

Fort Miller Middle

10621666057293

Principal's Name: Eugene Reinor

Principal's Signature:

A handwritten signature in black ink, appearing to be 'ER', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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District Goals	
<p>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.</p>	
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

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

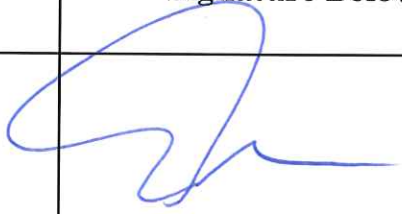

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Eugene Reinor	X				
2. Chairperson - Clarissa Leyva		X			
3. Secretary – Tamara Smith		X			
4. PAC Representative – Xee Xiong			X		
5. Shelli Foust		X			
6. Taylor Marquez-Cunningham			X		
7. Pedro Becerra Medina					X
8. Jazlynn Perez Jaimez					X
9. Johnice Major					X
10.					
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	Eugene Reinor		3/24/25
SSC Chairperson	Clarissa Levya		3/24/2025

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

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

FY 2025/26

Fort Miller - 0170

ON-SITE ALLOCATION

3010	Title I	\$78,474 *
7090	LCFF Supplemental & Concentration	\$226,206
7091	LCFF for English Learners	\$40,734

TOTAL 2025/26 ON-SITE ALLOCATION	\$345,414
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,552
Program Budget	\$75,922
Total Title I Allocation	\$78,474

ESSA Assistance Status: Targeted Support and Improvement (TSI)

Fort Miller Middle 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		19.3 %	2023-2024	20.4 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		20 %	2023-2024	21.1 %
SBAC ELA - Average distance from standard	✓	-50 pts	-101.8 pts	2023-2024	-86.8 pts
SBAC ELA - Average distance from standard (African American)	✓	-50 pts	-136.8 pts	2023-2024	-121.8 pts
SBAC ELA - Average distance from standard (English Learner)	✓	-50 pts	-142.1 pts	2023-2024	-127.1 pts
SBAC ELA - Average distance from standard (Long-Term English Learner)	✓		-162.1 pts	2023-2024	-147.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	15 %	18.2 %	2023-2024	23.2 %
SBAC Math - Average distance from standard	✓	-50 pts	-142.1 pts	2023-2024	-127.1 pts
SBAC Math - Average distance from standard (English Learner)	✓		-181.9 pts	2023-2024	-166.9 pts
SBAC Math - Average distance from standard (Long-Term English Learner)	✓		-207.9 pts	2023-2024	-192.9 pts
SBAC Math - percentage of students met/exceeded standard	✓	15 %	7.9 %	2023-2024	12.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on ELA I-Ready Diagnostic 1, 74% of students are 3+ grade levels behind. For ELA I-Ready Diagnostic 2, that number dropped to 65%. Based on Math I-Ready Diagnostic 1, 66% of students are 3+ grade levels behind. For Math I-Ready Diagnostic 2, that number dropped to 62%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Lack of intervention in primary grades
2. Lack of foundational reading and math skills
3. Chronic absenteeism
4. Lack of rigorous literacy instruction

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. High quality research based strategies in all classrooms to support students at various levels.
2. High expectations and increased productive struggle in classroom setting.
3. System of supports to promote good attendance.
4. High-quality professional learning for staff to support student learning.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Literacy

Partially Implemented

As a school, we partially carried out our action plan to address literacy with some full implementation, including teacher planning days, Teaching Fellows in all core content areas, use of site-wide instructional strategies to increase literacy across content areas, implemented assessments to have a more data-informed approach, extended learning opportunities through after school tutoring. We had partial implementation in the areas of professional learning for teachers on research-based instructional strategies and implementation of school-wide intervention block in the master schedule.

Action 2: Math

Partially Implemented

As a school, we partially carried out our action plan to address literacy with some full implementation, including teacher planning days, Teaching Fellows in all core content areas, use of site-wide instructional strategies to increase literacy across content areas, implemented assessments to have a more data-informed approach, extended learning opportunities through after school tutoring, and AIMS tutors for math within the instructional day. We had partial implementation in the areas of professional learning for teachers on research-based instructional strategies and implementation of school-wide intervention block in the master schedule.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Literacy

Partially Effective

As a result of our full implementation of teacher planning days, Teaching Fellows in all core content areas, use of site-wide instructional strategies to increase literacy across content areas, coordinated assessments for a more data-informed approach, and extended learning opportunities through after school tutoring, 15% of students showed growth on i-Ready from diagnostic one to diagnostic two in the area of ELA. Based on district interims 1 and 2, there was growth ranging from 3%-16% depending on the teacher.

Action 2: Math

Partially Effective

As a result of our full implementation of teacher planning days, Teaching Fellows in all core content areas, use of site-wide instructional strategies to increase literacy across content areas, coordinated assessments for a more data-informed approach, and extended learning opportunities through after school tutoring, 48% of students showed growth from diagnostic one to diagnostic two in the area of Math. Based on district interims 1 and 2 there was growth ranging from 6%-11% broken down by 8th grade teachers. However, there was a decline in our 7th grade Math between -19% to -7%.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We are going to continue the instructional focus of literacy in all classes to support our students with their reading, listening, writing, and speaking. We will also look at other research based strategies and professional learning for staff to ensure we are meeting our student's needs ensuring they are accessing the grade level content. We will also be working to increase targeted academic supports for Math and ELA in class and in morning and after school program to support with student learning needs.

Section D: 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.

SSC:

SSC advocated for materials/supplies, academic celebrations, more supports for students throughout the day

ELAC:

ELAC advocated for language supports in classed for ELL students and also for tutoring for all students throughout the day.

Staff:

Staff advocated for planning days to support with creating quality units of study for their students, materials and supplies, our BIA, Teaching Fellows, 2nd VP, and additional tutoring supports.

Action 1 :

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 and supplemental materials to promote literacy and support student learning
- Creating a built in tutorial/intervention block within the school day
- Extended tutorial/mentorship opportunities during morning, lunch, and after school
- Increase amount of loaner devices in all classrooms for students
- Site-funded academic coach/TSA
- Educational field trips for each core content area
- Coverage for SPED teachers to attend transition IEPs (6th graders)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Teachers will engage in professional learning on research-based instructional strategies to increase their capacity to support students
- Planning days for grade-level, subject area PLCs to meet and plan, with an emphasis on low-performing student groups
- Extended tutorial/mentorship opportunities during morning, lunch, and after school
- Increase amount of loaner devices in all classrooms for students

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 and using supplemental instructional materials to increase student engagement with learning

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
- Teaching Fellows
- Additional tutorial supports/opportunities
- Professional Learning for staff on strategies to support our English Learners

Student Groups

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

Long Term English Learner (LTEL): To support LTEL, we will be using title 1 funds for materials and supplies to increase family engagement for, additional student supports such as tutoring during morning, lunch, and after school, and student technology to give them access to online classroom materials.

English Learner (EL): To support ELL, we will be using title 1 funds for materials and supplies to increase family engagement for, additional student supports such as tutoring during morning, lunch, and after school, and student technology to give them access to online classroom materials.

African American (AA): To support AA students, we will be using title 1 funds for materials and supplies to increase family engagement for, additional student supports such as tutoring during morning, lunch, and after school, and student technology to give them access to online classroom materials.

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

Long Term English Learner (LTEL): To support LTEL, we will be using 7090/7091 funds for materials and supplies to support classroom instruction and student academic incentives. We will also be using funds to support with staff professional learning, classroom technology, and additional staff to support with student behavior and family/community engagement.

English Learner (EL): To support ELL, we will be using 7090/7091 funds for materials and supplies to support classroom instruction and student academic incentives. We will also be using funds to support with staff professional learning, classroom technology, and additional staff to support with student behavior and family/community engagement.

African American (AA): To support AA students, we will be using 7090/7091 funds for materials and supplies to support classroom instruction and student academic incentives. We will also be using funds to support with staff professional learning, classroom technology, and additional staff to support with student behavior and family/community engagement.

As a site: What are the planned actions to support this student group?

Long Term English Learner (LTEL): Professional learning for all teacher to incorporate literacy in all classrooms. Teaching fellows in classrooms to support with instruction. BIA to support with language needs. Morning, Lunch, and After School tutoring.

African American (AA): Professional learning for all teacher to incorporate literacy in all classrooms. Teaching fellows in classrooms to support with instruction. Morning, Lunch, and After School tutoring. Mentors to support with goal setting and progress monitoring.

English Learner (EL): Professional learning for all teacher to incorporate literacy in all classrooms. Teaching fellows in classrooms to support with instruction. BIA to support with language needs. Morning, Lunch, and After

School tutoring.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increase in effective incorporation of reading, writing, listening, and speaking into all classrooms. Effective utilization of teaching fellows to support individual and small groups of students. Students attending tutoring.

Measured by: Class walk data and tutoring attendance.

Who: Admin Team, Academic Counselors, Teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Increase student performance on CFAs, FIABs, I-Ready, District Interim.

Measured by: I-Ready, District interim, CFAs, D/F Rate.

Who: Admin Team, Academic Counselors, Teachers.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increase student performance on state assessments.

Measured by: SBAC

Who: Admin Team

Action 2 :

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
- 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 and supplemental materials to promote literacy and support student learning
- Creating a built in tutorial/intervention block within the school day
- Extended tutorial/mentorship opportunities during morning, lunch, and after school
- Increase amount of loaner devices in all classrooms for students
- Site-funded academic coach/TSA

- Educational field trips for each core content area
- Coverage for SPED teachers to attend transition IEPs (6th graders)
- AIMS tutors to increase knowledge of key math concepts and/or fill in learning gaps

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Teachers will engage in professional learning on research-based instructional strategies to increase their capacity to support students
- Planning days for grade-level, subject area PLCs to meet and plan, with an emphasis on low-performing student groups
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English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 and using supplemental instructional materials to increase student engagement with learning

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 for staff on strategies to support our English Learners

Student Groups

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

Long Term English Learner (LTEL): To support LTEL, we will be using title 1 funds for materials and supplies to increase family engagement for, additional student supports such as tutoring during morning, lunch, and after school, and student technology to give them access to online classroom materials.

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Long Term English Learner (LTEL): To support LTEL, we will be using 7090/7091 funds for materials and supplies to support classroom instruction and student academic incentives. We will also be using funds to support with staff professional learning, classroom technology, and additional staff to support with student behavior and family/community engagement.

English Learner (EL): To support ELL, we will be using 7090/7091 funds for materials and supplies to support classroom instruction and student academic incentives. We will also be using funds to support with staff professional learning, classroom technology, and additional staff to support with student behavior and family/community engagement.

African American (AA): To support AA students, we will be using 7090/7091 funds for materials and supplies to support classroom instruction and student academic incentives. We will also be using funds to support with staff professional learning, classroom technology, and additional staff to support with student behavior and family/community engagement.

As a site: What are the planned actions to support this student group?

Long Term English Learner (LTEL): Professional learning for all teacher to incorporate literacy in all classrooms. Teaching fellows in classrooms to support with instruction. BIA to support with language needs. Morning, Lunch, and After School tutoring.

African American (AA): Professional learning for all teacher to incorporate literacy in all classrooms. Teaching fellows in classrooms to support with instruction. Morning, Lunch, and After School tutoring. Mentors to support with goal setting and progress monitoring.

English Learner (EL): Professional learning for all teacher to incorporate literacy in all classrooms. Teaching fellows in classrooms to support with instruction. BIA to support with language needs. Morning, Lunch, and After School tutoring.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increase in effective incorporation of reading, writing, speaking, and listening into all classrooms. Effective utilization of teaching fellows to support individual and small groups of students. Students attending tutoring.

Measured by: Class walk data and tutoring attendance.

Who: Admin Team, Academic Counselors, Teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Increase student performance on CFAs, District Interim, FIABs, and I-ready.

Measured by: I-Ready, District interim, CFAs, D/R Rate.

Who: Admin Team, Academic Counselors, Teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increase student performance on state assessments.

Measured by: SBAC

Who: Admin Team

2025-2026 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-Subs			Teacher Subs to support with Teacher planning days to support with student outcomes in Literacy and Math. **No IEPs**	27,432.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental to support student academic needs. **No IEPs**	6,131.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student technology to support student learning and student outcomes for Goal 1 Action 1 and 2.	23,448.00
G1A1	Sup & Conc	Instruction	Travel			Staff PL.	936.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Printers and supports.	30,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,904.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Online subscriptions to support with student learning in all content areas. Goal 1 Action 1 and 2.	14,694.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Online subscriptions to support student learning in all content areas. Goal 1 Action 1 and 2.	10,701.00

\$118,246.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	73 %	2024-2025	79.1 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Through surveys and student focus groups, students have shared that instruction our instruction can improve with being student centered, real world, relevant, and hands on.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Student perceptions of relevance in learning/learning that inspires intellectual curiosity
2. Low expectations teaching
3. Lack of rigorous learning that incorporates critical thinking and problem-solving

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Professional learning based on student engagement and fostering student curiosity.
2. Professional learning based on good Tier 1 instruction and grade level standards.
3. PLC's work together to create high level rigorous task that foster an increase in productive struggle.
4. Site instructional framework to provide clarity and guidance on instructional expectations.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student-Centered Learning

Partially Implemented

Fort Miller implemented site-wide instructional strategies, funding field trips, supports for academics and behaviors, meaningful work opportunities through community schools, tutorial through expanded learning, SPED case managers attending transitional IEPs. We did not expand the makerspace in the library, nor did we create a system for monitoring student engagement.

Action 2: College and Career Readiness

Partially Implemented

Fort Miller implemented a College and Career fair, weekly D/F messaging to families, academic/SEL supports for individual students, college trips, School of Choice presentations to 8th grade students, Move Up days for 6th graders and 8th graders, 6th grade targeted support counseling.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student-Centered Learning

Partially Effective

On the Fall 2024 climate and culture survey, 60% of students responded favorably to the item: "My school teaches me in ways that connect to my life." The chronic absenteeism rate as of February 2025 is 36%. This data demonstrates that we were partially effective. While some students feel that learning connects to their lives, many students do not and may contribute to misbehavior, absenteeism, and D/F rates.

Action 2: College and Career Readiness

Partially Effective

On the Fall 2024 Climate and Culture survey, 65% of students responded favorably to the item: "My school prepares me for life with real world experiences." This data demonstrates that we were partially effective.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Increase educational fields and exposure to college and careers
2. Make classroom learning more engaging and relevant for our students.

Section D: 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.

SSC:

SSC advocated for materials/supplies, academic celebrations, more supports for students throughout the day

ELAC:

ELAC advocated for language supports in classed for ELL students and also for tutoring for all students throughout the day.

Staff:

Staff advocated for planning days to support with creating quality units of study for their students, materials and supplies, our BIA, Teaching Fellows, 2nd VP, and additional tutoring supports.

Action 1 :

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
- College and Career fair
- Neighborhood/community events
- PL on student centered instructional strategies to make learning more meaningful and relevant to students
- Library materials for hands on learning opportunities
- Academic check ins and goal setting with students and families
- Site funding teacher to have a full time art teacher

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 to make learning relevant and meaningful
- Increase opportunities for tutorials and activities of student interest through Expanded Learning Program (before school, lunch time, after school)
- Academic check ins and goal setting with students and families

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 and educational 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

Student Groups

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

Teacher supplemental contracts, student technology, family engagement events, field trips, staff PL, materials and supplies, transportation, supplemental materials, Office Assistant.

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

Teacher supplemental contracts, student technology, family engagement events, field trips, staff PL, materials and supplies, transportation, supplemental materials, Office Assistant.

As a site: What are the planned actions to support this student group?

There was not any student groups identified for this goal or action.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>What: see an increase in lessons that are meaningful and relevant to students. Student Participation in field trips, clubs, tutoring, enrichment.</p> <p>How: Classroom Observations. Attendance to field trips, clubs, tutoring, enrichment.</p> <p>Who: Admin Team. Counselors. Teachers.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>What: Improved student academic performance in lessons and assessments. Student Participation in field trips, clubs, tutoring, enrichment.</p> <p>How: Student grades, I-Ready, CFAs, District Interim. Attendance to field trips, clubs, tutoring, enrichment.</p> <p>Who: Admin Team. Counselors. Teachers.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>What: Improved student academic performance in lessons and assessments. Student Participation in field trips, clubs, tutoring, enrichment.</p> <p>How: Student grades, I-Ready, CFAs, District Interim, SBAC. Attendance to field trips, clubs, tutoring, enrichment.</p> <p>Who: Admin Team. Counselors. Teachers.</p>

Action 2 :

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
- Educational Field trips and Real-World presenters.
- Academic and student check-ins for advisory

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Xello Career Matchmaker
- Transportation and registration costs for field trips
- College and Career Fair on s
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Teacher supplemental pay, classroom technology, family engagement events, community events,

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

Teacher supplemental pay, classroom technology, family engagement events, community events, materials and supplies for school celebrations and events, transportation for field trips, Online supplemental materials, Office Assistant to support with family engagement

As a site: What are the planned actions to support this student group?

There was not any student groups identified for this goal or action.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

What: High School Readiness awareness

How: Counselor Presentation rates

Who: Counselors

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

What: Increase in student academic performance. Increase in percentage of students high school ready. Student attendance to field trips.

How: D/F rate. Percentage of students meeting criteria. Attendance for trips.

Who: Admin. Counselors.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

What: Increase in student academic performance. Increase in percentage of students high school ready. Student attendance to field trips and career events.

How: SBAC Results. D/F rate. Percentage of students meeting criteria. Attendance for trips.

Who: Admin. Counselors.

2025-2026 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	LCFF: EL	Instruction	Nc-Equipment			Student technology to support student learning in all content areas.	5,000.00
G2A2	Title 1 Basic	Instruction	Direct-Graph			Graphics for classrooms.	1,000.00
G2A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for home visits	1,000.00
G2A2	Sup & Conc	Instruction	Direct Trans			Field trips for student-centered learning and college and career readiness.	30,000.00

\$37,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		48.9 %	2023-2024	40.9 %
Chronic Absenteeism - (African American)	✓		52.7 %	2023-2024	44.7 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		44.8 %	2023-2024	40.8 %
Suspension Rate	✓	5 %	18.1 %	2023-2024	15.1 %
Suspension Rate - (African American)	✓	5 %	38.5 %	2023-2024	30.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Our student survey data shows lower scores in the area of managing emotions, sense of belonging, fairness, and students caring about one another. This is leading to high rates of absenteeism and suspension amongst all students, but particularly our African American Students and Students with Disabilities.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Engagement/Sense of Belonging: Students are not engaged in campus activities at a high level. Students do not feel like they belong on campus due to lack of connection to the school.

Relevance: There is lack of relevant instruction in our classrooms that is meaningful to students.

Community Engagement: Lack of engaging targeted families for events.

Clarity: lack of clear expectations across the campus for students

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-

performing student groups.

Engagement/Sense of Belonging: More clubs and activities for students to be engaged on campus. Keeping them connected to the campus.

Relevance: Culturally relevant and meaningful instruction for our students.

Community Engagement: Personal advertisement, promotion, and invitations for targeted student group families.

Clarity: Clear behavioral expectations in each classroom.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement

Partially Implemented

- Move Up Days: Fully implemented with success
- Incentive/STRONG days: Partially implemented due to leadership change.
- Quarter Awards: Fully implemented with success.
- Branding: Fully implemented with success
- Social media presence: Fully implemented with success
- Materials and supplies for clubs and lunch activities: Partially implemented, need more clubs.
- Meaningful Work opportunities: Not implemented. Need to organize.
- SEL curriculum (Second Step, Ripples): Partially implemented. Teachers did not deliver lessons with fidelity.
- School signage, safety upgrades, beautify campus for positive environment: Fully implemented with success.
- Supplies and equipment for sports, intramurals: Not implemented. need to find someone to lead.
- Transportation for educational trips, college visits, incentive events, Saturday/late buses as needed
- School rallies, dances, events to promote positive behaviors: Partially implemented.
- Club Advisors/mentors: Partially implemented, need more clubs.
- CCD and assistants attend PL: Fully implemented with success
- Additional personnel for behavior management and school safety: Fully implemented with success (Street Saints/NTAs)
- Arbiter: Fully implemented with success

Action 2: Chronic Absenteeism

Partially Implemented

- CWAS: Fully implemented with success
- Communications with families regarding attendance: Fully implemented with success.
- Family Engagement Hours for awareness of attendance protocols: Fully implemented with success.
- Social media presence to communicate school schedules and supports: Fully implemented with success.
- Immediate incentives for good attendance: Partially implemented due to leadership change.
- Utilize SEL staff to encourage improved attendance: Fully implemented with success.
- Hold regular SART meetings to improve parent understanding and decrease barriers to attendance: Fully implemented with success.
- Incentives for students with good and/or improved attendance: Partially implemented due to leadership change.

Action 3: Suspension Rate

Partially Implemented

- MTSS that aligns with STRONG: Not implemented. Needs to be planned.
- Second Step for SEL skills: Partially implemented. Teachers did not implement with fidelity.
- CHAMPs in all classrooms: Partially implemented. Teachers did not implement with fidelity.
- Ripple Effects for misbehaviors: Fully implemented. May need to look at another curriculum.
- TST to identify and address student needs: Fully implemented. Partially successful.
- Supplemental contracts for mentorship: Not implemented.
- Supplemental contracts for additional supervision: Not implemented.
- Supplemental contracts for intramurals: Not implemented.
- Use of restorative practices to address conflict and build community: Fully implemented with success.
- Additional personnel to support behavioral management and safety: Fully implemented with success (Street Saints/NTAs)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement

Partially Effective

Our plan for student engagement is effective in engaging and celebrating a specific group of students. We need to follow through with some of our specific actions to ensure we engage more students and help them feel connected and like they belong on our campus. If we can be more effective with our actions, we will see an increase in attendance and a decrease in behaviors.

Action 2: Chronic Absenteeism

Partially Effective

Our plan was implemented with almost full fidelity. Change in leadership led to a few actions not being implemented. Our actions have led to an improvement in chronic absenteeism. We still struggle to support some of our more chronic absent students.

Action 3: Suspension Rate

Partially Effective

Our plan to reduce suspension rates is not being implemented with full fidelity. Our suspension rates seem to be improving, but not for our African American subgroup. If we can implement our plan with fidelity across the board, we should be able to see an increase in effectiveness.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will focus on increasing our clubs, lunch time engagements, and student celebrations. We will also work to improve implementation of our plan to improve suspensions. We will work on a targeted plan with suspensions of

our African American students.

Section D: 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.

SSC:

SSC advocated for materials/supplies, academic celebrations, more supports for students throughout the day

ELAC:

ELAC advocated for language supports in classed for ELL students and also for tutoring for all students throughout the day.

Staff:

Staff advocated for planning days to support with creating quality units of study for their students, materials and supplies, our BIA, Teaching Fellows, 2nd VP, and additional tutoring supports.

Action 1 :

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 through 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 suspended 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 safety upgrades
- Additional personnel for behavioral management and school safety
- Develop processes to target specific Chronically Absent student groups
- Develop alternative discipline practices to address misbehaviors and reduce suspensions
- 1 FTE of PE has been removed. Prep buyout to add additional sections of PE to reduce class size and allow for additional opportunities to take PE
- Incentive/STRONG days
- Social media presence
- Meaningful Work opportunities
- Club Advisors/mentors

- Arbiter
- More specific support to students who are chronically absent, have high number of suspensions
- Lunch Sports Program
- Site funding teacher to have full time Art Teacher

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 not in the red for 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 creating mentorship opportunities and allowing professional learning and planning time for teachers to better support EL students. Also funds will be used for parent engagement.

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, professional learning for staff, online materials, and personnel to support with families.

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
- PL for staff to better engage ELL and help them engage at school

Student Groups

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

Students with Disabilities (SWD): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement.

African American (AA): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement.

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

Students with Disabilities (SWD): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs

African American (AA): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs. Mentorship.

African American (AA): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs. Mentorship.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

What: Increase in number of student clubs. Increase in lunch activities.

How: Student registration and participation.

Who: Admin Team. CCT. Counselors.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

What: Increase in student connection and sense of belonging to the school.

How: Increase in attendance, decrease in misbehaviors, consistent club and activity participation.

Who: Admin Team. CCT. Counselors.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

What: Increase in student engagement to the school.

How: CC Survey

Who: Admin Team. CCT. Counselors.

Action 2 :

Chronic Absenteeism

Action Details:

- Continue to provide/fund a Child Welfare and Attendance Specialist (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
 - Positive Phone Calls Home
- Incentives for students with improved/good/perfect attendance rates
- Social media presence to communicate school schedules and supports
- Increase the number and diversity of engagement opportunities.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 not a target group for this area.

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, family events, PL for staff, and classroom materials.

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 by increasing engagement opportunities, family events, PL for staff, office staff, and classroom materials.

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

Student Groups

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

Students with Disabilities (SWD): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement, CWA, and increase communication.

African American (AA): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement, CWA, and increase communication.

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

Students with Disabilities (SWD): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs, CWA, and increase communication.

African American (AA): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs, CWA, and increase communication.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs. Mentorship, CWA, and increase communication.

African American (AA): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs. Mentorship, CWA, and increase communication.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

What: Increase in number of student clubs. Increase in lunch activities. Increase positive two way communication.

How: Student registration and participation. Parent Square.

Who: Admin Team. CCT. Counselors.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

What: Increase in student connection and sense of belonging to the school.

How: Attendance, behavior, and engagement reports.

Who: Admin Team. CCT. Counselors.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

What: Decrease in chronic absenteeism.

How: Attendance Reports

Who: Admin Team. CCT. Counselors.

Action 3 :

Suspension Rate

Action Details:

- Fort Miller School will create a multi-tiered system of supports to address misbehaviors 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, Activity, 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

- Lunch Time sports program
- Targeted Mentorship
- increase family engagement
- Increase clubs and lunch time activities

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 not identified in this area.

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 Family Engagement opportunities with an emphasis on suspensions and interventions, targeting family's of EL and RFEP students

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 creating incentives for students demonstrating pro-social behaviors.

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

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

Student Groups

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

Students with Disabilities (SWD): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement.

African American (AA): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement.

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

Students with Disabilities (SWD): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs

African American (AA): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs. Mentorship.

African American (AA): Professional learning to support staff in meeting student needs. Classroom technology. Family Engagement. Classroom materials and supplies. Student Field Trips. Online materials. Office staff to support with family engagement. Contracts for clubs. Mentorship.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

What: Increase in number of student clubs. Increase in lunch activities. Consistent SEL Lessons. Mentorship.

How: Student registration and participation. SEL Lesson completion.

Who: Admin Team. CCT. Counselors.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

What: Increase in student connection and sense of belonging to the school. Decrease in suspendable offenses.

How: Increase in attendance, decrease in misbehaviors, consistent club and activity participation.

Who: Admin Team. CCT. Counselors.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

What: Decrease in suspension rates

How: Suspension reports

Who: Admin Team. CCT. Counselors.

2025-2026 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			ASP Lead to support with student and family engagement.	6,210.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student engagement.	74,044.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Pro-Screen Inc : School Spirit and Engagement.	35,000.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Fund prep buyout for additional PE section to reduce class sizes.	13,957.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Campus improvements, maintenance, safety, upgrades, and technology repair.	10,000.00

\$139,211.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95 %	96.3 %	2024-2025	97.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Survey data suggests high satisfaction in the area of organizational culture however it is important to be intentional to maintain organizational culture through a change in Principal position. In particular, one data point we can improve revolves around opportunities for staff to be involved in planning and decision-making, which is of particular importance through leadership change.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Staff perception of their involvement in planning and decision-making
2. Time allotted by admin for staff involvement in planning and decision-making
3. Methods/approaches used to support staff involvement in planning and decision-making

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Highlight opportunities for planning and decision-making in staff communication
2. Make intentional plans for staff meetings, ILT, CCT, SSC, SBC meetings to ensure strategic input.
3. Embed diverse structures for capturing staff voice at every level.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Professional Learning

Fully Implemented

Staff have participated in a variety of professional learning opportunities ranging from site-based to district-offered to out-of-district.

Action 2: Increase Staff Engagement

Fully Implemented

Staff engagement opportunities and school branding were fully implemented. Staff were given multiple opportunities to engage with one another, students, and the community.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Professional Learning

Effective

One central focus of our professional learning this year has been collective efficacy cycles and literacy, in particular strategies to address the reading and speaking domains. Interim B data has revealed that the single standard students are currently performing the highest on is RL7.2 and RL8.2, which has been the focus standard of our literacy work (identifying the central idea of a text or presentation). The average percent correct on Interim B for 8th grade was 76% for this standard and 38% for grade 7.

Action 2: Increase Staff Engagement

Effective

The data shows that staff are happy at fort miller. Retention was above 90%. the actions proved to be effective.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Diversified professional learning opportunities and increased opportunities for staff to engage and connect with one another on and off campus.

Section D: 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.

SSC:

SSC advocated for materials/supplies, academic celebrations, more supports for students throughout the day

ELAC:

ELAC advocated for language supports in classed for ELL students and also for tutoring for all students throughout the day.

Staff:

Staff advocated for planning days to support with creating quality units of study for their students, materials and supplies, our BIA, Teaching Fellows, 2nd VP, and additional tutoring supports.

Action 1 :

Staff Professional Learning

Action Details:

- Teachers will engage in professional learning opportunities to address the needs of low-performing students, 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
- Provide opportunities for staff feedback on site wide practice and decisions to create a culture of shared decision making

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Site-based PL on strategies to support EL students

Student Groups

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

Funds will be used for professional learning to support student learning needs.

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

Funds will be used for professional learning to support student learning needs and to support with engagement activities for staff connection.

As a site: What are the planned actions to support this student group?

As a site, we will be using funds to offer professional development to our staff to meet the needs of our various students groups.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

What: Staff participation in PL.

How: Attendance

Who: Admin Team

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

What: Staff positive feeling about the campus and the PL being offered.

How: Attendance and surveys.

Who: Admin Team

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

What: Staff retention at Fort Miller

How: Retention data

Who: Admin Team

Action 2 :

Increase Staff Engagement

Action Details:

- Increase staff participation in school events, committees, coaching, athletics, clubs, mentorships, etc
- Increase opportunities for staff to connect and build community with one another through staff engagement events and outings

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Teacher contracts to provide access to clubs, tutoring, mentorship, etc..

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

Teacher contracts to provide access to clubs, tutoring, mentorship. Also, funds for staff engagement events to promote school community.

As a site: What are the planned actions to support this student group?

Teacher contracts to provide access to clubs, tutoring, and mentorship for all students groups.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

What: Staff participation in clubs, tutoring, mentorship, and events.

How: Attendance

Who: Admin Team

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

What: Staff positive feeling about the campus and Staff participation in clubs, tutoring, mentorship, and events.

How: Attendance and surveys.

Who: Admin Team

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

What: Staff retention at Fort Miller

How: Retention data

Who: Admin Team

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	98 %	94.1 %	2024-2025	95.2 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The data in the Spring/Fall Family survey was favorable and above 90%, however our site did end up with a lower percentage on the question, I feel like a partner in decision making at the school, even though there was a decrease it was still at 92%, which is in the favorable range.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

We have conducted listening tours to support school connectedness.
 Family Engagement events to have families come to campus and be involved with their student and the school
 Diverse communication methods to cast a wide net and keep families informed and connected.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Transition from Listening tours to focus groups with intention, solving school wide problems such as distance from standards and/or students reading one or more grade level below.
 Family engagement hour has been effective, however with limited attendance, we will work to reach a greater audience.
 We will continue to use communication methods such as Social media and Parent Square to keep families informed and connected to the school.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement and Communication

Fully Implemented

This year we supported and connected with families through the following: monthly newsletter, weekly video announcements, parent square notifications, monthly family engagement hour, updated social media and website information, quarterly awards, Family Falcons Fridays, and a variety of events that connect our school to the community which encouraged families to come together and support their students.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement and Communication

Effective

Our site has been consistent in connecting with families through a variety of engagements on campus. We have a community schools pantry, parent engagement events, family Fridays in the morning, parent hours, and regularly getting parent input through feedback of our administrative and teaching staff, as well as connecting regularly through parent square, the data from the Spring and Fall survey supports this connectedness to our families.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Working to get all parents a parent square account so that we can engage in two way communication with them. Parent focus groups to better understand how we can serve our families. Targeted recruitment of families of our ELL, SWD, and AA.

Section D: 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.

SSC:

SSC advocated for materials/supplies, academic celebrations, more supports for students throughout the day

ELAC:

ELAC advocated for language supports in classed for ELL students and also for tutoring for all students throughout the day.

Staff:

Staff advocated for planning days to support with creating quality units of study for their students, materials and supplies, our BIA, Teaching Fellows, 2nd VP, and additional tutoring supports.

Action 1 :

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 families
- Food Pantry available to families, with bi-weekly deliveries from Central California Foodbank
- Clothing closet available to students and families
- Community events to increase partnerships with community based organizations
- Family Focus Groups
- Increase number of parents who have a parent square account to increase two way communication
- Family Nights
- School vehicle to support families

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Funds to family engagement events for all students groups and specific recruitment of families of our ELL, SWD, and AA

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

Funds to family engagement events for all students groups and specific recruitment of families of our ELL, SWD, and AA. Funds for communication to families. Office staff to support with family communication and engagement.

As a site: What are the planned actions to support this student group?

Funds to family engagement events for all students groups and specific recruitment of families of our ELL, SWD, and AA. Funds for communication to families. Office staff to support with family communication and engagement. Family focus groups.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

What: Family attendance at events and engagement with our communication methods

How: Attendance and digital communication metrics

Who: Admin Team

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

What: Family attendance at events and engagement with our communication methods

How: Attendance and digital communication metrics

Who: Admin Team

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

What: Favorable responses on CC survey

How: Survey

Who: Admin Team

2025-2026 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			Materials for community events. **No food or incentives**	2,552.00
G5A1	Sup & Conc	Instructional Supervision & Admii	CI&Tech-Reg	Assistant, School Office	0.3750	Full time office assistant to increase family engagement and specifically work with EL Families. The intent is to fund the difference for a full time position (1.0 FTE) based off district funding. Reduce 0.3125 per Staffing parameter - OP 02.21.25	32,269.00
G5A1	LCFF: EL	Instructional Supervision & Admii	CI&Tech-Reg	Assistant, School Office	0.1875	Full time office assistant to increase family engagement and specifically work with EL Families. The intent is to fund the difference for a full time position (1.0 FTE) based off district funding. Reduce 0.3125 per Staffing parameter - OP 02.21.25	16,136.00

\$50,957.00

2025-2026 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	Nc-Equipment			Student technology to support student learning and student outcomes for Goal 1 Action 1 and 2.	23,448.00
G1A1	Sup & Conc	Instruction	Travel			Staff PL.	936.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Printers and supports.	30,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,904.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Online subscriptions to support with student learning in all content areas. Goal 1 Action 1 and 2.	14,694.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Online subscriptions to support student learning in all content areas. G1A1 and 2	4,870.00
G2A1	Sup & Conc	Instruction	Direct-Graph			: Graphics for Classrooms	607.00
G2A1	LCFF: EL	Instruction	Nc-Equipment			Student technology to support student learning in all content areas.	5,000.00
G2A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies for students **No food or incentives**	607.00
G2A2	Title 1 Basic	Attendance & Social Work Services	Local Mileag			Mileage for home visits	1,000.00
G2A2	Sup & Conc	Instruction	Direct Trans			Field trips for student-centered learning and college and career readiness.	30,000.00
G3A1	Title 1 Basic	Other Instructional Resources	Cls Sup-Ext			ASP Lead to support with student and family engagement.	6,210.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student engagement.	73,437.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Pro-Screen Inc : School Spirit and Engagement.	35,000.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Fund prep buyout for additional PE section to reduce class sizes.	13,957.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Campus improvements, maintenance, safety, upgrades, and technology repair.	10,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials for community events. **No food or incentives**	2,552.00
G5A1	Sup & Conc	Instructional Supervision & Administration	CL&Tech-Reg	Assistant, School Office	0.3750	Full time office assistant to increase family engagement and specifically work with EL Families. The intent is to fund the difference for a full time position (1.0 FTE) based off district funding. Reduce 0.3125 per Staffing parameter - OP 02.21.25	32,269.00
G5A1	LCFF: EL	Instructional Supervision & Administration	CL&Tech-Reg	Assistant, School Office	0.1875	Full time office assistant to increase family engagement and specifically work with EL Families. The intent is to fund the difference for a full time position (1.0 FTE) based off district funding. Reduce 0.3125 per Staffing parameter - OP 02.21.25	16,136.00
NA	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.4000	Split funding 0.40 Title I and 0.60 MS General Fund see FteItemId 12960 OP 04.28.25	39,787.00

\$345,414.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$78,474.00
Sup & Conc	7090	\$226,206.00
LCFF: EL	7091	\$40,734.00
Grand Total		\$345,414.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$78,852.00
G2 - Expand student-centered and real-world learning experiences	\$37,214.00
G3 - Increase student engagement in their school and community	\$138,604.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$50,957.00
No Goal Set	\$39,787.00
Grand Total	\$345,414.00