



SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL – VISITOR’S GUIDE



Rancho Milpitas Middle School



Designated 2005, Re-Designated 2008

Rancho Milpitas Middle School • Milpitas Unified School District • Santa Clara County • Leticia Villa, Principal • 1915 Yellowstone Avenue, Milpitas, CA 95035 • Tel 408-635-2656, Fax 408-635-2616 • <https://rancho.musd.org/>

2009 School Statistics

(Sources: 2009 API Growth Report; 2009 AYP Report)

Community: Mid-sized city
Enrollment: 701
Grade Levels: 7-8
School Schedule: Six-period day plus 20-minute advisory period; shortened Wednesdays

Student Demographics

- 36% Asian
 - 23% Filipino
 - 23% Hispanic/Latino
 - 11% White
 - 4% African American
 - 2% Pacific Islander
 - 0% American Indian/Alaska Native
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- 40% Free/Reduced Lunch
 - 22% English Learners

2008 API Base: 823

2009 API Growth: 829 (up 133 points since 1999-00)

2009 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

- Differentiated instruction is evident in every classroom.
- Standards form the basis for all instructional planning. Department and team planning focus on strategies to assist all students in reaching standards.
- Many interdisciplinary projects and cross-curricular activities are in place.
- An after-school tutorial program is linked to classroom instruction and gives students extra opportunities to reach standards.
- High expectations with a rigorous curriculum are in every classroom.

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 and a 20:1 ratio is maintained in advisory classes.

(Continued)

Developmental Responsiveness *(continued)*

- Student voice is acknowledged and encouraged 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.
- Close working relationships between resource, special education, and regular education teachers provided support for the regular education curriculum.
- Many extracurricular and co-curricular activities and clubs are offered. All students must join something; most students join several.

Social Equity

- 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.
- An active outreach program to Hispanic-Latino and African American families is in place. A schoolwide AVID (Advancement Via Individual Determination) program is evident in all classrooms.
- Faculty members serve as student advocates and are committed to doing everything possible to ensure student success.

Organizational Support

- Strong articulation with feeder elementary schools, destination high school, and a sister middle school is in place.
- A strong districtwide professional development support system exists.
- The school cultivates strong community and family connections.
- The school team structure closely connects students to caring adults.