



SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL – VISITOR’S GUIDE



Rancho Milpitas Middle School



Designated 2005; Re-Designated 2008, 2011

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2010 School Statistics

(Sources: 2010 API Growth Report; 2010 AYP Report)

Community: Mid-sized city
Enrollment: 689
Grade Levels: 7-8
School Schedule: Six-period day plus 20-minute advisory period; shortened Wednesdays

Student Demographics

- 39% Asian
- 23% Hispanic/Latino
- 20% Filipino
- 10% White
- 3% African American
- 2% Pacific Islander
- 2% Two races more more
- 0% American Indian/Alaska Native

- 43% Free/Reduced Lunch
- 23% English Learners

2009 API Base: 825

2010 API Growth: 856 (up 164 points since 1999-00)

2010 AYP: Met 22 of 25 criteria

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- High expectations with a rigorous curriculum are in every classroom.
- Academic teaming creates small learning communities (SLC) where all teams have a common prep.
- State standards form the basis of team instructional planning and the strategies to assist all students in reaching standards.
- Differentiated instruction, interdisciplinary projects, and cross-curricular activities are in place with engaging state of the art technology..
- AVID (Advancement Via Individual Determination) strategies are evident in all classrooms.
- An after-school tutorial program is linked to classroom instruction and gives students extra opportunities to reach standards.
- After-school Homework Club meets three times a week.

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Developmental Responsiveness

- Advisory is used to provide socioemotional support to students and to deal with the developmental issues associated with being a teenager. All staff (including the principal) lead an advisory where a 20:1 ratio is maintained.
- The school team structure closely connects students to caring adults.
- Faculty members serve as student advocates and are committed to doing everything possible to ensure student success.
- Two of the academic teams loop with students that give parents, students and teachers the opportunity to build relationships to improve student learning.
- Student voice is acknowledged and encouraged by student-led conferences and others across campus.
- The school emphasizes student responsibility for themselves, the school environment, and the greater community.
- Girls for a Change and other similar special interest groups abound and assist students in developing their own identity.
- Many extracurricular and co-curricular activities and clubs are offered. All students must join something; most students join several.

Social Equity

- GATE classes that meet before and after school include French, Latin, quilting, and Introduction to Engineering.
- Close working relationships between resource, special education, and regular education teachers provided support for the regular education curriculum.
- English learners are paired with elementary students to teach them the science standards that they need to complete.
- Advancing Latinos/Minority Mathematics and Achievement (ALMA) program provides students with individual and culturally sensitive academic and career counseling that is designed to promote success in schools.
- ALMA Family Literacy program combines a book club with a parent workshop where all the family reads, discusses and learns about topics to prepare their children for college.
- An active outreach program to Hispanic-Latino and African American families is in place.
- The school creates a positive learning environment that emphasizes cooperation, collaboration, and mutual respect.
- A very diverse faculty mirrors the diversity of the student population. The school is a founding partner school of the Bay Area Equitable Schools.
- The Discipline Data Review Team analyzes discipline data and implements new ideas to lower the suspension rate.

Organizational Support

- Strong articulation with feeder elementary schools, destination high school, and a sister middle school build on the district-development P-14 paths to college..
- A strong district-wide professional development support system exists.
- The school cultivates strong community and family connections.