

Fort Miller Middle

10621666057293

Principal's Name: Abraham Olivares

Principal's Signature:

A handwritten signature in black ink, appearing to read 'A. Olivares', written over a faint dotted line.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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.

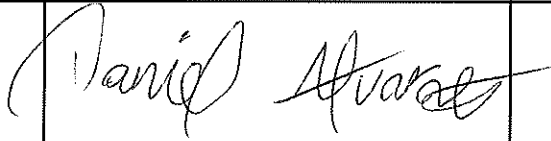
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Abraham Olivares	X				
2. Chairperson - Daniel Alvarado					X
3. SSC Secretary and DAC Representative - Kimberly Duchscher			X		
4. David Weber		X			
5. Paul Guerra		X			
6. Eric Calderon		X			
7. Beatriz Castro			X		
8. Taylor Marquez Cunningham			X		
9. Jayden Rodriguez					X
10. Lesya Castillo					X
11. Sara Alvarado					X
12. Jahaira Betancourth					X
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 10/6/22.

Required Signatures

School Name:			
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		3/30/23
SSC Chairperson	Daniel Alvarado		3/30/23

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 2023/24

Fort Miller - 0170

ON-SITE ALLOCATION

3010	Title I	\$73,320 *
7090	LCFF Supplemental & Concentration	\$213,239
7091	LCFF for English Learners	\$46,512
3182	Comprehensive Support and Improvement	\$77,597
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$14,664</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$425,332

* 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	\$2,444
Remaining Title I funds are at the discretion of the School Site Council	<u>\$70,876</u>
Total Title I Allocation	<u>\$73,320</u>

Fort Miller Middle 2023-2024 - 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
i-Ready ELAD2 proficiency - percentage of students on/above		20 %	12.5 %	2022-2023	20 %
i-Ready Math D2 proficiency - percentage of students on/above		10 %	7 %	2022-2023	15 %
SBAC ELA - Average distance from standard	✓		-98 pts	2021-2022	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		16.53 %	2021-2022	20 %
SBAC Math - Average distance from standard	✓		-156 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		4.76 %	2021-2022	6 %

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.

Acton 1: Literacy

- ELA Teachers continue to utilize i-Ready Teacher Tool Kit, Diagnostic Data and MyPath to increase literacy abilities for students.
- Professional Learning for ILT and Staff has focused on literacy strategies throughout the year
- Common Formative Assessments (CFAs) are implemented quarterly, with data chats followed up by PLC Administrator
- Teaching Fellows continue to be utilized to support students in ELA Classes

Outcomes of Action 1

- ELPAC: Data for 2022-23 ELPAC Performance not yet available
- i-Ready Diagnostic 2 (D-2): Although there was not significant progress from 2021-22 Reading to

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 school level dashboard data, low-performing students groups at Fort Miller on the current i-Ready Diagnostic (22-23 D-2) Include:

- Math and ELA performance for Students with Disabilities, African American students, Foster and Homeless Youth

Significant Chronic Absenteeism has affected our students ability to make adequate progress for these student groups.

2022-23. we had more students demonstrating above grade-level capacity. In addition, significant progress was made during 2022-23 from D-1 to D-2

Action 2: Math

- Math Teachers continue to utilize i-Ready Teacher Tool Kit, Diagnostic Data and My Path to increase students Math skills
- Professional Learning has continued this year with the Math Lesson Design (MLD) framework
- Common Formative Assessments (CFAs) are implemented quarterly, with data chats followed up by PLC Administrator
- Teaching Fellows continue to be utilized to support students in Math Classes

Outcomes for Action 2

- i-ReadyDiagnostic 2 (D-2): Significant progress was made from 2021-22 D-2 to current year D-2, and when comparing current year D-1 to D-2

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).

- A6-hour Bilingual Instructional Aide (BIA) was not implemented due to significant increase in amout for paid benefits. The English Language (EL) Services Department provided an Interact Fellow to support EL students in addition to the site funded 3.5 hour BIA
- Intervention courses were not implemented. Find voluntary teachers and scheduling was difficult. More time was needed to consider how to best implement this type of course.

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 2023/24 SPSA.

- Additional Teaching Fellows will be added to ELA and Math courses to support student learning (G1, A1, A2)
- SBAC Metrics have been added with the return of state testing (Needs Assessment)

Step 4: Educational Partner Involvement. Share the data 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: • Increase number of Teaching Fellows on campus • Continue planning days for PLCs • i-Ready or reading challenges	2 ELAC: • Increase number of Teaching Fellows on campus • Continue planning days for PLCs • i-Ready or reading challenges	3 Staff: • Headphones for testing and Advisory activities • iPads for Special Education assessments • Novel sets for elective offerings • Increase amount of computer loaners in the classroom • Safe storage for classroom loaners
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- Additional calculators for Math classes
- Additional online subscriptions to support student learning
- Tutorial supports
- Co-Teach/Paras in Social Science and Science

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 and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies
- Teachers will engage in professional learning on research-based instructional strategies to increase their capacity to support students
- Professional Learning Communities (PLC) will plan Common Formative Assessments (CFA) for review and establishment of essential skills/standards
- Staff will participate in quarterly data chats toward specific goals for the year
- Fund a 3.5 Bilingual Instructional Aide (BIA) to support our English Language Learners
- Co-teaching will allow our Special Education students access to the content standards
- Staff, Academic Counselors (AC), and Administration will utilize desegregated data from various Power BI tools to ensure there is specific attention to low performing student groups
- Teaching Fellows will be placed in classrooms to assist in academic supports
- Planning days for grade-level, subject area PLCs to meet and plan

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) data as screener and diagnostic for SBAC/CAASPP preparation

Owner(s):

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

Timeline:

- September
- March

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

- D and F reports from ATLAS

Owner(s):

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

Timeline:

- Weekly/Monthly/Quarterly

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
Details: Explain the data which will specifically monitor progress toward each indicator target - State assessment data - CAASPP/SBAC - CAST - ELPAC	Owner(s): - Administration - ILT - Teachers	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 field trips		
Specify enhanced services for EL students: 3.5 hour BIA - Interact Fellows - Additional tutorial supports/opportunities	Specify enhanced services for low-performing student groups: 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 and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies - Teachers will engage in professional learning on research-based instructional strategies to increase their capacity to support students - Professional Learning Communities (PLC) will plan Common Formative Assessments (CFA) for review and establishment of essential skills/standards - Staff will participate in quarterly data chats toward specific goals for the year - Fund a 3.5 Bilingual Instructional Aide (BIA) to support our English Language Learners
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- Co-teaching will allow our Special Education students access to the content standards
- Staff, Academic Counselors (AC), and Administration will utilize desegregated data from various Power BI tools to ensure there is specific attention to low-performing student groups
- Teaching Fellows will be placed in classrooms to assist in academic supports
- Planning days for grade-level, subject area PLCs to meet and plan

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) data as screener and diagnostic for SBAC/CAASPP preparation

Owner(s):

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

Timeline:

- September
- March

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

- D and F reports from ATLAS

Owner(s):

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

Timeline:

- Weekly/Monthly/Quarterly

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

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

- State assessment data
 - CAASPP/SBAC
 - CAST
 - ELPAC

Owner(s):

- Administration
- ILT
- Teachers

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 field trips

Specify enhanced services for EL students:

- 3.5 hour BIA

Specify enhanced services for low-performing student groups:

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

- Interact Fellows
- Additional tutorial supports/opportunities

- 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 and SWJN Math 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

2023-2024 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	Ins Aide-Reg	Paraeducator, Soc Emot Intv	0.7500		63,141.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Technology Repair	1,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for planning days (G1A2) **No IEPs**	29,589.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Student devices and headphones	20,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom and Office Supplies, Student Incentives, Climate and Culture, Campus Beuatification/Maintenance, Student equipment	50,030.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh supports	11,000.00
G1A1	Sup & Conc	Food Services	Direct-Food			Snacks for testing	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,988.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		14,946.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Online subscriptions to support EL students - Payment for a portion of: I-Ready Teacher Toolkit, Generation Genius, Character Strong, Ripple Effects, Journey Ed (Adobe), Scholastic, Kuta Math, Nearpod	4,576.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Cost to cover Office Assistant increase for Avelina Sandoval-Ayala.	1,324.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology for assessments and learning	4,805.00
G1A1	LCFF: EL	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.2500	Position will decrease .3125 for 2024/25 due to enrollment decrease - SV	17,873.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental contracts for tutorial supports	4,312.00
G1A1	One-time School	Instruction	Bks & Ref			Online Subscriptions: I-Ready Teacher Toolkit, Generation Genius, Character Strong, Ripple Effects, Journey Ed (Adobe), Scholastic, Kuta Math, Nearpod	10,352.00

\$236,936.00

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	✓	80 %	77.92 %	2022-2023	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.

Action 1: Student Centered Learning

- Our district's curriculum continues to be used to fidelity, alongside supplement resources to support student learning
- Professional Learning has focused on speaking and writing throughout this year
- PLCs continue to meet regularly

Outcomes of Action 1

- Core content PLCs produce quarterly CFAs
- Staff attendance at internal and external PL opportunities

Action 2: College and Career Readiness

- Cultural Proficiency training has not continued at our site this year
- We do not have access the High School Ready transition tool to verify and monitor this data
- Xello continues to be utilized
- D and F weekly messengers continue to go out to families via Parent Square
- Students continue to access academic and SEL supports as needed

Outcomes of Action 2

- All students had the opportunity to complete Xello career assessment
- Students took various field trips and conferences to increase student centered and real-world experiences

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 students
- White students

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).

- Our site has been unable to get a mounted projected and retractable screen for our gym to support instruction for our Physical Education (PE) Teachers. We will continue to work with district facilities staff in order to make this happen.

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 2023/24 SPSA.

- We will have a more intentional approach from our ILT in creating real-world and student-centered experiences for our students.

Step 4: Educational Partner Involvement. Share the data 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: • Increase educational field trips and experiences • Increase elective offerings on campus	2 ELAC: • Increase educational field trips and experiences • Increase elective offerings on campus	3 Staff: • Increase educational field trips and experiences • Increase opportunities for student presentations • Guest speakers • College tours
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Action 1

Title: Student-Centered Learning

Action Details:

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

- Staff will utilize the district's curriculum and other instructional supplemental resources
- Staff will engage in professional learning on the implementation of student-centered instructional strategies.
- PLC's will plan instructional opportunities for students to engage in meaningful learning tasks that connect to real-world experiences.
- Eductional related field trips to take learning from the classroom and into the real-world
- Addition of mounted projector, auto-retratable screen, and speakers in the gym to allow for learning opportunities during Physical Education

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

Timeline:

- Ongoing

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):

- 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:

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

Specify enhanced services for low-performing student groups:

- 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 (Attendance, Grades, Behavior)
- Utilize Xello
- Weekly D and F messenger to families.
- Provide progress reports to parents/students.
- Students will receive academic and SEL supports based on individual needs.
- Provide students with on-going real-world experiences to increase their awareness and breadth to connect classroom learning to determine the best opportunities for high school pathways for the duration of their educational career with FUSD.
- College field trips
- School Choice presentations to 8th grade students
- School Choice parent night for transfer application assistance
- 6th and 7th grade elective ranking presentations
- 8th grade move up day
- Separate 7th and 8th grade presentations reviewing expectations
- 6th grade targeted support conferences
- 6th grade move up day to Fort Miller for all 8 feeder schools
- Facilitate SSTs and 504

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

- Atlas and Power BI reports of D and F rate

Owner(s):

- Administration
- Academic Counselors

Timeline:

- Ongoing

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:

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

Specify enhanced services for low-performing student groups:

- 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.

2023-2024 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	ESSA-CSI	Instruction	Direct-Graph			Graphics for classroom and school-wide expectations	2,000.00
G2A2	Title 1 Basic	Instruction	Local Mileag			: Transition Counselor mileage for feeder school visits	1,000.00

\$3,000.00

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	✓	50 %	52.79 %	2022-2023	30 %
Suspension Rate - Semester 1	✓	15 %	11.33 %	2022-2023	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.

Action 1: Student Connectedness and Engagement

- Fort Miller has increased the number of clubs offered throughout the year
- We continue to utilize Second Step and Ripples Effects for SEL support/curriculum
- We have continued to implement lunch time activities, quarterly awards, monthly student acknowledgements
- We have added school signage throughout campus
- We have taken our students on multiple field trips throughout the year
- We continue to put on school-wide rallies, dances, and Privilege Days
- CCD Team attended CADA conference

Outcomes of Action 1

- Targeted Support Team (TST) has increased capacity to include All 4 Youth clinician to increase student supports
- Student Engagement down 4% from Fall Climate and Culture survey

Action 2: Chronic Absenteeism

- We have continued to site fund a full-time Child Welfare and Attendance (CWA) specialist
- We continue to incentivize attendance through weekly Perfect Attendance winners, quarterly perfect attendance awards, and occasional attendance events
- We have continued our outreach to parents through weekly announcements, video announcements; monthly newsletters and in-person family engagement events

Outcomes of Action 2

- Chronic Absenteeism is still high, though lower than last year

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:

- Homeless and Foster Youth and White students demonstrate the highest rate of Chronic Absenteeism as of March 2023
- Lack of school-wide structures to address Chronic Absenteeism
- Lack of School Attendance Review Team (SART)

Suspension Rate:

- African American Students and Foster Youth were suspended at a higher rate

Currently our Project ACCESS Social Worker is on site once a week checking in with our Foster and Homeless Youth

Action 3: Suspension Rate

- Fort Miller continues to follow an MTSS process to support students behavioral and social-emotional needs
- Ripples Effects continues to be utilized for Tier 2 and 3 supports, and has been introduced this year for Tier 1 implementation
- Re-Entry (post-suspension meetings) occur regularly
- Social Emotional support staff support students with check-ins, group therapy, individual counseling, restorative conversations, etc.

Outcomes of Action 3

- Suspension rate for 2022-23 lower as of March 2023 than prior school 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).

- School Attendance Review Team (SART) meetings have been difficult to schedule regularly due to amount of time it takes and the large amount of time dedicated to Re-Entry meetings (post-suspension meetings)
- Additional school signage was halted due to district issue with vendor
- Social Emotional support staff inundated with crisis management, threat assessments, risk assessments, caseload work, re-entry meetings, etc.

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 2023/24 SPSA.

- Increase incentives to promote attendance to school (G3, A2)
- Increase behavioral supports for students (G3, A3)

Step 4: Educational Partner Involvement. Share the data 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: • Increase amount Privilege Days to incentivize positive behaviors • Increase personnel supports for safety, social-emotional support, behavioral management • Purchase equipment for incentives to increase use during Privilege Days (i.e., cotton candy machine, popcorn machine,	2 ELAC: • Increase amount Privilege Days to incentivize positive behaviors • Increase personnel supports for safety, social-emotional support, behavioral management • Purchase equipment for incentives to increase use during Privilege Days (i.e., cotton candy machine, popcorn machine,	3 Staff: • Increase amount Privilege Days to incentivize positive behaviors • Additional personnel to support behavioral management • Incentive trips for students • Behavioral support • School-wide incentives to promote positive behaviors
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- etc)
- Field Trip opportunities as incentives for increased academic and behavioral performance at school
 - More school spirit items
 - Additional school signage throughout campus
 - New athletic equipment/jerseys

- etc)
- Field Trip opportunities as incentives for increased academic and behavioral performance at school
 - More school spirit items
 - Additional school signage throughout campus
 - New athletic equipment/jerseys

Action 1

Title: Student Connectedness and Engagement

Action Details:

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

- Providing supplies and materials for various clubs and opportunities for students, including but not limited to WEB, Student Leadership, etc.
- Utilize the SEL curriculum provided by FUSD's DPI department along with supplemental SEL curriculum (site determined).
- Providing additional supplemental pay for increasing and supporting student engagement
 - Emphasis on increasing engagement for all students, in addition to targeted student groups
- School signage and branding to promote a positive school atmosphere
- Multi-media equipment for the gym to enhance student performances and club activities
- Supplies and materials needed for student support during lunchtime activities and after-school clubs.
- Supplies, equipment, materials needed for sports.
- Transportation funding needed for instructional trips, college trips, incentive events, and or Saturday or late buses as needed.
- Incoming 7th graders will visit the campus in the Fall and Academic Counselors will visit elementary campuses in the Spring.
- Student awards assemblies to recognize students for grades, attendance, pro-social behaviors
- School rallies, dances, Privilege Day events
- Supplemental support for privilege day to ensure all students are engaged at a high level throughout each quarter to ensure maximum amounts of students can participate during privilege day.
- Provide advisors to support our focused student groups outline by district indicators.
- Climate and Culture Director and assistant(s) to attend the conference for additional professional learning opportunities
- Addition of Teaching-Fellows to assist interventions
- Find opportunities to beautify the campus and provide safety upgrades
- Additional personnel for behavioral management and school 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

- Targeted Support Team (TST) Referrals

Owner(s):

- Administration
- TST Members

Timeline:

- Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target Privilege List (eligibility criteria)	Owner(s): - Administration - Counselors - CCD Team	Timeline: Ongoing
Details: Explain the data which will specifically monitor progress toward each indicator target Student Engagements in Athletics and Clubs	Owner(s): - Athletic Director - Climate and 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 athletics. - Transportation funding needed for instructional trips, college trips, and incentive events - Transportation of incoming 7th graders will visit the campus - Student awards assemblies - School rallies, dances, and events - Privilege days to incentivize grades, attendance, behavior		
Specify enhanced services for EL students: Active recruitment to encourage EL students to get involved in activities	Specify enhanced services for low-performing student groups: Mentorship opportunities to connect with low-performing student groups.	

Action 2

Title: Chronic Absenteeism

Action Details: - Continue to develop a multi-tiered system of interventions for attendance. - Continue to provide/fund a Child Welfare and Attendance (CWA) Specialist to support attendance outreach. - Utilize our School Social Worker (SSW), Resource Counselor Assistant (RCA), Intervention Specialist, and Child Welfare Attendance (CWA) to leverage the amount of support to encourage improved students attendance - Continue to fund key attendance programs and activities that provide parents with pivotal 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
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- FUSD Parent Portal
- Weekly School Messenger
- Monthly Family Information Newsletter
- Weekly video announcements
- Incentives for students with 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 Absentee Rate (Power BI - Data visualization tool)

Owner(s):

- Administration
- CWA

Timeline:

- Ongoing

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

- ATLAS Attendance Reports

Owner(s):

- Administration
- CWA
- Attendance Clerk

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.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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.
- Use of Ripple Effects for student learning based on misbehaviors
- Supplemental contracts for mentoring opportunities and additional supervision
- 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/Misbehavior data (ATLAS & Power BI) will indicate the effectiveness of Tier I and II responses, interventions and supports

Owner(s):

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

Timeline:

- Ongoing

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

- Supplies and materials needed for student support during lunch time activities and school clubs
- Transportation funding needed for instructional trips and incentive events

Specify enhanced services for EL students:

- Bilingual Office Assistant and Home School Liason will assist in communication with EL families.
- BIAposition to assist with EL student needs in the classroom

Specify enhanced services for low-performing student groups:

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:

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

2023-2024 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	Instruction	Ins Aide-Sup			Mentorships	5,244.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Mats for school events, including rallies, wrestling, cheer, and other related activities	14,400.00
G3A1	Sup & Conc	Instruction	Direct Trans			Educational field trips and experiences	12,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Pro-Screen : School branding to increase student connectedness and engagement (G3A2, G3A3)	35,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fan in a Box : Items to increase school connectedness and engagement	3,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Street Saints : \$2,000 Site Funded, \$44,127 District CSI Funded	2,000.00
G3A2	ESSA-CSI	Attendance & Social Work Services	Local Mileage			Mileage reimbursement for home visits	1,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.0000		83,309.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: School safety supplies	1,500.00

\$157,453.00

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	✓	85 %	89.26 %	2022-2023	93 %

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.

Action 1: Staff Professional Learning

- Professional learning opportunities continued to be created with staff/ILT input
- Staff have attended various professional learning opportunities within and outside of FUSD
- We continue to host quarterly staff outings to build comradery and connections

Outcomes of Action 1

- Spring Climate and Culture Survey data shows a decrease in the organizational culture domain, and below the district average
- Fort Miller will be losing 4 core content Teachers (Science, History, ELA, Math) due to enrollment numbers

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

We need to continue to find ways to connect with staff and make them feel connected and supported. This will create a more positive culture, which will have a direct impact on students.

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).

- Professional Learning exit surveys were not consistent, therefore not effective
- Cultural Proficiency training has not continued during the 2022-23 school year

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 2023/24 SPSA.

- Find additional professional learning opportunities that align with our work as a CSI and Community School
- Increase staff engagement opportunities

Step 4: Educational Partner Involvement. Share the data 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: No additional input from SSC	2 ELAC: No additional input from ELAC	3 Staff: • Staff PL on SpEd, Trauma • Improve New Teacher Support Meetings
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Action 1

Title: Staff Professional Learning

Action Details:

- Teachers will engage in Professional Learning that includes, but is not limited to: English Language Learners, student-centered teaching, real world learning, supporting students with special needs
- Attend internal and external professional learning opportunities to improve 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	Timeline: • Fall • Spring
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Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Student Academics:
 - Continued use of the district-adopted standards-based curriculum.
 - Continue to purchase online instructional tools
 - Continue to purchase iReady Teacher Tool Kit and SEL curriculum
- Student-Centered and Real-World Learning:
 - Provide high-quality professional learning that promotes the use of student-centered instructional strategies
- Attend Professional Learning opportunities

Specify enhanced services for Staff in support of EL students:	Specify enhanced services for Staff to support low-performing student groups:
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- Site-based PL on strategies to support EL students
- Strategies towards supporting low-performing student groups will be used during PL opportunities

2023-2024 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, Lodging & Travel	25,008.00

\$25,008.00

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	✓	85 %	93.08 %	2022-2023	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.

Action 1: Family Engagement and Communication

- Fort Miller continued to put out monthly information newsletters
- Weekly video announcements posted to website, Parent Square, and social media channels
- Weekly family announcements sent via Parent Square (voice, email, text)
- In-person family engagement opportunities occur monthly

Outcomes of Action 1

- Attendance of Family Engagement opportunities remains low, though high numbers occur during student recognition events
- Family Engagement perception from the Spring Climate and Culture Survey continues to remain high (above 90%) and above the district average

2

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

Fort Miller has a high transiency rate, with students enrolling and dropping throughout the school 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).

- All intended actions from this goal have been implemented

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 2023/24 SPSA.

- Find ways to incentivize and increase family participation in monthly Family Engagement opportunities
- Increase opportunities for positive interactions with families on campus

Step 4: Educational Partner Involvement. Share the data 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: No additional input from SSC	2 ELAC: No additional input from ELAC	3 Staff: • Workshops for parents • Additional events for families • Increase positive phone calls home
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Action 1

Title: Family Engagement and Communication

Action Details:

- Monthly Family Informational Newsletters (Falcon Family Newsletter)
- Weekly video announcement reviewing school updates
- Weekly announcements
- Monthly family engagement opportunities (virtual and/or in-person)

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):

- Administration
- Home School Liaison

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 Services to Families in support of 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 Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

- Intentionally target families of low-performaning student groups

2023-2024 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	Mat & Supp			Family engagement and communication **No incentives or food**	2,935.00

\$2,935.00

2023-2024 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	Ins Aide-Reg	Paraeducator, Soc Emot Intv	0.7500		63,141.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Technology Repair	1,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for planning days (G1A2) **No IEPs**	29,589.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Student devices and headphones	20,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom and Office Supplies, Student Incentives, Climate and Culture, Campus Beuatification/Maintenance, Student equiment	50,030.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh supports	11,000.00
G1A1	Sup & Conc	Food Services	Direct-Food			Snacks for testing	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,988.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		14,946.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Online subscriptions to support EL students - Payment for a portion of: I-Ready Teacher Toolkit, Generation Genius, Character Strong, Ripple Effects, Journey Ed (Adobe), Scholastic, Kuta Math, Nearpod	4,576.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Cost to cover Office Assistant increase for Avelina Sandoval-Ayala.	1,324.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology for assessments and learning	4,805.00
G1A1	LCFF: EL	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.2500	Position will decrease .3125 for 2024/25 due to enrollment decrease - SV	17,873.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental contracts for tutorial supports	4,312.00
G1A1	One-time School	Instruction	Bks & Ref			Online Subscriptions: I-Ready Teacher Toolkit, Generation Genius, Character Strong, Ripple Effects, Journey Ed (Adobe), Scholastic, Kuta Math, Nearpod	10,352.00
G2A1	ESSA-CSI	Instruction	Direct-Graph			Graphics for classroom and school-wide expectations	2,000.00
G2A2	Title 1 Basic	Instruction	Local Mileag			: Transition Counselor mileage for feeder school visits	1,000.00
G3A1	Title 1 Basic	Instruction	Ins Aide-Sup			Mentorships	5,244.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Mats for school events, including rallies, wrestling, cheer, and other related activites	14,400.00
G3A1	Sup & Conc	Instruction	Direct Trans			Educational field trips and experiences	12,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Pro-Screen : School branding to increase student connectedness and engagement (G3A2, G3A3)	35,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fan in a Box : Items to increase school connectedness and engagement	3,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Street Saints : \$2,000 Site Funded, \$44,127 District CSI Funded	2,000.00
G3A2	ESSA-CSI	Attendance & Social Work Services	Local Mileag			Mileage reimbursement for home visits	1,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	1.0000		83,309.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: School safety supplies	1,500.00
G4A1		Instruction	Travel				25,000.00

G4A1	ESSA-CSI	Instruction	Travel	Professional Learning Conferences, Lodging & Travel	25,008.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Family engagement and communication **No incentives or food**	2,935.00
					\$425,332.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,320.00
ESSA-CSI	3182	\$77,597.00
Sup & Conc	7090	\$213,239.00
LCFF: EL	7091	\$46,512.00
One-time School	7099	\$14,664.00
Grand Total		\$425,332.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$236,936.00
G2 - Expand student-centered and real-world learning experiences	\$3,000.00
G3 - Increase student engagement in their school and community	\$157,453.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$25,008.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,935.00
Grand Total	\$425,332.00