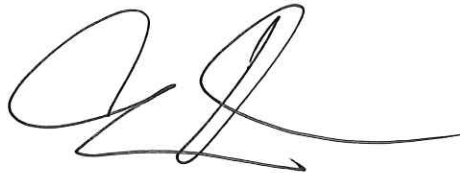


Fort Miller Middle

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 3, 2026

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

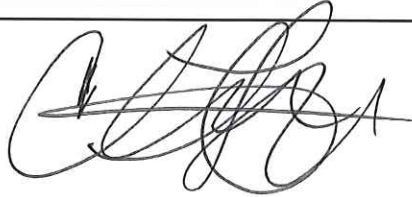
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Eugene Reinor	X				
2. Chairperson - Clarissa Leyva		X			
3. Tamara Smith		X			
4. Shelli Foust		X			
5. Xee Xiong			X		
6. Andrea Ortega				X	
7. Sherry Barajas				X	
8. Kaitlin Martinez				X	
9. Starla Samaniego					X
10. Violet Yang					X
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name: Fort Miller			
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		4/13/26
SSC Chairperson	Clarissa Leyva		4/13/2026

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

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

FY 2026/27

Fort Miller - 0170

ON-SITE ALLOCATION

3010	Title I	\$69,741 *
7090	LCFF Supplemental & Concentration	\$183,680
7091	LCFF for English Learners	\$40,112

TOTAL 2026/27 ON-SITE ALLOCATION

\$293,533

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,268
Program Budget	\$67,473
Total Title I Allocation	\$69,741

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Fort Miller Middle 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review					
School Level Dashboard					
Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		13.6 %	2025-2026	14.7 % 
Goal 1	ELPAC - percentage of students who scored 4		7.7 %	2024-2025	8.8 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	20.4 %	45.1 %	2024-2025	46.2 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	21.1 %	47.7 %	2024-2025	48.8 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		38.5 %	2025-2026	39.6 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		52.5 %	2025-2026	53.6 % 
Goal 1	SBAC ELA - Average distance from standard (ALL)	-86.8 pts	-91.2 pts	2024-2025	-76.2 pts 
Goal 1	SBAC ELA - Average distance from standard (Asian)		-77.5 pts	2024-2025	-62.5 pts 
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		19.6 %	2024-2025	24.6 % 
Goal 1	SBAC Math - Average distance from standard (ALL)	-127.1 pts	-145.7 pts	2024-2025	-130.7 pts 
Goal 1	SBAC Math - Average distance from standard (Asian)		-137.6 pts	2024-2025	-122.6 pts 
Goal 1	SBAC Math - Average distance from standard (Hispanic)		-142.6 pts	2024-2025	-127.6 pts 
Goal 1	SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)		-146.3 pts	2024-2025	-131.3 pts 
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-214 pts	2024-2025	-199 pts 
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		9.1 %	2024-2025	14.1 % 
Goal 2	Chronic Absenteeism - (English Learner)		30.8 %	2024-2025	30.2 % 
Goal 2	Chronic Absenteeism - (Long-Term English Learner)		36.8 %	2024-2025	36.2 % 

Goal 2	Chronic Absenteeism - (Students w/ Disabilities)	40.8 %	50.4 %	2024-2025	49.8 %	↓
Goal 2	Chronic Absenteeism - (White)		58 %	2024-2025	57.4 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	40.9 %	33.8 %	2025-2026	33.2 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95.2 %	94 %	2025-2026	95.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	97.4 %	84 %	2025-2026	85.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		81 %	2025-2026	83 %	↑
Goal 2	Suspension Rate - (Students w/ Disabilities)		24.6 %	2024-2025	24.27 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	15.1 %	10.1 %	2025-2026	9.77 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

As of February 2026, roughly 50% of our students qualify under our Literacy Intervention goal, meaning they are not meeting standards on SBAC and are 2 or more grade levels behind on I-Ready Diagnostic 1. Of the students who qualify, 38% are students with disabilities and 19% are English Language Learners.

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

As of February 2026, overall site suspension rate is 12% out of cumulative enrollment of 725. Similarly, suspension rate is 19% for our SWDs and 15.7% for our African-American students. Suspension rate being defined as the percentage of students who have been suspended at least once. 75% of student population range from typical to needs in the universal social-emotional screener.

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

Students in need of targeted practice in the area of reading comprehension skills. Diagnostic 1 shows that 71% of our student population was 2 or more grade levels behind. 79% of students were two or more grade levels behind in the domain of comprehension. 78% were 2 or more grade levels behind in the domain of vocabulary. 30% of students were 2 or more grade levels behind in the domain of phonics.

School attendance. As of February 2026, overall chronic absenteeism rate for the Fresno Region was 29.3%. The CA rate in 23-24 was 36% for the Fresno Region. The CA rate in 24-25 was 34.25 for the Fresno Region. Chronically absent is defined as 90% rate of attendance or less, which translates to at least 18 school days. Fort Miller’s chronic absenteeism rate was 38% (23-24), 33.3% (24-25) and 35.2% (25-26).

Professional learning may be needed on integrating and applying strategies that promote literacy in secondary content area classrooms.

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

MTSS structure at site has gaps, specifically menu of tier 2/3 services and follow through.
Lack of targeted supports to prevent recidivism for violent offenses.
Inconsistent social-emotional learning (integrated and/or designated).

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.

- Targeted literacy intervention to support foundational skills, reading comprehension, and vocabulary. This could be achieved through advisory, a pull-out structure, or through after school program.
- Attendance Team and attendance incentives to continue to support with student attendance.
- High-quality PL and technology investments to support literacy intervention and tier 1 literacy instruction in all classrooms.

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.

- Clear MTSS structure to close and minimize gaps; system to ensure implementation with fidelity at all levels. Diversify supports at all levels.
 - Tier 1- meaningful SEL instruction implemented site-wide
 - Tier 2- progress monitoring intervention(s) and mentoring with site-based logging system; train support providers in targeted SEL
 - Tier 3- progress monitoring intervention(s)
- Targeted SEL to address peer conflict
- Restructure advisory program to ensure meaningful SEL lessons are being delivered regularly

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Literacy

Partially Implemented

Data chats were not quarterly and did not develop an intervention block built into the bell schedule.

Math

Partially Implemented

Data chats were not quarterly and did not develop an intervention block built into the bell schedule.

Student-Centered Learning

Partially Implemented

We did not have an assigned staff member dedicated to supporting with meaningful work program. Some educational field trips, but not yet available to all students. We started academic goal-setting with families but still need to work on creating a system for it.

College and Career Readiness

Partially Implemented

College field trips were limited due to lack of planning.

Student Engagement

Partially Implemented

Inconsistent SEL at tier 1 and meaningful work opportunities.

Chronic Absenteeism

Partially Implemented

SART meetings were held inconsistently due to unclear expectations and lack of accountability (unclear system).

Suspension Rate

Partially Implemented

Need to continue to improve MTSS structures.

Staff Professional Learning

Partially Implemented

Need to gather staff voice on external professional learning to continue to build staff capacity.

Increase Staff Engagement

Fully Implemented

We followed through for all actions, but this year we did not have great success with our staff outings even though they are planned.

Family Engagement and Communication

Partially Implemented

Monthly Family Informational Newsletters (Falcon Family Newsletters) and weekly video announcements were discontinued and department newsletters were implemented instead.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Literacy

Partially Effective

I-Ready growth data shows improvement from last year and overall more than 50% of our students showed growth from D1 to D2. We need to continue to provide targeted intervention for students who are multiple grade levels behind.

Math

Partially Effective

Interim data for Math 7 and FIAB data for Math 8 is showing growth compared to last year. We need to continue to provide targeted intervention for students who are multiple grade levels behind.

Student-Centered Learning

Partially Effective

Our academic data such as grades is trending up compared to last year, but we need to continue to provide staff PL on real-world/meaningful classroom instruction.

College and Career Readiness

Partially Effective

Our academic data such as grades is trending up compared to last year as we focus on high school readiness. We are currently averaging 33% of our students per quarter who are reaching high school readiness criteria. 50% have no Ds/Fs but are not reaching the attendance and behavior goal.

Student Engagement

Partially Effective

We have followed through with many of our actions and we are seeing a decrease in suspension rates for specific student groups and the rate is holding steady overall compared to last year.

Chronic Absenteeism

Partially Effective

Currently our chronic absenteeism rate is trending up slightly compared to last year. We are working with a targeted attendance team to lower that rate.

Suspension Rate

Partially Effective

We have followed through with many of our actions and we are seeing a decrease in suspension rates for specific student groups and the rate is holding steady overall compared to last year.

Staff Professional Learning

Partially Effective

Professional learning has been targeted for our focus areas of Reading and Student Collaboration. Data has been trending up for student collaboration but down for reading.

Increase Staff Engagement

Partially Effective

We didn't reach our staff survey goal, but the data is still positive.

Family Engagement and Communication

Partially Effective

We did not reach our goal for family engagement, but the data is still positive.

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.

- Targeted intervention for Math and Literacy
- Improved collection of student learning data
- More family involvement in academic chats
- Improved Tier 1 SEL instruction

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:

ELAC:

Staff:

Needs assessment ranked the needs in the following order:

- 1Instructional/Academic Support
- 2Smaller Class Sizes
- 3Behavior Supports for Students
- 4Support for English Language Learners
- 5Support with Student Attendance
- 6Family/Community Engagement

- Tutoring supports
- Professional Learning for Staff
- SEL Supports

Needs assessment ranked the needs in the following order:

- 1Instructional/Academic Support
- 2Smaller Class Sizes
- 3Behavior Supports for Students
- 4Support for English Language Learners
- 5Support with Student Attendance
- 6Family/Community Engagement



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy Support

Action Details

Literacy Intervention

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

- Sitewide focus on literacy
- Staff will use i-Ready diagnostic, quarterly CFAs, District Interim Assessments, CAASPP data to inform instructional decisions
- Teachers will engage in professional learning on research-based instructional strategies to increase their capacity to support students
- Staff will participate in quarterly data chats toward specific goals for the year
- Planning days for grade-level, subject area PLCs to meet and plan, with an emphasis on student outcomes
- Use of online subscriptions and supplemental materials to promote literacy and support student learning
- Leverage advisory time to support with academic intervention
- Extended tutoring opportunities during morning, lunch, and after school
- Printers to have access to supplemental materials
- Site funding teacher to help keep class sizes smaller to be able to provide targeted instruction.

Direct Instructional Services

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
- Planning days for grade-level, subject area PLCs to meet and plan, with an emphasis on student outcomes
- Extended tutorial opportunities during morning, lunch, and after school
- Printers to have access to supplemental materials

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 opportunities, online resources, 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 for online supplemental materials and technology.

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.

- Additional tutoring 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. 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. Morning, Lunch, and After School tutoring.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Leveraging back to school night and open house to emphasize the importance of literacy and reading
- Leveraging community schools parent engagement hour to educate parents on the literacy intervention goal
- Utilizing the library as a hub for our families
- Leveraging communication platforms to promote literacy to families

Professional Learning

Describe Professional Learning related to this action.

- Teacher professional learning on topics such as: Reading, writing, student collaboration, and rigor.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math

Action Details

College & Career Readiness

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
- 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
- Leverage advisory time to better support with academic intervention
- Tutoring opportunities during morning, lunch, and after school
- Coverage for SPED teachers to attend transition IEPs (6th graders)
- Printers to have access to supplemental materials

Direct Instructional Services

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
- 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
- Tutoring opportunities during morning, lunch, and after school
- Increase amount of loaner devices in all classrooms for students
- Printers to have access to supplemental materials

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 online subscriptions and computers.

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.

- 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. 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. Morning, Lunch, and After School tutoring.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Leveraging back to school night and open house to emphasize the importance of math and academics
- Leveraging community schools parent engagement hour to educate parents on student math performance
- Leveraging communication platforms to promote student academics and platforms available to students for help

Professional Learning

Describe Professional Learning related to this action.

- Teacher professional learning on topics such as: literacy strategies in all content areas, student collaboration, rigor, and scaffolding.
- Working with math teachers on math intervention with emphasis on high leverage math skills.

Progress Monitoring: Outcomes

Reasoning for using this action:

☑ Strong 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/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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Student-Centered Learning

Action Details

Literacy Intervention

- 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
 - Development of site-wide common instructional practices
 - Support in creating a positive and supportive classrooms through Tier 1 behavior and academic strategies
 - 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)
 - College and Career fair
 - Neighborhood/community events
 - Academic check ins and goal setting with students and families
 - Site funding teacher to have a full time art teacher
 - Online supplemental materials to support student learning

Direct Instructional Services

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
- Online supplemental materials to support student learning

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 with ELPAC assessors and online supplemental 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.

- 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, 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, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

More targeted family events centered around student learning and academic goals.

Professional Learning

Describe Professional Learning related to this action.

Continued PL on instructional strategies to support student learning. PL on topics such as: Literacy, Collaboration, Rigor.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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: see an increase in lessons that are meaningful and relevant to students. Student Participation in field trips, clubs, tutoring, enrichment.

How: Classroom Observations, clubs, tutoring, enrichment.

Who: Admin Team. 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.

What: Improved student academic performance in lessons and assessments. Student Participation in field trips, clubs, tutoring, enrichment.

How: Student grades, I-Ready, CFAs, District Interim. clubs, tutoring, enrichment.

Who: Admin Team. 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.

What: Improved student academic performance in lessons and assessments. Student Participation in field trips, clubs, tutoring, enrichment.

How: Student grades, I-Ready, CFAs, District Interim, SBAC. clubs, tutoring, enrichment.

Who: Admin Team. Counselors. Teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

College and Career Readiness

Action Details

College & Career Readiness

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
- Academic and student check-ins for advisory
- Academic meetings with families.

Direct Instructional Services

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
- 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.

- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Increase the focus on academics during family engagement meetings and increase the frequency of family meetings to discuss academics.

Professional Learning

Describe Professional Learning related to this action.

PL on topics such as: literacy, student collaboration, and rigor.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts to support student learning and achievement. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	13,238.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online subscriptions to support student learning in all content areas.	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors. **Budget lines for personnel include salaries and related benefits	4,295.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Student technology to support student learning in all content areas.	4,787.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Additional FTE to reduce class sizes. 0.80 FTE funded through Prop 28 - Item #8488. OP 02.27.26: Reconciling to MS Staffing, decrease 0.2 FTE **Budget lines for personnel include salaries and related benefits	22,168.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Additional teacher to help reduce class sizes and support student learning. **Budget lines for personnel include salaries and related benefits	23,085.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			Subs for Teacher Planning to support student learning and achievement. ** No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	1,195.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.4000	Additional teacher to help reduce class sizes and support student learning. **Budget lines for personnel include salaries and related benefits	46,172.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Ricoh Printers	30,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for teacher planning days to support diverse student learning needs such as: SWD, ELL, Etc... **Budget lines for personnel include salaries and related benefits	15,555.00
G1A4	Title 1 Basic	Parent Participation	Mat & Supp			Materials for community events. ** No Food or Incentives**	2,268.00

\$165,763.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement

Action Details

Life Skills

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 School Connect
- Providing additional supplemental pay for increasing and supporting student engagement.
 - Emphasis on increasing engagement for targeted student groups for Suspensions and Chronic Absenteeism
- Transportation for educational trips, college visits, incentive events
- 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 alternative discipline practices to address misbehaviors and reduce suspensions
- Club Advisors/mentors
- Arbiter to support with athletics
- Lunch Sports Program
- Site funding teacher to have full time Art Teacher

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Increase the frequency of family engagement events and ensure there is targeted outreach to engage families of specific student groups.

Professional Learning

Describe Professional Learning related to this action.

PL for staff on: Literacy, Student collaboration, and Rigor.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope 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.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Chronic Absenteeism

Action Details

Life Skills

- Develop a Attendance team made up of diverse staff and meet regularly to discuss strategies to support student 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
 - 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.

Direct Instructional Services

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

- Students needing tier 2 or tier 3 services will receive on-going notification of their attendance and meetings with DPI and Site Administration.
- All students will have opportunities to receive attendance incentives throughout the school year.

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, and increase communication.

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Pre-emptive attendance chats during registration nights in the summer to understand needs and coordinate supports
2. Leverage our HSL to make home visits to understand needs and coordinate supports
3. Utilize family engagement events to ensure parents are aware of school resources, including community schools, to support families and student attendance

Describe inclusive opportunities to increase family engagement related to this action.

More of a focus during family engagement meetings to emphasize the importance of attendance. Also, continuing with attendance meetings with families/students.

Professional Learning

Describe Professional Learning related to this action.

1. Provide professional learning opportunities on sitewide motivation and classroom motivation structures, including incentives
2. Provide professional learning opportunities on culturally relevant pedagogy to increase meaning and relevance in classrooms for students
3. Provide professional learning on new CSTPs and how it relates to family engagement for improved student outcomes

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Suspension Rate

Action Details

Life Skills

- 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.
- Intentional advisory lessons utilizing Second Step and school connect program to help students build social-emotional skills, specifically focusing on skills to reduce peer conflict and support with conflict management.
- CHAMPS in all classrooms (Conversation, Help. Activity, Movement, Participation, Success)
- School connect 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

Direct Instructional Services

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
- Mentorship
- Materials and supplies for family engagement events
- Student incentives such as field trips and rewards through 5 star

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.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- 1. Re-entry meetings to reduce recidivism
- 2. Family engagement hour to provide families on information regarding site supports.
- 3. SST meetings for students in need.
- 4. Site wide emphasis on positive communication via technology tools such as parent square.
- 5. Community events.

Professional Learning

Describe Professional Learning related to this action.

- 1. De-escalation strategies for in and out of the classroom
- 2. Trauma informed practices
- 3. Learning for staff on delivering SEL during advisory

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Promising Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope 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.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

College & Career Readiness

- Fully Funding 1.0 FTE Art Teacher
- Materials and Supplies for Music Program
- Materials and Supplies for art program
- Professional Learning for VAPA
- Subs for Professional Learning
- 0 Period PE Teacher to support with students interested in taking VAPA elective

Direct Instructional Services

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

- Materials and supplies for band program. Items such as instruments, music sheets, music stands, chairs, etc..
- Materials and supplies for art program. Items such as variety of art supplies, paper, clay 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.

English Learner student population is not identified in this area.

Student Groups

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

NA

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

NA

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

NA

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Invite families to concerts throughout the year
2. invite families to art show cases throughout the year
3. Demonstrate art work during back to school night and open house

Professional Learning

Describe Professional Learning related to this action.

1. Professional learning will be based on the needs of our Music and Art Teacher.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 Student Engagement in VAPA:

- Increased student enrollment in music and art class.
- Measured by: course enrollment
- Monitored by: 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.

Improved Student Performance in the Arts:

- Increased student achievement in Music and Art classes
- Measured by: course grades
- Monitored by: 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.

Positive VAPA Program on Campus :

- School develops a reputation of having a positive VAPA program on campus
- Measured by: Increased concerts and family engagements.
- Monitored by: Admin and Teachers

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies for Student Engagement	50,283.00
G2A1	Sup & Conc	Instruction	Direct Trans			Busses for student trips	10,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Site Maintenance	6,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics for classrooms. Graphics Dept closing, moved from object 5725 to 5899.	700.00
G2A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.3750	Full time office assistant to support with family engagement. Site funding the difference for a 1.0 FTE. **Budget lines for personnel include salaries and related benefits	40,525.00
G2A2	LCFF: EL	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.1875	Full time office assistant to support with family engagement. Site funding the difference for a 1.0 FTE. **Budget lines for personnel include salaries and related benefits	20,262.00

\$127,770.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0170 Fort Miller Middle (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0170	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	Vue, Ivy	0.2000	G1A3	Additional FTE to reduce class sizes. 0.80 FTE funded through Prop 28 - Item #8488. OP 02.27.26: Reconciling to MS Staffing, decrease 0.2 FTE **Budget lines for personnel include salaries and related benefits	22,168.00
060	3010	0170	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	Fitzgerald, Christian	0.2000	G1A3	Additional teacher to help reduce class sizes and support student learning. **Budget lines for personnel include salaries and related benefits	23,085.00
060	3010	0170	1110	1000	1120	Teacher-Subs					G1A3	Subs for Teacher Planning to support student learning and achievement. ** No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	1,195.00
060	3010	0170	1110	1000	1160	Teacher-Supp					G1A1	Supplemental contracts to support student learning and achievement. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	13,238.00
060	3010	0170	1110	1000	4200	Bks & Ref					G1A1	: Online subscriptions to support student learning in all content areas.	3,000.00
060	3010	0170	1110	1000	4400	Nc-Equipment					G1A2	Student technology to support student learning in all content areas.	4,787.00
060	3010	0170	1110	2495	4300	Mat & Supp					G1A4	Materials for community events. ** No Food or Incentives**	2,268.00
030	7090	0170	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	Fitzgerald, Christian	0.4000	G1A3	Additional teacher to help reduce class sizes and support student learning. **Budget lines for personnel include salaries and related benefits	46,172.00
030	7090	0170	1110	1000	4300	Mat & Supp					G2A1	Materials and Supplies for Student Engagement	50,283.00
030	7090	0170	1110	1000	5631	Off Eq Lease					G1A3	Ricoh Printers	30,000.00
030	7090	0170	1110	1000	5721	Direct Trans					G2A1	Busses for student trips	10,000.00
030	7090	0170	1110	1000	5723	Direct-Maint					G2A1	Site Maintenance	6,000.00
030	7090	0170	1110	1000	5899	Cons Svc/Oth					G2A1	TBD : Graphics for classrooms. Graphics Dept closing, moved from object 5725 to 5899.	700.00
030	7090	0170	1110	2100	2410	Cl&Tech-Reg	Assistant, School Office	W060	Sandoval-Ayala, Avelina	0.3750	G2A2	Full time office assistant to support with family engagement. Site funding the difference for a 1.0 FTE. **Budget lines for personnel include salaries and related benefits	40,525.00
030	7091	0170	4760	1000	1120	Teacher-Subs					G1A3	Subs for teacher planning days to support diverse student learning needs such as: SWD, ELL, Etc... **Budget lines for personnel include salaries and related benefits	15,555.00
030	7091	0170	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors. **Budget lines for personnel include salaries and related benefits	4,295.00
030	7091	0170	4760	2100	2410	Cl&Tech-Reg	Assistant, School Office	W060	Sandoval-Ayala, Avelina	0.1875	G2A2	Full time office assistant to support with family engagement. Site funding the difference for a 1.0 FTE. **Budget lines for personnel include salaries and related benefits	20,262.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$69,741.00
Sup & Conc	7090	\$183,680.00
LCFF: EL	7091	\$40,112.00
Grand Total		\$293,533.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$165,763.00
G2 - The Whole Child (SEL and Engagement)	\$127,770.00
Grand Total	\$293,533.00

\$293,533.00