enable them to perform at a higher level in their ELA and/or Math class(es).

### Budget Summary ([SPSA Worksheet](#))

DESCRIPTION	Block Grant	Supplemental	TOTAL
<b>Allocation:</b>	49,128	148,865	197,993

<b>Expenses:</b>				
<b>Object 1XXX : Certificated Salary</b>				
<b>Sub-Total</b>	<b>7000</b>	-	<b>8,000</b>	-
				<b>15,000</b>
<b>Object 2XXX: Classified Salary</b>				
<b>Sub-Total</b>	<b>1,664-</b>	-	<b>3,400-</b>	-
				<b>5,064</b>
<b>Object 3XXX: Benefits</b>				
<b>Sub-Total</b>	<b>2,218-</b>	-	<b>2,024-</b>	-
				<b>4,242-</b>
<b>Object 4XXX: Supplies</b>				
<b>Sub-Total</b>	<b>31,316-</b>	-	<b>23,941-</b>	-
				<b>55,257-</b>
<b>Object 5XXX: Operational</b>				
<b>Sub-Total</b>	<b>6,930-</b>	-	<b>111,500-</b>	-
				<b>118,430-</b>
<b>Total Expenses</b>	<b>50,579-</b>	-	<b>147,179-</b>	-
				<b>197,993</b>
<b>BALANCE</b>	<b>0</b>		<b>0</b>	<b>0</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?

School Site Council/ELAC; Rancho Leadership Team; EL Team; Special Education Team; Rancho Staff.

[Leadership Meeting April 2018](#)

[SSC/ELAC April 2018](#)

[Rancho Staff Meeting February 2018](#)

[Google Form for SPSA Feedback from Rancho Staff](#)

[Rancho: School Site Based Items above \\$10,000 \(LCAP/SPSA\) 2017-18 & 18-19](#)

[Rancho SPSA Evaluation Worksheet for SSC \(17-18 & 18-19\)](#)

[EL Team & Admin Collaboration Template/Spreadsheet](#)

[Special Education, Counselor & Admin Collaboration Template/Spreadsheet](#)

[SSC & ELAC Minutes, Sign-in Sheet, & Agenda April 2018](#)

[SSC & ELAC Agendas May 2018](#)

[SSC & ELAC Folder \(agendas, minutes, sign-in sheets\) beginning with May 7, 2018 meetings](#)

#### IMPACT ON SPSA AND ANNUAL UPDATE

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

All Rancho teachers were invited to give feedback after looking at a SPSA evaluation form which listed all programs with corresponding data (if available). A Google form was sent to each teacher and there they could share their recommendations/ideas regarding each SPSA action item. 25 of 32 teachers shared feedback on the Google form. At the April Leadership meeting we discussed which SPSA actions would continue, be modified/adjusted, stop, or were new actions.

At the March SSC/ELAC meeting members reviewed a SPSA action item analysis form. Members discussed each item, asked questions, and sought clarification. We agreed to continue our discussion at the April SSC/ELAC meeting. At the April SSC/ELAC meeting we reviewed the [Rancho SPSA Evaluation Worksheet for SSC \(17-18 & 18-19\)](#). As a council we identified two needs and voted to take steps in accordance with the identified needs. These actions were shared with the Rancho staff and leadership team at the April staff meeting and May leadership meeting.

# Goals, Actions, & Services

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> X Unchanged	
<b><u>Goal 1</u></b>	All Rancho students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for high school and close the achievement gap.			

[State and/or Local Priorities Addressed by this goal:](#)

STATE **1 2 4 5 7 8**

LOCAL \_\_\_\_\_

[Identified Need](#)

As we look at the disaggregated student data from CAASPP and iReady we see the need to close the academic achievement gap while raising the achievement level for all students. Our Asian and White students excel on CAASPP while our Hispanic/Latino students are far behind. We need to accelerate our Hispanic students' academic progress while maintaining high levels of achievement for all students.

[GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline 2016-17	Growth Goals 2017-18	Actual Growth 2017-18	Growth Goals 2018-19	Growth Goals 2019-20
<b>CAASPP Math</b>	<b>Schoolwide</b> Status: +28.5 points Change: +14.3 points	<b>Schoolwide</b> +7 points		<b>Schoolwide</b> Increase 5 points	<b>Schoolwide</b> Increase 5 points
	<b>Asian</b> Status: +89.4 points Change: +6.5 points	<b>Asian</b> +5 points		<b>Asian</b> Increase 5 points	<b>Asian</b> Increase 5 points
	<b>White</b> Status: +49.4 points Change: +28.2 points	<b>White</b> +5 points		<b>White</b> +5 points	<b>White</b> +5 points
	<b>Filipino</b>	<b>Filipino</b>		<b>Filipino</b>	<b>Filipino</b>

	<p>Status: +3.9 points Change: +14.2 points</p> <p><b>Hispanic</b> Status: -61.2 points Change: +12.3 points</p> <p><b>Special Education</b> Status: -101.7 Change: +28.6 points</p> <p><b>English Learners</b> Status: -3.2 points Change: -0.3 points</p>	<p>+12 points</p> <p><b>Hispanic</b> +20 points</p> <p><b>Special Education</b> +25 points</p> <p><b>English Learners</b> +6 points</p>		<p>+12 points</p> <p><b>Hispanic</b> +20 points</p> <p><b>Special Education</b> +30 points</p> <p><b>English Learners</b> +10 points</p>	<p>+12 points</p> <p><b>Hispanic</b> +20 points</p> <p><b>Special Education</b> +35 points</p> <p><b>English Learners</b> +15 points</p>
CAASPP ELA	<p><b>Schoolwide</b> Status: +38.6 points Change: +0.8 points</p> <p><b>Asian</b> Status: +80.5 points Change: -4.1 point</p> <p><b>White</b> Status: +46.4 points Change: +0.1 point</p>	<p><b>Schoolwide</b> +7 points</p> <p><b>Asian</b> +3 points</p> <p><b>White</b> +3 points</p>		<p><b>Schoolwide</b> +12 points</p> <p><b>Asian</b> +3 points</p> <p><b>White</b> +3 points</p>	<p><b>Schoolwide</b> +15 points</p> <p><b>Asian</b> +3 points</p> <p><b>White</b> +3 points</p>

	<p><b>Filipino</b> Status: +31.8 points Change: +6.5 points</p> <p><b>Hispanic</b> Status: -27 points Change: -2 point</p> <p><b>Special Education</b> Status: -67.4 points Change: +11.3 point</p> <p><b>English Learners</b> Status: +9.5 points Change: -7.5 point</p>	<p><b>Filipino</b> +14 points</p> <p><b>Hispanic</b> +10 points</p> <p><b>Special Education</b> +15 points</p> <p><b>English Learners</b> +5 points</p>		<p><b>Filipino</b> +5 points</p> <p><b>Hispanic</b> +12 points</p> <p><b>Special Education</b> +20 points</p> <p><b>English Learners</b> +10 points</p>	<p><b>Filipino</b> +5 points</p> <p><b>Hispanic</b> +15 points</p> <p><b>Special Education</b> +25 points</p> <p><b>English Learners</b> +15 points</p>
Reclassification	18 students	20 students	18 students	20 students	22 students
iReady Benchmark	<p><u>Actual Growth:</u> <u>Diagnostic #1 to</u> <u>Diagnostic #3</u></p> <p><b>MATH</b> Schoolwide Growth (5+ points) 70.8%</p> <hr/> <p>Asian</p>	<p><u>Growth Goals:</u> <u>Diagnostic #1 to</u> <u>Diagnostic #2</u></p> <p><b>MATH</b> Schoolwide Growth (5+ points) 75%</p> <hr/> <p>Asian</p>	<p><u>Actual Growth:</u> <u>Diagnostic #1 to</u> <u>Diagnostic #2</u></p> <p><b>MATH</b> Schoolwide Growth (5+ points) 61%</p> <hr/> <p>Asian</p>	<p><u>Growth Goals:</u> <u>Diagnostic #1 to</u> <u>Diagnostic #2</u></p> <p><b>MATH</b> Schoolwide Growth (5+ points)</p> <hr/> <p>Asian</p>	<p><u>Growth Goals:</u> <u>Diagnostic #1 to</u> <u>Diagnostic #2</u></p> <p><b>MATH</b> Schoolwide Growth (5+ points)</p> <p style="text-align: right;">12</p>

	75%	87%	59.5%		
	Filipino 67.5%	Filipino 71%	Filipino 57.7%	Filipino	Filipino
	White 75.6%	White 82%	White 69.6%	White	White
	Latino 66.8%	Latino 77%	Latino 54%	Latino	Latino
	<b>READING</b> Schoolwide Growth (5+ points) 62.7%	<b>READING</b> Schoolwide Growth (5+ points) 70%	<b>READING</b> Schoolwide Growth (5+ points) 57.2%	<b>READING</b> Schoolwide Growth (5+ points)	<b>READING</b> Schoolwide Growth (5+ points)
	Asian 60%	Asian 70%	Asian 58.6%	Asian	Asian
	Filipino 69.5%	Filipino 79%	Filipino 50.7%	Filipino	Filipino
	White 49%	White 60%	White 60.6%	White	White
	Latino 62.1%	Latino 70%	Latino 52.8%	Latino	Latino

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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

[Link to 2017-18 Rancho SPSA](#)

**EXPECTED**

**ACTUAL**

<p><b>17-18</b></p> <p>We expected to build on the growth we saw in 2016-17 school year. Accordingly, the established goals were ambitious with 8-11% growth expected for many of the subgroups and school wide.</p>	<p><b>RESULTS</b></p> <p>As we reflect on the iReady results we noted the following:</p> <ul style="list-style-type: none"> <li>• We did not have sufficient data for students who enrolled after November 2017 because those students only took one benchmark.</li> <li>• We administered two benchmarks instead of three and they were given at different times when compared with last year's iReady windows.</li> <li>• The level of iReady usage (lesson utilization by students) dropped below where it was in 2016-17 (which was at an already low level).</li> <li>• White was the only subgroup of students to reach one of their goal (in Reading). No goals were met in Math.</li> </ul>
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Goal **1**      Action **1**

<p>Multi-Tiered System of Supports Description: <b>TIER 1</b></p> <p>We will partner with the Santa Clara County Office of Education to provide Professional Development for our math department, including our RSP Math teacher.</p>	
<p><a href="#">Students to be Served</a></p>	<p> <input type="checkbox"/> All District    <input checked="" type="checkbox"/> <b>All School</b>    <input checked="" type="checkbox"/> <b>X Students with Disabilities</b>    <input type="checkbox"/> [Specific Student Group(s)] _____ </p> <p> <input checked="" type="checkbox"/> <b>X English Learners</b>    <input type="checkbox"/> Foster Youth    <input checked="" type="checkbox"/> <b>X Low Income</b>    <input type="checkbox"/> Specific Grade spans: _____ </p>

Actions/Services	<p>PLANNED</p> <p>Math PD workshops will take place in August, October, November, January, March, and May focused on moving to a department-based PLC. They will be using student work (with a focus on EL students, particularly LTEL) to determine the effectiveness of their instructional strategies. MARS tasks will be used as common assessments for Math 7 and Math 8 and results will guide discussions and subsequent instructional actions/decisions. The target is 80% proficiency.</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED</p> <p><b>\$4,050</b></p>	<p>ESTIMATED ACTUAL</p> <p><b>\$</b></p>

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

**2017-18** [Link to 2017-18 Rancho SPSA](#)

**2018-19**

**2019-20**

<input checked="" type="checkbox"/> <b>New</b> <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> <b>Modified</b> <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Math teachers will identify essential standards in CCSS and ensure that instruction is aligned accordingly. The Math dept will use student outcomes and CAASPP Math results as indicators of effective instruction and will begin to work as a PLC.</p>	<p>Math teachers will identify essential standards in CCSS and begin to establish a guaranteed and viable curriculum. Work on common formative and summative assessments will begin as the department moves to function more as a PLC using the four guiding PLC questions.</p>	<p>Math dept. will analyze student achievement results (particularly on CAASPP) to determine effectiveness of PD and any changes to be made accordingly.</p>

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$2,000	Amount	\$4,050	Amount	\$5,000
Source	District Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	5000		5000		5000

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

**Multi-Tiered System of Supports Description: TIER 1**

Scholarvision will continue to provide professional development to English Language Arts, Science, and Social Studies teachers, including the RSP ELA and SDC teachers, to support our literacy work and to strengthen our PLC work focused on Speaking & Listening and Writing. (This goal is repeated in Goal 3 Action 5).

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> <b>All School</b> <input checked="" type="checkbox"/> <b>X Students with Disabilities</b> <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Scholarvision will work specifically with History, Science, and English Language Arts teachers to support them in their efforts to design effective instruction that focuses on Speaking & Listening and Writing.	ACTUAL
Expenditures	BUDGETED <b>\$10,000</b>	ESTIMATED ACTUAL \$

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18** [Link to 2017-18 Rancho SPSA](#)

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> <b>Modified</b> <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> <b>Modified</b> <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> <b>Modified</b> <input type="checkbox"/> Unchanged
<p>Teams and departments will select and implement appropriate student achievement metrics to measure the effectiveness of this PD. These will include benchmark assessments, formative assessments, summative assessments, and CAASPP ELA results.</p>	<p>We will continue to merge the three departments (ELA, Science, and Social Studies) and establish expectations for teachers to bring evidence of implementation (i.e. formative assessments) of strategies to PD sessions. This is done in order to inform instruction and PD direction based on student results.</p>	<p>Analyze student achievement results to determine effectiveness of PD and any changes to be made accordingly.</p>

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount	\$12,000	Amount	\$10,000	Amount	\$12,000
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Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Goal **1** Action **3**

Multi-Tiered System of Supports Description: **TIER 1**

We will work with a professional PLC facilitator to work with each team to build teacher capacity in using student work and results to inform and guide instruction.

<a href="#">Students to be Served</a>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> <b>All School</b>	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Each interdisciplinary team and the PE department will have varying inquiry focus questions and will work in a cycle of inquiry, gathering student work samples and using common rubrics in their analysis to determine levels of student proficiency and instructional next steps based on results.	ACTUAL
Expenditures	BUDGETED <b>\$15,000</b>	ESTIMATED ACTUAL <b>\$</b>

[ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:](#)

2017-18 [Link to 2017-18 Rancho SPSA](#)

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Our PLC facilitator will build teacher capacity by working closely with teams and admin to implement true PLCs across the campus. Walkthroughs will also be conducted by admin and the facilitator to observe classroom instruction and to give feedback. Our PLC facilitator will also work with our ELD PLC as well as providing school wide PD focused on effective LTEL strategies.</p>	<p>We will continue our work with Joy Wenke, PLC facilitator/coach. We will modify the PLC calendar to reflect feedback received from teachers. We will discontinue campus walkthroughs with Joy as those will be conducted by admin.</p> <p>We will establish ELD Coaching Days where Joy will work with our ELD teacher as an instructional coach. She will also provide PD offerings focused on engaging instructional strategies, particularly for EL/LTEL students.</p>	<p>We will look at our students' CAASPP results benchmark scores to determine growth in areas focused on in our PD and make needed changes in our focus.</p>

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$33,000	Amount	\$15,000	Amount	\$15,000
Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

## Goals, Actions, & Services

New

Modified

Unchanged

### Goal 2

All Rancho students will receive support and instruction for their physical and social emotional needs.

Rancho will partner with parents to increase the level of involvement in school governance settings and to equip them with the tools they need to support their students academic and social emotional needs.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 (3) 4 (5) (6) 7 8

LOCAL \_\_\_\_\_

[Identified Need](#)

In looking at the parent groups who attended our parent group presentations and meetings in 2016-17 (Spanish speaking and Vietnamese speaking), we need to increase opportunities for parent engagement for these two groups in their native language--Vietnamese and Spanish--while continuing our offerings in English. We will include a focus on the importance of school attendance as well as the disciplinary system works in an educational setting.

Our CASSY was unable to work with all students who needed attention due to her limited time on Rancho campus. We plan to increase her time on our campus by one day per week in order to serve more students who need mental health support and services.

Our PE department will be more intentional in how they work to help students be aware of their physical state and consequent well-being. We will purchase more Polar watches in order for the PE department to create a viable weekly fitness program to familiarize students with their personal fitness data.

[2017-18 CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL](#)

**EXPECTED**

**ACTUAL**

We will see an increase in parent involvement as we partner with PIQE and Project Cornerstone. There are five established metrics for this area of Parent Engagement and Involvement: four which are common to all MUSD schools and one selected by Rancho Milpitas Middle School. Each of the metrics is listed below. [Click here](#) to see all five Parent Engagement & Involvement metrics at a glance.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	Growth Goals 2017-18	Actual Growth 2017-18	2018-19	2019-20
Attendance Rate	97.95%	98%	97.59%	97.79%	98.4%
Chronic Absenteeism Rate	<p><b>Schoolwide</b> 34 students 4.5%</p> <p><b>White</b> 2 students</p> <p><b>Hispanic</b> 25 students</p> <p><b>Asian</b> 2 students</p> <p><b>Filipino</b> 3 students</p>	<p><b>Schoolwide</b> Reduce gap to State average level by one-third per year</p> <p><b>White</b></p> <p><b>Hispanic</b></p> <p><b>Asian</b></p> <p><b>Filipino</b></p>	<p><b>Schoolwide</b> %</p> <p><b>White</b></p> <p><b>Hispanic</b></p> <p><b>Asian</b></p> <p><b>Filipino</b></p>	<p><b>Schoolwide</b> Reduce gap to State average level by one-third per year</p> <p><b>White</b></p> <p><b>Hispanic</b></p> <p><b>Asian</b></p> <p><b>Filipino</b></p>	<p><b>Schoolwide</b> Reduce gap to State average level by one-third per year</p> <p><b>White</b></p> <p><b>Hispanic</b></p> <p><b>Asian</b></p> <p><b>Filipino</b></p>

SARB Compliance (18-19 metric)	# 1 <sup>st</sup> SARB Notices # 2 <sup>nd</sup> SARB Notices # 3 <sup>rd</sup> SARB Notices # Parent Conferences #SARB Hearings # SARB Home Visits	n/a	n/a	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws
Suspension Rate	<p><b>Schoolwide</b> <b>Status:</b> 3.2% (Medium) <b>Change:</b> -1.1% (Declined)</p> <p><b>SWD</b> <b>Status:</b> 1.5% (Low) <b>Change:</b> -8.1% (Declined Significantly)</p> <p><b>White</b> <b>Status:</b> 4.2% (Medium) <b>Change:</b> -4.2% (Declined Significantly)</p> <p><b>Hispanic</b></p>	Reduce suspension rates to very low and reduce student group gaps by one third		Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third

	<p><b>Status:</b> 7.8% (Medium) <b>Change:</b> -2.3% (Declined)</p> <p><b>Asian</b> <b>Status:</b> 0.9% (Low) <b>Change:</b> +0.9% (Increased)</p> <p><b>English Learners</b> <b>Status:</b> 4.3% (Medium) <b>Change:</b> 0.9% (Increased)</p>				
<p>Suspension Offenses (<a href="#">DataQuest</a>): Controlled Substance: Violence: Weapons: Behavior and/or Bullying: (18-19 metric)</p>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate		Maintain low rate		Maintain low rate	Maintain low rate

Dropout Rate		Maintain below state rate		Maintain below state rate	Maintain below state rate
Support Referrals (to CASSY counselor) (18-19 metric)	n/a	n/a	n/a		
School Site Council Agenda, Minutes, and Sign-in Sheets (18-19 metric)	n/a	n/a	n/a	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
English Language Advisory Council (ELAC) Agenda Minutes, and Sign-in Sheets (18-19 metric)	n/a	n/a	n/a	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Engagement Plan (18-19 metric)	n/a	n/a	n/a	Plan generated by parents in regards to activities for engagement: <i>PIQE &amp; Reclassification Criteria/Process</i>	Parents' evaluation of engagement activities

				<i>Presentation to Parents</i>	
Parent <a href="#">Survey</a> & <a href="#">Feedback</a> Results-English & Spanish ( <a href="#">survey</a> , <a href="#">feedback</a> ) (18-19 metric)	n/a	n/a	n/a	To be given at Back-to-School Night ( <i>survey</i> ) & Student Led Conferences ( <i>feedback</i> )	To be given at Back-to-School Night & Student Led Conferences
Student Led Conference Attendance Rate (18-19 metric)	98.5%	98.5%	98.7%	99%	99.2%
Rancho Student Survey- <a href="#">English</a> & <a href="#">Spanish</a> (18-19 metric)	n/a	n/a	To be given to all students in May 2018 to establish baseline data for this metric		
Additional Site Specific Metric (SOTW Certificates, Perfect Attendance Recognition, participation in clubs,, sports participation,					

and Honor Roll, etc.)					
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Goal **2** Action **1**

We will partner with PIQE and Project Cornerstone to provide a series of Parent Workshops in English and Spanish.  
 Multi-Tiered System of Supports Description: **TIER 2**

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> <b>All School</b>	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> <b>English Learners</b>	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> <b>Low Income</b>	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED PIQE will provide a series of parent workshops that will help our Spanish and English speaking parents understand how to effectively support their middle school student academically, socio-emotionally, while emphasizing the importance of regular school attendance and explaining the basics of school discipline. Project Cornerstone will provide workshops in English that will focus on developing assets, cyberbullying and bullying, and “Expect Respect”.	ACTUAL <a href="#">PIQE MOU 2018-19</a>
	Expenditures	BUDGETED <b>\$8,250</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18** [Link to 2017-18 Rancho SPSA](#)

**2018-19**

**2019-20**

<input checked="" type="checkbox"/> <b>New</b> <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> <b>Modified</b> <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> <b>Modified</b> <input type="checkbox"/> Unchanged
<p>We will gauge the level of participation and survey feedback from our different parent groups to determine future partnerships with PIQE and Project Cornerstone. We will analyze our attendance and suspension data (school wide and with the Hispanic &amp; Vietnamese subgroups in particular).</p>	<p>We will look at the results of our partnership with PIQE in terms of participation and impact and determine whether or not to renew our partnership with them in 2019-20.</p>	<p>We will look at the results of our partnership with PIQE in terms of participation and impact and determine whether or not to renew our partnership with them in 2020-21.</p>

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount	\$8,250	Amount	\$8,250	Amount	\$8,250
Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Goal **2**   Action **2**

We will increase our CASSY counselor availability to three days per week in order to accommodate a greater number of students needing socio-emotional support.

Multi-Tiered System of Supports Description: **TIER 2, 3**

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> <b>All School</b>	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <p>We will be able to accommodate a greater number of students referred to CASSY counseling (both group &amp; individual). We will measure the impact of having a CASSY counselor on campus for a third day each week by looking at the number of students who are reaching their CASSY goals (set by students and CASSY counselor), number of students who complete the 12-week session, and the number of CASSY students who improve their attendance/discipline (if either or both of these metrics apply).</p>	ACTUAL
	Expenditures	<p>BUDGETED</p> <p><b>\$15,000</b></p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18 [Link to 2017-18 Rancho SPSA](#)

2018-19

2019-20

<input type="checkbox"/> New <b>X Modified</b> <input type="checkbox"/> Unchanged	<b>X New</b> <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Rancho admin and staff will establish on campus offerings for parents such as Math Nights, Parent University, Team Potlucks, and Career Day.	We will increase the availability of our CASSY counselor to three days per week in order to accommodate a greater number of students.	

**BUDGETED EXPENDITURES:**

2017-18		2018-19		2019-20	
Amount	\$1,000	Amount	\$15,000	Amount	\$15,000
Source	District Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

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

Physical Education teachers will have their students use wearable technology devices that will enable both teacher and student to monitor progress (real-time and longitudinal) while engaged in cardiovascular activities.

Multi-Tiered System of Supports Description: **TIER 1**

<u>Students to be Served</u>	<input type="checkbox"/> All District	<b>X All School</b>	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Students will understand the impact of physical exertion and exercise on their physical and emotional well-being by seeing their own fitness data and tracking it over time. They will be better equipped to reflect on their efforts to improve and the impact this has had on their mental and physical states. The PE department will carve out time weekly (on Fridays) to focus on fitness in a structured way that will include all students.	ACTUAL
Expenditures	BUDGETED <b>\$8,000</b>	ESTIMATED ACTUAL <b>\$</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-2018 [Link to 2017-18 Rancho SPSA](#)

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> <b>Modified</b> <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> <b>Unchanged</b>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> <b>Unchanged</b>
Purchase Polar Watches for use in PE classes. PE teachers will receive training from Polar representative in how to use Polar Watch student data. Each PE teacher will have a separate account where linked student data will be kept to determine levels of growth and progress and to give targeted and accurate recommendations.	PE teachers will evaluate the effectiveness of the Polar Watch technology, partly by looking at Physical Fitness Test data and other indicators in Physical Education that can be considered linked to using this wearable technology and receiving more precise data regarding their level of fitness and exertion.	PE teachers will continue to evaluate the effectiveness of the Polar Watch technology and make necessary adjustments based on agreed upon and relevant indicators of progress and growth.

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	4000	Budget Reference	4000	Budget Reference	4000

## Goals, Actions, & Services

New
  Modified
  Unchanged

### Goal 3

Rancho will provide targeted academic interventions and support programs that will enable our LI, Sped, Foster Youth, and EL students to grow 1.5 years or more on benchmarks, standardized tests, and other program-specific metrics.

[State and/or Local Priorities Addressed by this goal:](#)

STATE **4 5 6 7 8**

LOCAL \_\_\_\_\_

[Identified Need](#)

As seen on the most recent state dashboard and color grid we need to improve the performance on CAASPP by our Students With Disabilities. They are in orange for math. We will continue to strengthen our ELD program in order to increase our reclassification rate and academic progress with these students. We will identify our Low Income students and determine targeted and effective strategies that will lead to higher levels of learning as evidenced on CAASPP.

[2017-18 CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL](#)

[Link to 2017-18 Rancho SPSA](#)

**EXPECTED**

**ACTUAL**

(Summarize results of State priority metrics, local metrics and any additional site metrics for priorities 5, 6 as applicable vs your EAMO's)

[GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators

Baseline

2017-18

Actual Growth 2017-18

2018-19

2019-20

Reclassification Rate	18 students	20 students	17 students	19 students	20 students
*EL Academic Progress  (CAASPP Goals for EL & Sped students listed above in Goal #1)	<b>Based on CELDT &amp; Reclassification Rate</b> Status: 78.6% (High) Change: -8%	<b>Based on CELDT &amp; Reclassification Rate</b> Increase by 5%		<b>Based on CELDT &amp; Reclassification Rate</b> Increase by 5%	<b>Based on CELDT &amp; Reclassification Rate</b> Increase by 5%

Goal **3** Action **1**

Continue to provide coverage for our ELD teachers and SDAIE ELA teachers to meet as a PLC monthly throughout the school year.

Multi-Tiered System of Supports Description: **TIER 2**

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> <b>English Learners</b>	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> Our ELD and EL SDAIE teachers will meet monthly to ensure that EL students are placed appropriately and to discuss student movement/mobility in the EL program. They will determine which students are ready to move upward to the next level and what support(s) they need. We provide period coverage for this PLC to meet and the money budgeted for this is to pay those who cover.	<b>ACTUAL</b>
Expenditures	<b>BUDGETED</b> \$1,000	<b>ESTIMATED ACTUAL</b>

**ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**

**2017-18** [Link to 2017-18 Rancho SPSA](#)

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <b>X Unchanged</b>	<input type="checkbox"/> New <input type="checkbox"/> Modified <b>X Unchanged</b>	<input type="checkbox"/> New <input type="checkbox"/> Modified <b>X Unchanged</b>
ELD and SDAIE ELA teachers will collaborate regularly throughout the year to focus on EL student mobility, instruction, strategies, co-teaching, and instructional materials.	ELD and SDAIE ELA teachers will collaborate regularly throughout the year to focus on EL student mobility, instruction, strategies, co-teaching, and instructional materials.	ELD and SDAIE ELA teachers will collaborate regularly throughout the year to focus on EL student mobility, instruction, strategies, co-teaching, and instructional materials.

**BUDGETED EXPENDITURES:**

**2017-18**

**2018-19**

**2019-20**

Amount	\$1,000	Amount	\$TBD	Amount	\$TBD
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Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	1000	Budget Reference	1000	Budget Reference	1000

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

Continue to offer Read 180 Universal as an intervention elective during the school day for selected 7th and 8th grade students.

Multi-Tiered System of Supports Description: **TIER 2**

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> <b>English Learners</b>	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> <b>Low Income</b>	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Read 180 will be made up of approximately 20 students who are below the expected grade level in reading. Students will be selected by teacher and administrative recommendation. We will provide daily access to Chromebooks for this elective intervention class.	ACTUAL
	BUDGETED <b>\$900.00</b>	ESTIMATED ACTUAL <b>\$</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18** [Link to 2017-18 Rancho SPSA](#)

**2018-19**

**2019-20**

<input checked="" type="checkbox"/> <b>New</b>	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> <b>Unchanged</b>	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> <b>Unchanged</b>
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We will analyze the data in terms of students growth in regarding by looking at benchmark data, classroom performance, and CAASPP results.

We will look at the Lexile level, iReady growth and SRI results of each student who was enrolled in Read 180 to determine the effectiveness of this intervention.

We will look at the Lexile level, iReady growth and SRI results of each student who was enrolled in Read 180 to determine the effectiveness of this intervention.

**BUDGETED EXPENDITURES:**

2017-18		2018-19		2019-20	
Amount	\$14,000	Amount	\$900.00 (renewal fee)	Amount	\$900.00 (renewal fee)
Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	4000	Budget Reference	4000	Budget Reference	4000

**Goal 3 Action 3**

We will offer Math 180 as an intervention elective during the school day for selected 7th and 8th grade students.

Multi-Tiered System of Supports Description: **Tier 2**

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> <b>English Learners</b>	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> <b>Low Income</b>	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> We will select students who need additional support with number sense to be placed in the Math 180 intervention class. This will be taught by Vincent Tran.	<b>ACTUAL</b>
Expenditures	<b>BUDGETED</b> \$14,000	<b>ESTIMATED ACTUAL</b> \$

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18 [Link to 2017-18 Rancho SPSA](#)

**2018-19**

**2019-20**

<input checked="" type="checkbox"/> <b>New</b> <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> <b>New</b> <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> <b>Unchanged</b>
Math teacher will offer opportunities for help outside the classroom for students who are struggling in math. They will collect and review data that include classroom performance, benchmark performance, and CAASPP results to determine effectiveness.	We will select students who need additional support with number sense to be placed in the Math 180 intervention class. This will be taught by Vincent Tran. We will look at Math 180 metrics and iReady results to determine the effectiveness of this intervention class.	We will select students who need additional support with number sense to be placed in the Math 180 intervention class. This will be taught by Vincent Tran. We will look at Math 180 metrics and iReady results to determine the effectiveness of this intervention class.

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount	\$3,000	Amount	\$14,000	Amount	\$TBD (license renewal)
Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant

Budget Reference

4000

Budget Reference

4000

Budget Reference

4000

Goal **3** Action **4**

We will provide an ELD Instructional Coach for our ELD teacher.

Multi-Tiered System of Supports Description: **TIER 2**

Students to be Served

All District

All School

Students with Disabilities

[Specific Student Group(s)] \_\_\_\_\_

**X English Learners**

Foster Youth

**X Low Income**

Specific Grade spans: \_\_\_\_\_

Actions/Services

PLANNED

We will provide regular meetings for the ELD Instructional Coach to work with our ELD teacher. Focus will be on instructional design, effective strategies for EL students of all ranges, and aligning instruction with ELPAC expectations. This work will also include a focus on increasing the number of students who qualify for reclassification.

ACTUAL

Expenditures

BUDGETED

**\$15,000**

ESTIMATED ACTUAL

**\$**

[ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:](#)

**2017-18** [Link to 2017-18 Rancho SPSA](#)

**2018-19**

**2019-20**

<input checked="" type="checkbox"/> <b>New</b> <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> <b>New</b> <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
ELD PLC will collaborate with Social Studies and Science teachers to determine materials to purchase. Admin will review requested materials prior to purchase and observe how they are incorporated in instruction. Admin will look at the level and method of implementation of the materials to support EL students in other core classes outside ELA and Math.	We will provide regular meetings for the ELD Instructional Coach to work with our ELD teacher and on occasion with our SDAIE ELA teachers. Focus will be on instructional design, effective strategies for EL students of all ranges, and aligning instruction with ELPAC expectations.	We will provide regular meetings for the ELD Instructional Coach to work with our ELD teacher and on occasion with our SDAIE ELA teachers. Focus will be on instructional design, effective strategies for EL students of all ranges, and aligning instruction with ELPAC expectations.

**BUDGETED EXPENDITURES:**

	2017-18	2018-19	2019-20
Amount	n/a	\$8,000	\$8,000
Source	Supplemental Block Grant	Supplemental Block Grant	Supplemental Block Grant
Budget Reference	5000	5000	5000

Goal **3**   Action **5**

RSP teachers will participate with ELA, Science, and Social Studies departments in the PD sessions provided by Scholarvision.

Multi-Tiered System of Supports Description: **TIER 1, 2**

<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input checked="" type="checkbox"/> <b>Students with Disabilities</b> <input type="checkbox"/> [Specific Student Group(s)] _____
	English Learners <input type="checkbox"/> Foster Youth   Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <p>RSP teachers will benefit by participating in the PD sessions focused on our literacy instruction, particularly in Speaking &amp; Listening and Writing. This will also lead to a greater level of understanding of what literacy strategies are being implemented in the mainstream classrooms. RSP teachers are expected to bring student work to PLC meetings where they will analyze results and determine progress and next instructional steps.</p>	ACTUAL
Expenditures	<p>BUDGETED</p> <p><b>\$10,000</b></p>	<p>ESTIMATED ACTUAL</p> <p><b>\$</b></p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES

**2017-18** [Link to 2017-18 Rancho SPSA](#)

**2018-19**

**2019-20**

<b>X New</b> <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <b>X Modified</b> <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <b>X Modified</b> <input type="checkbox"/> Unchanged
SDC & RSP teachers will be a part of the literacy PD provided by Scholarvision with Dr. Johnson. Admin will conduct walkthroughs during the year to observe the effectiveness of the strategies from the PD.	RSP teachers will be a part of the PD provided by Scholarvision.	RSP teachers will be a part of the PD provided by Scholarvision.

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount	\$7,800	Amount	\$10,000	Amount	\$10,000
Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Goal **3** Action **6**

RSP teachers will regularly collaborate with their team to discuss academic progress of RSP students.  
 Multi-Tiered System of Supports Description: **TIER 2, 3**

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input checked="" type="checkbox"/> <b>X Students with Disabilities</b>	<input type="checkbox"/> [Specific Student Group(s)] _____
	English Learners	<input type="checkbox"/> Foster Youth	Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED RSP teachers and their respective team will discuss RSP students and look at selected work samples, consider academic performance, challenges, instructional strategies, accommodations and modifications in an effort to effectiveness of instructional strategies to accelerate student learning.	ACTUAL
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Expenditures

BUDGETED <b>\$0</b>	ESTIMATED ACTUAL <b>\$</b>
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18** [Link to 2017-18 Rancho SPSA](#)

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input checked="" type="checkbox"/> <b>New</b> <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> <b>Unchanged</b>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> <b>Unchanged</b>
RSP teachers will meet with their teams regularly to more effectively support their RSP students in the general education classroom.	RSP teachers will meet with their teams regularly to more effectively support their RSP students in the general education classroom.	RSP teachers will meet with their teams regularly to more effectively support their RSP students in the general education classroom.

BUDGETED EXPENDITURES:

	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>
Amount	\$0	Amount	\$0	Amount	\$0
Source	n/a	Source	n/a	Source	n/a

Budget  
Reference

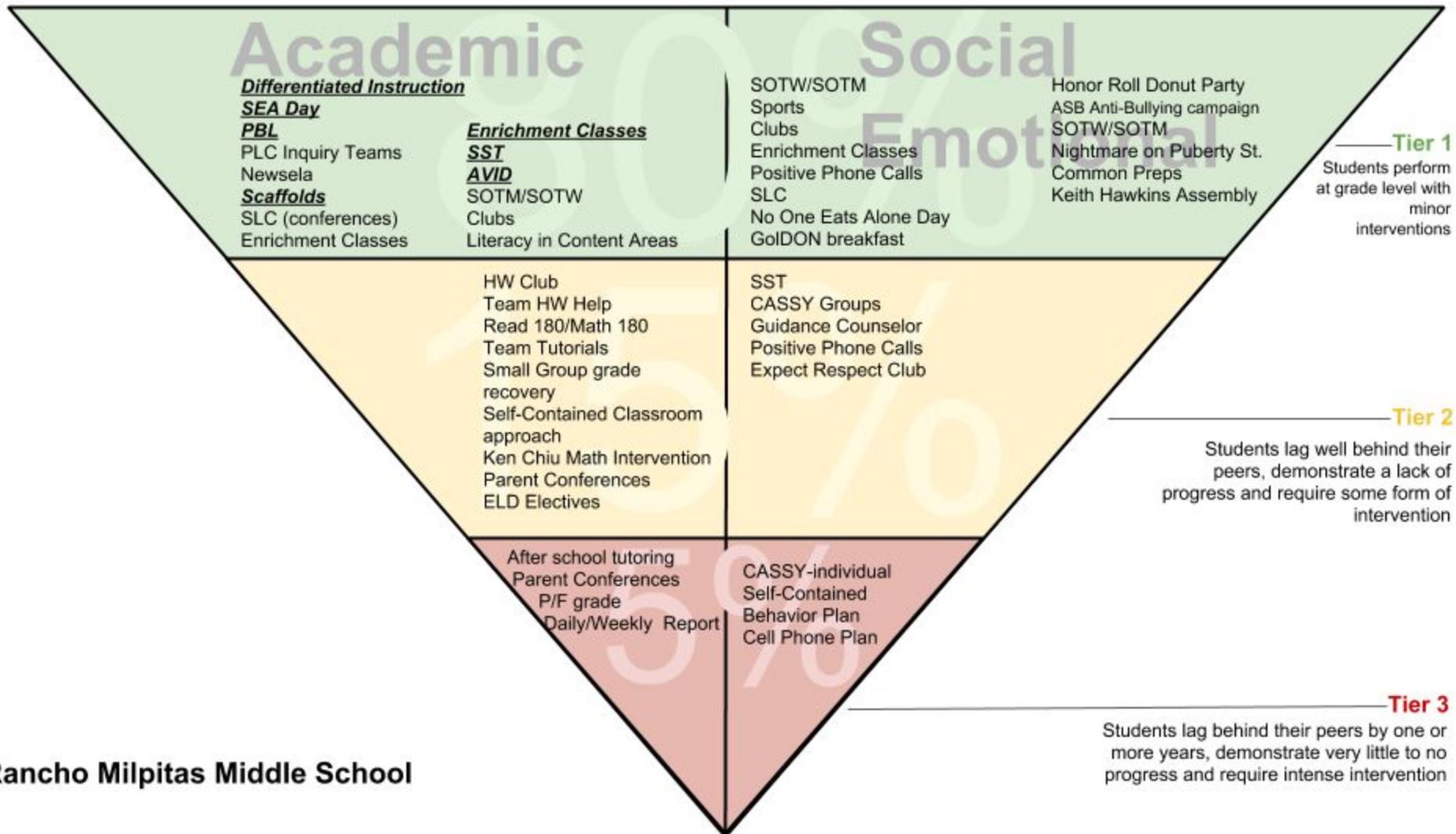
n/a

Budg  
et  
Refe  
renc  
e

n/a

Budget  
Reference

n/a



Rancho Milpitas Middle School

## 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 make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Carolina Williams	Parent (SSC Vice-Chair)		May 7, 2018
2. Casey McMurray	Rancho Principal		May 7, 2018
3. Shagufta Akhtar	Rancho Teacher		May 7, 2018
4. Vincent Tran	Rancho Teacher		May 7, 2018
5. Virginia Mendoza	SSC Secretary		May 7, 2018
6. Angeline Shir	Rancho Student		May 7, 2018
7. Mahek Dhillon	Rancho Student		May 7, 2018

### 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	1	2	1	1	2

**MUSD School Site Budget Plan Work Sheet  
For 2018-19 SY**

Rancho \_\_\_\_\_

**PROGRAM ALLOCATIONS**

DESCRIPTION	Block Grant	Supplemental			TOTAL
<b>Allocation:</b>	49,128.00	148,865.00			<b>197,993.00</b>
<b>Expenses:</b>					
<b>Object 1XXX : Certificated Salary</b>					
Teacher Salary					-
Certificated Stipend					-
Substitute Teacher					-
<b>Sub-Total</b>	<b>7,000.00</b>	<b>8,000.00</b>			<b>15,000.00</b>
<b>Object 2XXX: Classified Salary</b>					
Classified Clerical Salary					-
Instructional Assistant					-
<b>Sub-Total</b>	<b>1,664.00</b>	<b>3,400.00</b>			<b>5,064.00</b>
<b>Object 3XXX: Benefits</b>					
CE Statutory Benefit					-
CL Statutory Benefit					-
Health and Welfare					-
<b>Sub-Total</b>	<b>2,218.00</b>	<b>2,024.00</b>			<b>4,242.00</b>
<b>Object 4XXX: Supplies</b>					
Office Material and Supplies					-
					-
					-
Non-Capitalized Equipment					-
<b>Sub-Total</b>	<b>31,316.00</b>	<b>23,941.00</b>			<b>55,257.00</b>
<b>Object 5XXX: Operational</b>					
Conference					-
Bus and Fieldtrip					-
Other Professional Services					-

Sub-Total	6,930.00	111,500.00			118,430.00
Indirect Costs					
Total Expenses	49,128.00	148,865.00			197,993.00
BALANCE	\$0.00	\$0.00			\$0.00

: Chair Signature (Supplemental Only)

Principal Signature

## 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):

English Learner Advisory Committee signature: 

If applicable, Local Control Funding Formula Stakeholders Advisory Committee (D-LCAP or CBAC signature: \_\_\_\_\_

Special Education Advisory Committee signature:

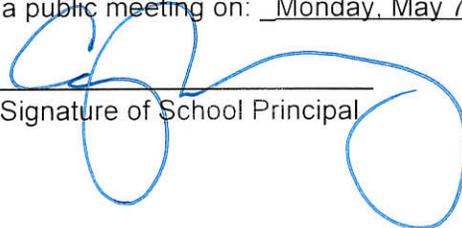
Departmental Advisory Committee (secondary) signature:

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: Monday, May 7, 2018

Casey McMurray  
Typed name of School Principal

  
Signature of School Principal

May 7, 2018  
Date

Carolina Williams  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

May 7, 2018  
Date