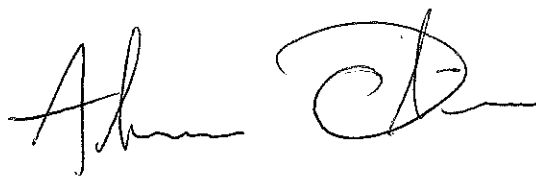


Fort Miller Middle

10621666006068

Principal's Name: Abraham Olivares

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <i>Needs Assessment: Data Analysis and identification of needs and goals</i> <i>Actions designed to meet needs and targeted goals</i> <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

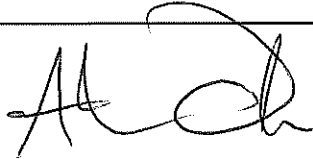
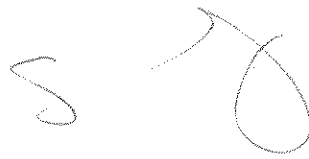
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Abraham Olivares	X				
2. Chairperson – Eric Calderon		X			
3. Paul Guerra		X			
4. David Weber		X			
5. Beatriz Castro			X		
6. Taylor Marquez-Cunningham			X		
7. Jazmyn Sylvia					X
8. Jasyuh Perez-Rangel					X
9. Sharon Murphy				X	
10. Manuel Flores				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Fort Miller Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Abraham Olivares		4/4/24
SSC Chairperson	Ena Calderon		4/4/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
 - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
 - School site/team works to complete a root cause analysis and determine areas of focus.
 - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
 - CSI Designee(s) assigned to school site to support CCI data monitoring.
 - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book(s)
 - i-Ready Teacher Toolbox (supporting differentiate instruction)
 - Restorative Practices New/Refresher Course(s)

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Fort Miller - 0170

ON-SITE ALLOCATION

3010	Title I	\$71,040 *
7090	LCFF Supplemental & Concentration	\$208,004
7091	LCFF for English Learners	\$39,576
3182	Comprehensive Support and Improvement	\$181,152

TOTAL 2024/25 ON-SITE ALLOCATION

\$499,772

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,368
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Remaining Title I funds are at the discretion of the School Site Council	\$68,672
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Total Title I Allocation	<u>\$71,040</u>
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January 24, 2024

Updated February 21, 2024

Fort Miller Middle 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	0 pts	-111.9 pts	2023-2024	-50 pts
SBAC ELA - Average distance from standard (African American)	✓		-134.9 pts	2023-2024	-50 pts
SBAC ELA - Average distance from standard (Asian)	✓		-86.5 pts	2023-2024	-50 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-123.4 pts	2023-2024	-50 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-108.3 pts	2023-2024	-50 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-112.7 pts	2023-2024	-50 pts
SBAC ELA - percentage of students met/exceeded standard	✓	20 %	13.4 %	2023-2024	15 %
SBAC Math - Average distance from standard	✓	0 pts	-165.5 pts	2023-2024	-50 pts
SBAC Math - Average distance from standard (African American)	✓		-199 %	2023-2024	-50 %
SBAC Math - Average distance from standard (Asian)	✓		-136.1 pts	2023-2024	-50 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-161.6 pts	2023-2024	-50 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-167.1 pts	2023-2024	-50 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-224 pts	2023-2024	-100 pts
SBAC Math - percentage of students met/exceeded standard	✓	6 %	6.3 %	2023-2024	15 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Completed Action 1 Items - Student Connectedness and Engagement

- Teams continue to utilize iReady to measure growth for students literacy skills. This year Fresno Unified has introduced interim assessments to measure proficiency in English Language Arts (ELA) across all middle schools. PLCs continue creating Common Formative Assessments (CFAs) and have used Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) to better prepare students for CAASPP (state testing).
- Professional Learning has been more heavily focused on PLC and behavioral supports
- PLCs continue to produce data to measure student outcomes
- Our 3.5 hour Bilingual Instructional Aide (BIA) who supported our English Learners moved on to a full-time position, leaving a gap in supporting our students in English Language Development (ELD)
- Co-Taught classes are provided for students with disabilities
- Teaching Fellows continue to make an impact in assisting students in ELA classrooms
- Planning days for PLCs allow for deeper collaboration to improve student outcomes

Completed Action 2 Items - Math

- Teams continue to utilize iReady to measure growth for students Math skills. This year Fresno Unified has introduced interim assessments to measure proficiency in Math across all middle schools. PLCs continue creating Common Formative Assessments to and have used Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) to better prepare students for CAASPP.
- Professional Learning has been more heavily focused on PLC and behavioral supports
- PLCs continue to produce data to measure student outcomes
- Our 3.5 hour Bilingual Instructional Aide (BIA) who supported our English Learners moved on to a full-time position, leaving a gap in supporting our students in English Language Development (ELD)
- Co-Taught classes are provided for students with disabilities
- Teaching Fellows continue to make an impact in assisting students in Math classrooms
- Planning days for PLCs allow for deeper collaboration to improve student outcomes

Outcomes

- BIA moved on to a 7 hour position, leaving a vacancy for a majority of the school year.
- 2023-24 California dashboard data shows significant progress for our English Learners, with an increase by 10.2% of EL students making progress toward English language proficiency
- iReady Reading and Math diagnostics demonstrates continued growth from Diagnostic 1 to 2, with a slight increase for students at or above grade-level
- ELA made significant growth in the district interim assessments from the initial test
- iReady Math demonstrates continued growth
- Math scores were stagnant on the district interim assessments when comparing tests 1 and 2

Low-performing student groups based on SBAC performance in ELA includes

- African American
- Asian
- English Learners
- Hispanic
- Socioeconomically Disadvantaged

Low-performing student groups based on SBAC performance in Math includes:

- African American
- Asian
- Hispanic
- Socioeconomically Disadvantaged
- Students with Disabilities

Although we have improved our Chronic Absentee rate, these same student groups continue to demonstrate a large portion of students who are severely chronically absent. Tier 1 instructional strategies need to be more consistent across all classrooms (i.e., school-wide writing strategies). Tier 2 instructional practices need to be created and targeted toward these identified student groups.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Unfinished Actions

- 3.5-hour Bilingual Instructional Aide (BIA) was eliminated due to it being a non-desirable position due to the limited hours. Position was funded through November when current employee moved into a 7-hour

Paraprofessional position

- 6-hour Social-Emotional Paraprofessional was never implemented for the entirety of the 2023-24 school year due to limited training availability from Fresno Unified for non-district employees to qualify for this position

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes to Action 1 - Literacy

- Increase 3.5-hour BIA to a 6-hour BIA (Goal 1, Action 1, 2)
- Have a minimum of 1 Teaching Fellow per core content at each grade-level (ELA, Math, Social Science, Science) to paid from site budget and or grant funds/equity multiplier (Goal 1, Action 1, 2)

Changes to Action 1 - Math

- Have a minimum of 1 Teaching Fellow per core content at each grade-level (ELA, Math, Social Science, Science) to paid from site budget and or grant funds/equity multiplier (Goal 1, Action 1, 2)

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Increase time of BIA on campus
- More engagement opportunities
- Additional elective class offerings

2 ELAC:

- Increased Social-emotional supports
- Increase time of BIA on campus
- More field trips
- Teaching Fellows/Tutors
- Student Incentives
- More support in Science/Math

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Increase time of BIA on campus
- Accelerated Reader (AR)/Independent Reading programs
- Reading buddies/pen pals with feeder schools
- Increase amount of student loaner devices in classrooms
- Use of online platform Quill.org to improve literacy
- Incentivize iReady usage/lessons
- Additional supports in the classrooms (student/adult ratio)
- PL on research-based instructional strategies
- Supplemental contracts to target low-performing student groups
- Site-based academic coach
- Intentional/targeted tutorial supports
- Additional funding for Science Labs
- Field Trips
- Universal grading scale
- Tutorial Block/Power Hour to extra support/catch up

Action 1

Title: Literacy

Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- Staff will use i-Ready diagnostic, quarterly CFAs, District Interim Assessments, CAASPP data to inform instructional decisions
- Development site-wide instructional strategies to increase literacy across content areas
- Teachers will engage in professional learning on research-based instructional strategies to increase their capacity to support students
- Staff will participate in quarterly data chats toward specific goals for the year
- Fund a 7-hour Bilingual Instructional Aide (BIA) to support our English Language Learners
- Teaching Fellows will be placed in core content classrooms to assist in academic supports
- Planning days for grade-level, subject area PLCs to meet and plan, with an emphasis on low-performing student groups
- Use of online subscriptions to promote literacy, including i-Ready personalizes learning (My Path), Nearpod, iReady Teacher Toolkit, Brainpop, Scholastic
- Creating a built in tutorial/intervention block within the school day
- Extended tutorial/mentorship opportunities during lunch and/or after school
- Increase amount of loaner devices in all classrooms for students
- Site-funded academic coach
- Educational field trips for each core content area

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- i-Ready (Reading)
- District Interim Assessments
- IABs and FIABs (practice for state assessments)
- CAASPP
- D and F reports from gradebooks

Owner(s):

- Principal/VP's/GLA/Academic Counselors
- Teachers
- ILT

Timeline:

- Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target

- Quarterly Data Chats

Owner(s):

- Teachers with designated Admin

Timeline:

- October
- December
- March

Details: Explain the data which will specifically monitor progress toward each indicator target

- Walk-through data

Owner(s):

- Administration

Timeline:

- Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Computers to access instructional resources and assessments
- District curriculum, i-Ready, and other online subscriptions
- Enrichment and Educational field trips
- Teaching Fellows will be placed in core content classrooms to assist in academic supports
- Fund a 7-hour Bilingual Instructional Aide (BIA) to support our English Language Learners

- Professional learning opportunities

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1–4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learner students by providing supplemental contracts for tutorial supports/mentorship opportunities

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by paying for a Bilingual Instructional Aide (BIA) to support students for the entirety of their day.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 7-hour BIA
- Interact Fellows
- Additional tutorial supports/opportunities
- Professional Learning on strategies for English Learners

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American, Asian, English Learners, Hispanic, Socioeconomically Disadvantaged student populations are performing at the lowest level in areas of English Language Arts

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support our low-performing student groups by providing supplemental contracts to increase tutorial supports and mentorship opportunities

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our low-performing student groups by funding enrichment opportunities and create incentives to increase student outcomes

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Fort Miller is in Comprehensive School Improvement (CSI) status for English Language Arts (ELA) for the following student groups:

- African American
- English Learners
- Hispanic
- Socioeconomically Disadvantaged
- Students with Disabilities
- White Students

The following services will be put in place to enhance services for these student groups:

- Supplemental contracts for tutorial supports and mentoring opportunities
- Partnering with the African American Academic Acceleration (A4) program to bring motivational and tutoring services on campus for African American Students students struggling in ELA
- Partnering with the FUSD EL Services department to bring professional learning opportunities focused on strategies for English Language Learners to improve literacy.
- Professional Learning opportunities/conferences to build capacity of site staff to support student learning

Action 2

Title: Math

[Action Details:](#)

Fort Miller will implement the following actions toward achieving success with this goal:

- Staff will use i-Ready diagnostic, quarterly CFAs, District Interim Assessments, CAASPP data to inform instructional decisions

- Teachers will engage in professional learning on research-based instructional strategies to increase their capacity to support students
- Staff will participate in quarterly data chats toward specific goals for the year
- Fund a 7-hour Bilingual Instructional Aide (BIA) to support our English Language Learners
- Teaching Fellows will be placed in core content classrooms to assist in academic supports
- Planning days for grade-level, subject area PLCs to meet and plan, with an emphasis on low-performing student groups
- Use of online subscriptions, including i-Ready personalizes learning (My Path), Nearpod, iReady Teacher Toolkit, Brainpop, Scholastic, Kuta Math
- Creating of a built in tutorial/intervention block within the school day
- Extended tutorial/mentorship opportunities during lunch and/or after school
- Increase amount of loaner devices in all classrooms for students
- Site-funded academic coach
- Educational field trips for each core content area
- AIMS tutors to increase knowledge of key math concepts and/or fill in learning gaps

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- i-Ready (Math)
- District Interim Assessments
- IABs and FIABs (practice for state assessments)
- CAASPP
- D and F reports from gradebooks

Owner(s):

- Principal/VP's/GLA
- Teachers
- ILT

Timeline:

- Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target

- Quarterly Data Chats w/ emphasis on CFA development

Owner(s):

- Teachers with designated Admin

Timeline:

- October
- December
- March

Details: Explain the data which will specifically monitor progress toward each indicator target

- Walk-through data

Owner(s):

- Administration

Timeline:

- Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Computers to access instructional resources and assessments
- District curriculum, i-Ready, and other online subscriptions
- Enrichment and Educational field trips
- Teaching Fellows will be placed in core content classrooms to assist in academic supports
- Fund a 7-hour Bilingual Instructional Aide (BIA) to support our English Language Learners
- Professional learning opportunities
- AIMS tutors to increase knowledge of key math concepts and/or fill in learning gaps

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Our English Learner student population is performing at the Orange level in Math in CAASPP

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learner students by providing supplemental contracts for tutorial supports/mentorship opportunities

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by paying for a Bilingual Instructional Aide (BIA) to support students for the entirety of their day.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 7-hour BIA
- Interact Fellows
- Additional tutorial supports/opportunities
- Professional Learning on strategies for English Learners

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American, Asian, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student populations are performing at the lowest level in areas of Math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support our low-performing student groups by providing supplemental contracts to increase tutorial supports and mentorship opportunities

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our low-performing student groups by funding enrichment opportunities and create incentives to increase student outcomes

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Fort Miller is in Comprehensive School Improvement (CSI) status for Math for the following student groups:

- African American
- Asian
- English Learners
- Hispanic
- Socioeconomically Disadvantaged
- Students with Disabilities
- White Students

The following services will be put in place to enhance services for these student groups:

- Supplemental contracts for tutorial supports and mentoring opportunities
- Supplemental contracts for mentoring opportunities
- Partnering with the African American Academic Acceleration (A4) program to bring motivational and tutoring services on campus for African American Students students struggling in Math
- Partnering with the FUSD content managers to increase capacity of Math Teachers and utilize Math Lesson Design (MLD) framework
- Professional Learning opportunities/conferences to build capacity of site staff to support student learning

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supports **No IEPs**	16,937.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Planning days for PLCs and to attend professional learning opportunities **No IEPs**	58,772.00
G1A1	Sup & Conc	Instruction	Travel			: Professional Learning Conferences, Travel, Lodging	15,084.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh supports	26,084.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repair	500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor(s)	4,291.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Online Subscriptions for English Learners	10,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Student technology for assessments	4,596.00
G1A1	LCFF: EL	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.2500	0.75 FTE to be district funded (\$ to cover benefit portion placed in object 4300) 25-26 - Decrease to 0.4375 FTE district funded based on projected enrollment	20,689.00
G1A2	ESSA-CSI	Guidance & Counseling Services	Subagreements			Swun Math : Swun Math	30,000.00

\$186,953.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	85 %	75.8 %	2023-2024	85 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Completed Action 1 Items - Student Centered Learning

- Core content Teachers continue to use the district's Guaranteed and Viable Curriculum (GVC)
- Professional learning has taken more of an emphasis this year on PLC development and behavioral supports
- PLCs continue to plan meaningful lessons to build relevance to the content
- Students are afforded the opportunity to take educational field trips throughout the year

Completed Action 2 Items - College and Career Readiness

- We continue to closely monitor attendance, grades, behavior to prepare our students for high school. We use the Power BI Transition Tool to monitor our incoming students, but we do not have access to our outgoing students.
- Academic Counselors continue to use Xello for career awareness
- We continue to send messengers through Parent Square to inform families of their child who has a D or F in their current gradebook
- SEL supports are provided at Tier 1 through Advisory lessons and Tier 2-3 as needed through Intervention Specialist, RCA, Social Worker, RP Counselor, Transition Teacher
- Students have taken multiple college field trips
- 6th grade move up day provided for all incoming feeders
- Pre-registration events took place for all incoming feeders
- 8th graders and their families were provided with assistance in the school of choice transfer process/application
- 8th graders attendance move up day to Fresno High School

Outcomes

- Quarterly CFAs with data are produced, most using the Edcite platform
 - Climate and Culture Survey Data of percent favorable in Student-Centered/Real World Experiences:
1. Students - 75% (+4% compared to other FUSD middle schools, overall decrease of 1% from Fall

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Per the Panorama survey from data for the Spring Climate and Culture Survey, students groups who responded unfavorable at a higher rate include:

- African American and White students

Chronic Absenteeism for African American and White students are in the Orange category of the CA Dashboard which contributes to the disproportionality of these student groups

Suspension rates for African American students are in the Red and for White students in the Orange.

- 2023)
2. Family - 96% (+7% compared to other FUSD middle schools, no change from Fall 2023)
3. Staff - 80% (4% increase compared to Fall 2023)
- Multiple student-engagement events provided/offered to our incoming feeders to increase connection to Fort Miller

• Becoming a Community School has allowed our students access to meaningful work and real-world experiences

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Unfinished Actions

- Social-emotional Paraprofessional was not hired due to limited availability of qualified applicants. This position was to specifically support students with disabilities for increased access to support providers and additional 1:1 in-class support
- We were unable to site fund a mounted projector retractable screen, and speakers in the gym due to the large amount of the quote. This project is to be disctrict funded in the near future.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes to Action 1 - Student Centered Learning

- Supplemental pay/sub coverage for site staff to attend Transition IEPs for incoming students (Goal 2, Action 1; Goal 3, Action 1)

Changes to Action 2 - College and Career Readiness

- Students develop goals and action plans during their time in middle school (Goal 2, Action 2)

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Educational and enrichment field trips
- Additional elective offerings

2 ELAC:

- Educational and enrichment assemblies
- Social-emotional support
- Substitutes for planning and professional development

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Teach life skills
- Educational field trips
- Mentorship opportunities with feeder schools
- Targeted guest speakers (disproportional dtudent groups)
- Increase small celebrations
- Interview practice/increase speaking opportunities
- Elective offerings more closely related to Fresno High

- Increase collaboration by seeing other Teachers/schools in action
- Science Fair
- Cross-curricular projects
- Community service/Meaningful work opportunities

Action 1

Title: Student-Centered Learning

Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- Staff will engage in professional learning on the implementation of student-centered instructional strategies and site-wide instructional initiatives
- Educationally related field trips to take learning from the classroom and into the real-world
- Expand makerspace in the Library for more hands-on, real world applications
- Development of site-wide common instructional practices
- Support in creating a positive and supportive classrooms through Tier 1 behavior and academic strategies
- Increase and monitor classroom engagement and critical thinking
- Develop meaningful work opportunities for students
- Increase opportunities for tutorials and activities of student interest through Expanded Learning Program (before school, lunch time, after school)
- Supplemental pay and/or substitute teacher coverage for Fort Miller SpEd Staff to attend Transition IEPs

Reasoning for using this action: ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Professional learning opportunities

Owner(s):

- Administration
- ILT
- Staff

Timeline:

- Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target

- Walk-through data

Owner(s):

- Administration

Timeline:

- Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target

- Expanded Learning Program enrollment

Owner(s):

- Administration
- Expanded Learning Program Lead

Timeline:

- Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Student devices (laptops) to assure students have access to any necessary learning materials.
- On-going professional learning opportunities that highlight the use of student-centered instructional approaches.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

There is no disproportionality for EL students in this category.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by targeted tutorials and mentorships.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by increasing college field trips

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 7-hour BIA
- Interact Fellows
- Additional tutorial supports/opportunities

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The African American and White student groups are performing at the lowest level in areas of Student Centered Learning and Real-World Learning Experiences.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support our low-performing by creating targeted mentorships and tutorials.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our low-performing student groups by bringing in targeted guest speakers, assemblies and field trips.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Data collection will be disaggregated in order to strategically focus on underrepresented student groups and families of underrepresented student groups and their students.
- Strategies will be used and called out during engagement opportunities.

Action 2

Title: College and Career Readiness

Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- Increase the number of students that are High School Ready
- College and Career Fair on site
- Weekly D and F messenger to families via Parent Square
- Students will receive academic and SEL supports based on individual needs.
- College field trips
- School Choice presentations to 8th grade students
- Move Up Days for 6th graders to Fort Miller
- 6th grade targeted support conferences
- Engagement opportunities with feeder schools

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Xello matchmaker reports

Owner(s):

- Academic Counselors

Timeline:

- Semester

Details: Explain the data which will specifically monitor progress toward each indicator target

- D and F reports

Owner(s):

- Administration
- Academic Counselors

Timeline:

- Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target

- Cimate and Culture Survey Data

Owner(s):

- Administration
- Academic Counselors
- ILT
- CCT

Timeline:

- Fall
- Spring

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Xello Career Matchmaker
- Transportation and registration costs for field trips

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

There is no disproportionality for EL students in this category.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by targeted tutorials and mentorships.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by increasing college field trips

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 7-hour BIA
- Interact Fellows
- Additional tutorial supports/opportunities

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The African American and White student groups are performing at the lowest level in areas of Student Centered Learning and Real-World Learning Experiences.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support our low-performing by creating targeted mentorships and tutorials.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our low-performing student groups by bringing in targeted guest speakers, assemblies and field trips.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Academic Counselors will work with all low-performing students to set academic goals for each quarter.
- As part of the multitiered system of support at Fort Miller, all students will receive academic and SEL supports based on specific needs.
- Students will receive appropriate grade-level and individual supports.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Nc-Equipment			Classroom Technology	28,983.00
G2A1	Title 1 Basic	Instruction	Direct-Graph			Graphics for Classrooms and School-Wide Expectations	1,500.00
G2A2	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Mileage Reimbursement	1,000.00

\$31,483.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		41.5 %	2023-2024	35 %
Suspension Rate - Semester 1	✓	5 %	10.4 %	2023-2024	5 %
Suspension Rate - Semester 1 (African American)	✓		27.7 %	2023-2024	5 %
Suspension Rate - Semester 1 (Asian)	✓		0 %	2023-2024	0 %
Suspension Rate - Semester 1 (Hispanic)	✓		8.9 %	2023-2024	5 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		10.7 %	2023-2024	5 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		15.5 %	2023-2024	5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Completed Action 1 Items - Student Connectedness and Engagement

- Materials and supplies provided to clubs and student leadership organizations
- District and site SEL curriculum has been implemented through Second Step and Ripples Effects
- Utilized supplemental pay contracts to increase student engagements
- Increase supplies for lunch time activities and expanded learning program
- Sports programs continue to receive needed supplies/gear
- Incoming feeder schools attended Move Up Day at Fort Miller. Pre-registration events held at all feeder schools
- Continue to provide awards assemblies, privilege day events (Falcon STRONG Day for academics, behavior, attendance and SOAR Day for Advisory incentive)
- Continue to beautify campus through school signage and safety upgrades with fencing
- Addition of 2 Street Saints for behavioral interventions

Completed Action 2 Items - Chronic Absenteeism

- Developed MTSS process to address chronic absenteeism
- Child Welfare and Attendance Specialist (CWAS) continues to support Tier 2/3 Attendance students
- All SEL staff have had an emphasis on improving attendance

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism - 2023 CA Dashboard Status (Rate as of 3/28/2024)

- Overall - Yellow at 50.7% (38.4%)
- African American - Orange (39.7%)
- Asian - Orange (12.5%)
- English Learners - Orange (19.5%)
- Students with Disabilities - Orange (35.1%)
- White - Orange (37.7)

Suspensions - 2023 CA Dashboard Status (Rate as of Semster 1 2023-24)

- Overall - Red at 23.8% (13%)
- African American - Red (27.7%)
- Asian - Red (0.57%)
- Hispanic - Red (8.9%)
- Socioeconomically Disadvantaged - Red (10.7%)
- Students with Disabilities (15.5%)

- Attendance programs and incentives have been developed
- School Attendance Review Team (SART) Meetings have been held consistantly throughout the school year
- Family communication continues to be successful

Completed Action 3 Items - Suspension

- MTSS structures continued to be strengthened to address student need
- Ripples Effects has been introduced in Advisory (Tier 1) in addition to its use in the Transition Room
- Supplemental contracts provided for mentorships
- Addition of 2 Street Saints for behavioral interventions

Outcomes

- 83.9% of students are actively engaged in clubs, sports, field trips, lunchtime activities, Falcon STRONG and SOAR Days (as of 3/28/24)
- 71.9% of students have participated in more than 2 events (as of 3/28/24)
- 23.5% of students are in at least ine club (as of 3/28/24)
- Reduction in Chronic Absentee rate from 50.7% to current rate of 38.4% (as of 3/28/24)
- Reduction of Suspensions from 23.8% to 13% (as of 3/28/24)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Unfinished Actions

- Unable to fund multi-media system in the gym due to cost. This will be a district funded project in the near future, to include mounted projector, screen, and audio/speakers

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes to Action 1 - Student Connectedness and Engagement

- Supplemental contract and sub coverage for site SpEd Teachers to attend feeder school Transition IEPs (Goal 1, Action 1; Goal 2, Action 1; Goal 3, Action 1)
- 1 FTE of PE has been removed for 2024-25. Site will fund a prep buyout for an additional section of PE to reduce class size and allow for additional opportunities to take PE in the school day.

Changes to Action 2 - Chronic Absenteeism

- Develop processes to target specific student groups (Goal 3, Action 2)

Changes to Action 3 - Suspensions

- Develop alternative discipline practices to address misbehaviors and suspensions (Goal 3, Action 3)
- Site will fund a prep buyout for the Transition Teacher to maintain consistency thriouhgout the school day

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">• More field trips, both educational and incentive• More elective offerings• More spirit wear and school swag for students• More school branding on campus• More student engagement opportunities</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• SEL supports• Field trips• Assemblies• Integrated and expanded learning opportunities• Additional athletic opportunities</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• After School Detention to discourage misbehaviors• Additional consequences regarding phones and tardies• More peer mentoring opportunities• Increase frequency of incentives• Additional positive reinforcers for behavior and attendance• Reward growth - Behavior, Attendance, Grades, Assessments</div>
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Action 1

Title: Student Engagement

Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- Materials and supplies to increase student engagement through clubs, lunch time activities, student leadership, meaningful work opportunities, field trips
- District SEL curriculum thorough Second Step and site-based SEL curriculum through Ripples Effects
- Providing additional supplemental pay for increasing and supporting student engagement.
 - Emphasis on increasing engagement for targeted student groups for Suspensions and Chronic Absenteeism
- Supplemental contracts and substitute teacher coverage for Fort Miller Special Education staff to attend Transition IEPS for incoming students from feeder schools
- School signage and branding to promote a positive school atmosphere
- Supplies and equipment needed sports, including intramural activities
- Transportation for educational trips, college visits, incentive events, and or Saturday/late buses as needed.
- Move Up Day for incoming 7th grade students
- Student awards assemblies to recognize students for grades, attendance, pro-social behaviors
- School rallies, dances, and incentive days on campus for promote positive behaviors
- Advisors/Mentors to target low-performing students and students identified as Chronically Absent and/or suspendeds disproportionately
- Climate and Culture Director and assistant(s) to attend the conference for additional professional learning opportunities
- Find opportunities to beautify the campus and provide saftey upgrades
- Additional personnel for behavioral management and school safety
- Develop processes to target specific Chronically Absent student groups
- Develop alternative discipline practices to address misbhaviors and reduce suspensions
- 1 FTE of PE has been removed for 2024-25. Prep buyout to add additional sections of PE to reduce class size and allow for additional opportunities to take PE

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Student Engagements
- Falcon STRONG Day - Attendance, Grades, Behavior
- SOAR Day (Students Obtaining Advisory Rewards) - Advisory participation incentive

Owner(s):

- Athletic Director
- Campus Culture Director

Timeline:

- Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target

- FUSD Climate and Culture Survey

Owner(s):

- Administration
- Climate and Culture Team (CCT)

Timeline:

- Fall and Spring Surveys

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Supplies and equipment for engagements and athletics.
- Transportation funding needed for field trips, college visits, and incentive events
- Transportation of incoming 7th graders for Move Up Day
- Student awards assemblies
- School rallies, dances, and events
- Privilege days to incentivize grades, attendance, behavior

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is scored 74% on the Student Engagement domain on the Climate and Culture Survey (Spring 2024), with overall percentage of 75%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by creating mentorship opportunities

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by increasing engagement opportunities.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Active recruitment to encourage EL students to get involved in activities

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American and English Learner student groups scored lower in the overall average in Student Engagement domain of the Climate and Culture Survey (Spring 2024).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American and English Learner students by increasing engagement opportunities and mentorships.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support these student groups with assemblies, field trips and incentives

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Mentorship opportunities to connect with low-performing student groups.

Action 2

Title: Chronic Absenteeism

Action Details:

- Continue to provide/fund a Child Welfare and Attendance Specialis (CWAS) to support attendance outreach.

- Utilize our Social Emotional support staff to encourage improved students attendance
- Continue to fund key attendance programs and activities that provide parents with information regarding attendance and strategies to support the improvement of attendance.
- Hold regularly scheduled site-based School Attendance Review Team (SART) meetings to:
 - Create improved parent understanding of the direct correlation between regular attendance and academic success
 - Facilitate improved parent knowledge of proven strategies for student success
 - Assist parents with practical strategies to improve student attendance
 - Decrease barriers impeding regular school attendance and therefore limiting academic achievement increase accessibility of student engagement activities by understanding the barriers that are preventing student participation/attendance in student engagement activities.
- Increasing targeted communication measures to all identified student groups and their parents through measures to include but not be limited to:
 - Edutext
 - FUSD Parent Portal
 - Weekly School Messenger
 - Monthly Family Information Newsletter
 - Weekly video announcements
 - Monthly Family Engagement Hours
- Incentives for students with improved/good/perfect attendance rates

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Chronic Absenteeism

Owner(s):

- Administration
- School Attendance Review Team (SART)
- Targeted Support Team (TST)

Timeline:

- Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 2 and Tier 3 students will receive on-going notification of their attendance and meetings with DPI and Site Administration.
- Students who are identified as Tier 1 and 2 will participate in an attendance intervention

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the Orange level of Chronic Absenteeism on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by increasing engagement opportunities.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American, Asian, English Learner, Students with Disabilities and White student populations are performing at the Orange status level in area of Chronic Absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support these student groups by closely monitoring and communicating with families through our CWAS

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English learner students by having accessible staff who speak our families corresponding languages.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Parents will be given attendance notification in corresponding language
- Attendance meetings will be held in preferred communication language

With 7090 or 7091 funds we plan to support these identified student groups by creating incentives to increase positive attendance rate

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Fort Miller is in Comprehensive School Improvement (CSI) status for Chronic Absenteeism for the following student groups:

- African American
- Asian
- English Learners
- Hispanic
- Socioeconomically Disadvantaged
- Students with Disabilities
- White Students

The following services will be put in place to enhance services for these student groups:

- Developing a culture on campus by branding and having incentive opportunities for all students
- Mentorship opportunities
- Encouraging students from low-performing student groups to join an athletic team or club

Action 3

Title: Suspension Rate

Action Details:

- Fort Miller School will create a multi-tiered system of supports to address mibehaviors and social-emotional well-being for students as a way of developing positive school culture that aligns with the school-wide learner outcomes known as Falcon STRONG.
- Second Step program to help students build social-emotional skills
- CHAMPS in all classrooms (Conversation, Help. Activiy, Movement, Participation, Success)
- Use of Ripple Effects for student learning based on misbehaviors
- Targeted Support Team (TST) to identify and address student needs through our MTSS framework
- Supplemental contracts for mentoring opportunities, intramurals and additional supervision
- Restorative Practices to provide ways to prevent and/or constructively address conflict and harmful behavior, build community and maintain healthy relationships.
- Personnel to support behavioral management and safety

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Suspension Rate

Owner(s):

- Administration
- Targeted Support Team (TST)
- Climate and Culture Team (CCT)

Timeline:

- Ongoing

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <ul style="list-style-type: none">• Level 3 Misbehaviors• Office Discipline Referrals	<p>Owner(s):</p> <ul style="list-style-type: none">• Administration• Targeted Support Team (TST)• Climate and Culture Team (CCT)	<p>Timeline:</p> <ul style="list-style-type: none">• Ongoing
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <ul style="list-style-type: none">• Targeted Support Team (TST) Referrals	<p>Owner(s):</p> <ul style="list-style-type: none">• TST	<p>Timeline:</p> <ul style="list-style-type: none">• Ongoing
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <ul style="list-style-type: none">• Referrals to Re-Engagement/Transition	<p>Owner(s):</p> <ul style="list-style-type: none">• Administration• Transition Teacher	<p>Timeline:</p> <ul style="list-style-type: none">• Ongoing
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none">• Supplies and materials needed for student support during lunch time activities and school clubs• Transportation funding needed for instructional trips and incentive events• Professional learning to strengthen Tier I, II, III practices		
<p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p> <p><i>All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.</i></p> <p>1. Identify English learner students in Red and all the areas that they are identified in.</p> <p>English Learner student population is performing at the Orange status according to the California Dashboard.</p> <p>2. Using Title I funds Only: What are the planned expenses to support English learner students?</p> <p>With Title I funds we plan to support English learner students by creating Family Engagement opportunities with an emphasis on suspensions and interventions, targeting families of EL and RFEP students</p> <p>3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?</p> <p>With 7090 or 7091 funds we plan to support English learner students by creating incentives for students demonstrating pro-social behaviors.</p> <p>4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA</p> <ul style="list-style-type: none">• Bilingual Office Assistant and Home School Liason will assist in communication with EL families.• BIA position to assist with EL student needs in the classroom	<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p> <p>Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.</p> <p>1. Identify the student group (list only one at a time) in red and all the areas they are identified in.</p> <p>The African American, Asian, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student populations are performing at the lowest level in areas of Suspensions</p> <p>2. Using Title I funds Only: What are the planned expenses to support this student group?</p> <p><i>With Title I funds we plan to support these student groups by creating mentorships and targeted supports structures.</i></p> <p>3. Using 7090/7091 funds only: What are the planned expenses to support this student group?</p> <p><i>With 7090 or 7091 funds we plan to support these student groups by developing incentives to increase and promote pro-social behaviors.</i></p> <p>4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA</p> <p>Fort Miller is in Comprehensive School Improvement (CSI) status for Chronic Absenteeism for the following student groups:</p> <ul style="list-style-type: none">• African American• Asian• English Learners• Hispanic	

- Socioeconomically Disadvantaged
- Students with Disabilities
- White Students

The following services will be put in place to enhance services for these student groups:

- SEL curriculum, peer mediation, and CHAMPS will decrease Tier 1 and 2 teacher referrals for discipline and increase student engagements.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Other Instructional Resources	Cls Sup-Ext			Increase time for After School Program Lead	7,866.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout for PE Teacher Paul Guerra (Staff ID 1029361) to increase PE offerings and reduce class sizes.	13,084.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Classroom and Office Supplies, Student Incentives, Climate and Culture, Student equipment, School Safety,	72,416.00
G3A1	Sup & Conc	Instruction	Direct Trans			Feild trips	30,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: Campus Improvements, Maintenance, Safety and Upgrades	10,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Pro-Screen Inc : Pro-Screen - School branding	25,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fan in a Box : Fan in a Box - School spirit and engagement	15,836.00
G3A2	Title 1 Basic	Instruction	Ins Aide-Sup			Classified Supports - No IEPs	10,504.00
G3A3	ESSA-CSI	Guidance & Counseling Services	Subagreements			Fresno Street Saints : Street Saints	75,900.00

\$260,606.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	93 %	89 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Completed Action 1 Items - Staff Professional Learning

- Staff have participated in a variety professional learning (PL) opportunities during Buyback, site-based PL, district-offered PL
- We continue to offer quarterly staff engagement opportunities and school branding items for staff

Outcome

- Increase by 4% of Organizational Environment on Climate and Culture Survey (from Fall '23 to Spring '24)
- 94% of staff feel valued at Fort Miller (increase by 7% from Fall '23 to Spring '24)
- 98% of staff enjoy being at Fort Miller (increase by 1% from Fall '23 to Spring '24)
- 95% of staff believe that Fort Miller embraces values and understands different races, ethnicities and cultures
- 97% of staff believe Fort Miller provides staff with feedback to improve and grow (increase 8% from Fall '23 to Spring '24)
- 89% of staff believe Fort Miller recognizes the work they do (increase 3% from Fall '23 to Spring '24)
- 83% of staff believe they have an opportunity to be involved in planning and decision making (increase by 1% from Fall '23 to Spring '24)

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Continue to find ways to ensure staff feel valued and supported in their work.
- Continue to provide on-going coaching, feedback and professional learning opportunities

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Unfinished Actions

No significant differences between intended and actual implementation of actions or budget expenditures

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes

Develop additional action to increase staff participation in school related activities, committees, clubs, athletics, coaching, etc.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- No feedback specific to this goal

2 ELAC:

- Provide subs for professional learning opportunities

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Increase staff engagement opportunities
- More opportunities to be part of committees/decision making bodies

Action 1

Title: Staff Professional Learning

Action Details:

- Teachers will engage in professional learning opportunities to address the needs of low-performing studnets, increase instructional strategies, and address site-wide initiatives
- Attend internal and external professional learning opportunities to improve instructional practices at Fort Miller
- Increase staff engagement through connection activities and school branding

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- FUSD Climate & Culture Staff Survey

Owner(s):

- Administration
- Climate and Culture Team
- Campus Culture Director

Timeline:

- Fall
- Spring

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Professional Learning (PL) opportunities
- Substitute Teachers for coverage to attend PL

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Site-based PL on strategies to support EL students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Strategies towards supporting low-performing student groups will be used during PL opportunities

Action 2

Title: Increase Staff Engagement

Action Details:

- Increase staff participation in school events, committees, coaching, athletics, clubs, mentorships, etc

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Staff Participation Metrics

Owner(s):

- Administration
- Climate and Culture Team
- Campus Culture Director

Timeline:

- Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Money for clubs, intramurals, coaching stipends, committee stipends, etc

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Mentors to support EL students and include them in the school environment

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Supplemental contracts for staff to mentor/advise students from low-performing student groups

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	ESSA-CSI	Instruction	Travel			Professional Learning Conferences, Travel, Lodging	16,480.00

\$16,480.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95 %	92.3 %	2023-2024	98 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Completed Action 1 Items - Family Engagement and Communication

- Consistent with monthly family newsletter (Falcon Family Newsletter) in English and Spanish
- Weekly video announcements in English and Spanish for families with school news and updates
- Weekly voice/text/email Parent Square messengers
- Weekly Parent Square notification for students with a D or F in current gradebook
- Monthly Family Engagement Hour (also recorded to provide virtually)
- Updated website and social media channels
- Quarterly Falcon Family Fridays to promote staff, student, family engagement
- Vareity of community events to connect families to our school and local community based organizations

Outcomes

- Over 5,300 families participated in one or more of our family and/or community events
- Over 5,200 families have accessed our Pantry or Clothing closet
- Over 400 students/families have been served by our site-based vehicle for transportation
- Over 90% favorable responses in all domains of the Spring '24 Climate and Culture Survey, above average amongst middle schools and an increase in 4 of 7 domains (no decreases)
- 96% favorable response for Family Engagement (exceeded SPSA Target)

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Listening tours indicate that our families are in need of transportation when school buses are unavaible, access to laundry services, and basic needs at home (food/hygiene products).

Fort Miller has a high transiency rate, with students enrolling and dropping in large numbers throughout the year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Unfinished Actions

- No differences from intended and actual implementation of actions and budget expenditures

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes

- No identified changes. Continue to ncrease opportunities for our families to engage with community partners.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Continue family and community events

2 ELAC:

- Continue family and community events

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Stanchions for family and community events
- Continue and grow our family and community events

Action 1

Title: Family Engagement and Communication

Action Details:

- Monthly Family Informational Newsletters (Falcon Family Newsletter)
- Weekly video announcement reviewing school updates
- Weekly announcements through Parent Square for school updates and deficiency notices
- Monthly family engagement opportunities
- Quarterly Falcon Family Fridays for staff to engage student students and fa,ilies
- Food Pantry available to families, with bi-weekly devileries from Central California Foodbank
- Clothing closet available to students and families
- Community events to increase partnerships with community based organizations

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Attendance at Family Engagement opportunities

Owner(s):

- Home School Liaison
- Community School Coordinator

Timeline:

- Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target

- Views of newsletters and video announcements

Owner(s):

- School Leadership Team

Timeline:

- Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target

- FUSD Family Climate and Culture Survey

Owner(s):

- Administration
- Climate and Culture Team (CCT)

Timeline:

- Fall
- Spring

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Food for Family Engagement events
- School spirit items for families
- Incentives to increase family participation

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Events specifically targeting EL student families
- All family engagement information and events will have Spanish translations available for families.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Intentionally targeting families of low-performing student groups

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Child care for family engagement events	1,315.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Family Engagement - No Food, No Incentives	2,935.00

\$4,250.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0170 Fort Miller Middle (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supports **No IEPs**	16,937.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Planning days for PLCs and to attend professional learning opportunities **No IEPs**	58,772.00
G1A1	Sup & Conc	Instruction	Travel			: Professional Learning Conferences, Travel, Lodging	15,084.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh supports	26,084.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repair	500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor(s)	4,291.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Online Subscriptions for English Learners	10,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Student technology for assessments	4,596.00
G1A1	LCFF: EL	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.2500	0.75 FTE to be district funded (\$ to cover benefit portion placed in object 4300) 25-26 - Decrease to 0.4375 FTE district funded based on projected enrollment	20,689.00
G1A2	ESSA-CSI	Guidance & Counseling Services	Subagreements			Swun Math : Swun Math	30,000.00
G2A1	Title 1 Basic	Instruction	Nc-Equipment			Classroom Technology	28,983.00
G2A1	Title 1 Basic	Instruction	Direct-Graph			Graphics for Classrooms and School-Wide Expectations	1,500.00
G2A2	Title 1 Basic	Attendance & Social Work Services	Local Mileage			Mileage Reimbursement	1,000.00
G3A1	Title 1 Basic	Other Instructional Resources	Cls Sup-Ext			Increase time for After School Program Lead	7,866.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout for PE Teacher Paul Guerra (Staff ID 1029361) to increase PE offerings and reduce class sizes.	13,084.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Classroom and Office Supplies, Student Incentives, Climate and Culture, Student equipment, School Safety,	72,416.00
G3A1	Sup & Conc	Instruction	Direct Trans			Field trips	30,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: Campus Improvements, Maintenance, Safety and Upgrades	10,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Pro-Screen Inc : Pro-Screen - School branding	25,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fan in a Box : Fan in a Box - School spirit and engagement	15,836.00
G3A2	Title 1 Basic	Instruction	Ins Aide-Sup			Classified Supports - No IEPs	10,504.00
G3A3	ESSA-CSI	Guidance & Counseling Services	Subagreements			Fresno Street Saints : Street Saints	75,900.00
G4A1	ESSA-CSI	Instruction	Travel			Professional Learning Conferences, Travel, Lodging	16,480.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Child care for family engagement events	1,315.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Family Engagement - No Food, No Incentives	2,935.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,040.00
ESSA-CSI	3182	\$181,152.00
Sup & Conc	7090	\$208,004.00
LCFF: EL	7091	\$39,576.00
Grand Total		\$499,772.00

\$499,772.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$186,953.00
G2 - Expand student-centered and real-world learning experiences	\$31,483.00
G3 - Increase student engagement in their school and community	\$260,606.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$16,480.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,250.00
Grand Total	\$499,772.00