

Fort Miller Middle

10621666057293

Principal's Name: Abraham Olivares

Principal's Signature: **Signature:** 

Abraham Olivares (May 24, 2021 12:26 PDT)

Email: abraham.olivares@fresnounified.org

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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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

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Abraham Olivares	X				
2. Chairperson -David Weber		X			
3. Andriana Scherrer			X		
4. Jaime Schaffer-Harless		X			
5. Ellen Fogarty-Miller			X		
6. Courtney Smith		X			
7. Patricia Guzman			X		
8. Avelina Sandoval			X		
9. Vanessa Cusey				X	
10. Osvaldo Magallanes					X
11. Giselle Huezo					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.

Required Signatures

School Name: Fort Miller Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Abraham Olivares	<u>Abraham Olivares</u> Abraham Olivares (May 24, 2021 11:14 PDT) abraham.olivares@fresnounified.org	5/24/2021
SSC Chairperson	David Weber	<u>David Weber Jr</u> David Weber Jr (May 24, 2021 12:46 PDT) david.weberjr@fresnounified.org	5/24/2021

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

Signature: Abraham Olivares
Abraham Olivares (May 24, 2021 11:14 PDT)

Signature: David Weber Jr
David Weber Jr (May 24, 2021 12:46 PDT)

Email: abraham.olivares@fresnounified.org

Email: david.weberjr@fresnounified.org

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Fort Miller - 0170

ON-SITE ALLOCATION

3010	Title I	\$63,072 *
7090	LCFF Supplemental & Concentration	\$193,140
7091	LCFF for English Learners	\$43,053
7099	School Opening Support <i>(New! One-time funds)</i>	\$13,320
TOTAL 2021/22 ON-SITE ALLOCATION		\$312,585

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,971
	Remaining Title I funds are at the discretion of the School Site Council	\$61,101
	Total Title I Allocation	\$63,072

Fort Miller Middle 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		16.73 %	2020-2021	23.73 %
I-Ready Math D2 On Level		8.01 %	2020-2021	15.01 %
I-Ready ELAD2 On Level (African American)		6.06 %	2020-2021	13.06 %
I-Ready Math D2 On Level (African American)		7.14 %	2020-2021	14.14 %
I-Ready ELAD2 On Level (White)		40 %	2020-2021	47 %
I-Ready Math D2 On Level (White)		12.2 %	2020-2021	19.2 %
I-Ready ELAD2 On Level (English Learner)		5.88 %	2020-2021	12.88 %
I-Ready Math D2 On Level (English Learner)		1.32 %	2020-2021	8.32 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

I-Ready ELA D2 On Level

We reached this percentage by:

- School-wide focus on PLC's
- CFA's and data analysis
- Grade-level planning

I-Ready ELA D2 On Level (African American)

While this percentage is low, we are continuing to make gradual progress in closing the achievement gap.

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

I-Ready ELA D2 On Level

We reached this percentage by:

- School-wide focus on PLC's
- CFA's and data analysis
- Grade-level planning

I-Ready ELA D2 On Level (African American)

We are continuing to make gradual progress in closing the achievement gap and focus on increasing our target. Fort Miller will continue to do the following:

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- Use iReady data and interventions from iReady diagnostic to plan targeted instruction.
- Focus on PLC's
- Focus on CFA's
- Gade-level planning

I-Ready ELA D2 On Level (English Learner)

We are continuing to make gradual progress in closing the achievement gap and focus on increasing our target. Fort Miller will continue to do the following:

- Use iReady data and interventions from iReady diagnostic to plan targeted instruction.
- Focus on PLC's
- Focus on CFA's
- Gade-level planning

I-Ready ELA D2 On Level (White)

We are continuing to make gradual progress in closing the achievement gap and focus on increasing our target. Fort Miller will continue to do the following:

- Use iReady data and interventions from iReady diagnostic to plan targeted instruction.
- Focus on PLC's
- Focus on CFA's
- Gade-level planning

I-Ready Math D2 On Level

We reached this percentage by:

- School-wide focus on PLC's
- CFA's and data analysis
- Grade-level planning

I-Ready Math D2 On Level (African American)

We are continuing to make gradual progress in closing the achievement gap and focus on increasing our target. Fort Miller will continue to do the following:

- Use iReady data and interventions from iReady diagnostic to plan targeted instruction.
- Focus on PLC's
- Focus on CFA's
- Gade-level planning

I-Ready Math D2 On Level (English Learner)

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- Focus on PLC's
- Focus on CFA's
- Gade-level planning

I-Ready Math D2 On Level (White)

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I-Ready ELA D2 On Level (English Learner)

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- Focus on PLC's
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- Focus on PLC's
- Focus on CFA's
- Gade-level planning

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

A major planned shift is the utilization of i-Ready instructional groups and standards mastery assessments. To better support this shift, we have purchased the i-Ready Teacher Tool Ki which provides instructional tools that will aid in targeted lessons for our tier 3 students. However, our staff needs further training on how to utilize the data and make shifts in their teaching. This is changing the dynamics of PLC work. Another major plan shift is the continued use of the Ripple Effects curriculum and Character Strong Curriculum to support our tier 2 and tier 3 students, which is designed to provide social-emotional learning and support the SEL GVC provided by FUSD for targets behaviors. Another major plan shift will be to continue to include teacher data chats (grades, behavioral referrals, PLC CFA's, i-Ready results, to be done quarterly. Budget modifications for next year will continue to include the purchase of on-line subscriptions, AVID, SEL curriculum, and the i-Ready Teacher Tool Kit.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The changes can be found in G1 A1 for both ELA and Math for all identified sub-groups.

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

1 SSC:

Quartley meetings to review data with SSC.

2 ELAC:

Quartley meetings to review data with ELAC.

3 Staff:

Changes for all staff practices include utilizing iReady data, iReady instructional groupings, utilizing recommended iReady online instruction, utilizing AVID strategies to focus on literacy in all content areas, and the use of the iReady Teacher Tool Kit. All instructional staff will participate in quarterly data chats that will cover the following but are not limited to (grades, behavior referrals, PLC CFA's, CFA results, iReady diagnostic results).

Action 1

Title: ELA/Literacy

Action Details:

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

- Staff will use i-Ready diagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies, including but not limited to deployment, etc.
- Staff will use the following, but not limited to, i-Ready Teacher Toolkit, Brain Pop, SORA, Nearpod, NewsELA, Scholastic, Grammarly, Quill, SHEG, Classroom Manager, Snap & Read, Moby Max, etc. to continue supporting ELA/Literacy through a variety of means
- Staff will utilize AMD training and strategies toward enhancing literacy across all contents. Ongoing professional learning focused on AMD strategies will be provided throughout the year.
- ILT will develop and implement a school-wide writing plan as writing is critical to literacy.
- All staff will make writing instruction and support a priority across the curriculum.
- The purchase of *They Say// Say* as for writing instruction with professional learning to support the use of the tools.
- Teachers will engage in professional learning on research-based instructional strategies specific to successfully teaching English Language Learners.
- Teachers will engage in professional learning on research-based strategies to support students identified as Tier III (academically).
- All students will write everyday.
- All teachers will follow the recommendations of the ILT School-Wide Writing Plan.
- All staff will engage in professional learning on Cultural Proficiency to promote and sustain best practices for cultivating a learning organization that supports diversity, equity, and inclusion.
- Teachers will update grade books AT LEAST every 7-days (supported by ATLAS reporting)
- Professional Learning Communities (PLC) will plan Common Formative Assessments (CFA) for review and establishment of essential skills/standards
- Academic counselors will use regularly scheduled reporting from ATLAS to reach students with D's and F's and utilize academic tutoring when necessary and appropriate
- Staff will participate in quarterly data chats toward specific goals for the year (professional learning (PL) opportunities, focus on student groups, etc.)
- FM will open a classified part-time Bilingual Instructional Aid-Spanish (classified support position). This BIA will support our EL student population.
- .2 FTE will be added to supporting the funding of an English Language Arts position. This position will allow for lower class sizes and open up a class section that will focus on literacy.

Foci on specific student groups includes:

- Co-teaching will allow our Special Education (SPED) students access to the content standards
- English Language Learners will receive instruction from a comprehensive program that will focus on all stages of language acquisition and academic development utilizing the ELD standards and the ELD Framework with an emphasis on re-designation and proficiency levels on ELPAC as well as regular CFAs
- Staff, Academic Counselors (AC), and Administration will utilize desegregated data from various Power BI tools to ensure there is specific attention to student groups outlined by ATSI (Additional Targeted Support and Improvement) status: African American students

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- i-Ready (ELA/Reading) data as screener and diagnostic for SBAC/CAASPP preparation

Owner(s):

Principal/VP's/GLA

Teachers

Lead Teachers will review and report to ILT

Timeline:

- September 3
- December 17
- March

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

- D and F reports from ATLAS (with specific attention to AA student group)

Owner(s):

Principal/AC Counselor(s)

Timeline:

- Every other week starting on September 3, 2021

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

- Gradebook reports from ATLAS ("Gradebook Last Updated")

Owner(s):

Principal/VP's/GLA

Timeline:

- Every other week starting on September 3, 2021

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

- Data from Quarterly Data Chats (see above)
 - Emphasis on CFA development and use

Owner(s):

Teachers with designated Admin

Timeline:

- Starts on October 11, 2021
- Starts on January 10, 2022
- Starts on March 21, 2022

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

- IPG data
 - Focus on AMD strategies
 - Focus on supplemental resources, materials, use, etc (see above)
 - Focus on specified PL opportunities (such as, but limited to learning in the ELD framework/strategies)
 - Focus on Visible Learning Strategies.
 - Focus on writing strategies.

Owner(s):

Administration

Timeline:

- Ongoing use
- Monthly (data):
 - September 30, 2021
 - October 29, 2021
 - November 30, 2021
 - December 18, 2021
 - January 29, 2022
 - February 28, 2022
 - March 31, 2022
 - April 29, 2022
 - May 31, 2022

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

- State assessment data
 - CAASPP/SBAC
 - CAST
 - ELPAC (EL)
 - PSAT (8th only)

Owner(s):

Testing Coordinator, Teachers

Timeline:

- Emphasis at Opening of School (data)
- Preparation Ongoing

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

- ILT will develop and implement a school-wide writing plan as writing is critical to literacy.
 - All staff will follow the recommendations of the ILT writing plan.
 - Students will work collaboratively with peers throughout the writing process.
 - Staff will instruct students how to use rubrics to assess their own writing.
 - Students will use rubrics with level-appropriate language for selfassessment and monitoring of progress.

Owner(s):

Administration

Timeline:

- On-going

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

- Utilize Tablets/Computers/Accessories to assure students are computer literate in order to be successful on assessments such as i-Ready, SBAC/CAASPP and teacher-created Common Formative Assessments (CFA).
- Nearpod, i-Ready, and other(s) will directly support EL, SPED, and low achieving students by providing:
 - Concise assessment data
 - Suggestions to teachers for a lesson designed to meet student-specific needs
 - Self-monitoring by students to keep track of their progress
 - High-quality engagement activities and lessons to improve student motivation
- CORE novels will be purchased to enhance instructional rigor through text complexity.
- Office 365 Teams will be utilized to collect work samples to analyze student growth and weaknesses in order to align instruction to meet the individual needs of all students.
- Projectors and laptops will be used to enhance instructional delivery.
- Enrichment Trips will be funded aligned with content units as funding is available.
- All students will engage in a school-wide write as outlined by the ILT developed School-Wide Writing Plan.

Specify enhanced services for EL students:

Supplemental contracts for extended literacy opportunities for students in the following areas:

- Peer Tutoring
- Visual aids and manipulatives
- Use of graphic organizers
- Students will have greater opportunities to access the curriculum and master core skills in ELA
- Teacher strategies will include:
 - Cooperative groupings for EL students
 - A section dedicated to EL students.
 - A course designed for students who have literacy struggles will be paired with their regular ELA course.
 - ELPAC assessors

The above actions will lead to higher literacy scores on local and state assessments and an improvement in student overall grades.

Specify enhanced services for low-performing student groups:

Flexible grouping as needed to deepen and extend learning (tutorial) for SPED students in Co-teach models.

Common expectations about writing developed and established across the disciplines.

Partnering with the African American Academic Acceleration program to bring motivational and tutoring services on campus for AA students struggling in ELA and Math which will use technology to connect to Kahn Academy and access research sources to improve literacy.

Partnering with the FUSD EL Services department to bring specific professional learning opportunities focused on strategies for English Language Learners to improve literacy.

Partnering with FUSD Equity and Access department for ongoing assessment and Cultural Proficiency learning.

Enhanced technology will give SPED students practice using software tools to access the curriculum such as editing, highlighting, annotating, and speech-to-text software (Snap and Read).

Access to equipment and software- i-Ready and Nearpod. To track students' data and implement student-paced learning. Both EL and students struggling with literacy will benefit from the enhanced assessment tools and the

delivery of lesson suggestions found in both softwares.

Implementation of site-wide writing expectations.

Focus on research-based strategies to support individual student needs. Utilizing Khan Academy for additional support in Math.

Academic Center-with Academic Counselor daily at lunch, will support our students academically, as well as a place for students to be with a smaller population giving them a sense of connectedness.

PL conferences will help staff align a streamlined social-emotional learning system that meets the needs of Tier III students by providing strategies for intensive SEL curriculum and structures for slow release.

Staff will utilize AVID training and strategies toward enhancing literacy across all contents. Ongoing professional learning focused on AVID strategies will be provided throughout the year.

Teachers will engage in professional learning on research-based instructional strategies specific to successfully teaching English Language Learners. Teachers will engage in professional learning on research-based strategies to support students identified as Tier III (academically).

Action 2

Title: Math

Action Details:

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

- Staff will use i-Ready diagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies, including but not limited to deployment, etc.
- Staff will use the following, but not limited to, i-Ready Teacher Toolkit, Brain Pop, SORA, Nearpod, NewsELA, Scholastic, Grammarly, Quill, SHEG, Classroom Manager, Snap & Read, Moby Max, etc. to continue supporting mathematics through a variety of means
- Staff will utilize AVID training and strategies toward enhancing literacy across all contents. Ongoing professional learning focused on AVID strategies will be provided throughout the year.
- Teachers will engage in professional learning on research-based instructional strategies specific to successfully teaching English Language Learners.
- All staff will engage in professional learning on Cultural Proficiency to promote and sustain best practices for cultivating a learning organization that supports diversity, equity, and inclusion.
- Teachers will engage in professional learning on research-based strategies to support students identified as Tier III (academically).
- Teachers will update grade books AT LEAST every 7-days (supported by ATLAS reporting)
- Professional Learning Communities (PLC) will plan Common Formative Assessments (CFA) for review and establishment of essential skills/standards
- Academic counselors will use regularly scheduled reporting from ATLAS to reach students with D's and F's, and utilize academic tutoring when necessary and appropriate
- Staff will participate in quarterly data chats toward specific goals for the year (professional learning (PL) opportunities, focus on student groups, etc.)

Foci on specific student groups includes:

- Co-teaching will allow our Special Education (SPED) students access to the content standards
- English Language Learners will receive instruction from a comprehensive program that will focus on all stages of language acquisition and academic development utilizing the ELD standards and the ELD Framework with an emphasis on re-designation and proficiency levels on ELPAC as well as regular CFAs
- Staff, Academic Counselors (AC), and administration will utilize desegregated data from various Power BI tools to ensure there is specific attention to student groups outlined by ATSI (Additional Targeted Support and Improvement) status: African American students

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- i-Ready (ELA/Reading) data as screener and diagnostic for SBAC/CAASPP preparation

Owner(s):

Principal/VP's/GLA
 Teachers
 Lead Teachers will review and report to ILT

Timeline:

- September 7
- December
- March

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

- D and F reports from ATLAS (with specific attention to AA student group)

Owner(s):

Principal/AC Counselor

Timeline:

- Every other week starting on September 3, 2021

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

- Gradebook reports from ATLAS ("Gradebook Last Updated")

Owner(s):

Principal/VP's/GLA

Timeline:

- Every other week starting on September 3, 2021

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

- Data from Quarterly Data Chats (see above)
 - Emphasis on CFA development and use

Owner(s):

Teachers with designated Admin

Timeline:

- Starts on October 12
- Starts on January 11
- Starts on March 22

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

- IPG data
 - Focus on AMD strategies
 - Focus on supplemental resources, materials, use, etc (see above)
 - Focus on specified PL opportunities (TBD)

Owner(s):

Administration

Timeline:

- Ongoing use
- Monthly (data):
 - September 30, 2021
 - October 29, 2021
 - November 30, 2021
 - December 18, 2021
 - January 29, 2022
 - February 28, 2022
 - March 31, 2022
 - April 29, 2022
 - May 31, 2022

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

- State assessment data
 - CAASPP/SBAC
 - CAST
 - ELPAC (EL)
 - PSAT (8th only)

Owner(s):

Testing Coordinator, Teachers

Timeline:

- Emphasis at Opening of School (data)
- Preparation Ongoing

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

- Utilize Tablets/Computers/Accessories to assure students are computer literate in order to be successful on assessments such as i-Ready Assessments and SBAC and teacher created Common Formative Assessments.
- Khan Academy as well as Go Math Trainer utilized to support student growth.
- Projectors and tablets will be used to enhance instructional delivery.
- Math tools will be utilized to support student learning such as but not limited to graphing calculators, white boards, etc.
- School will use nearpod and iready to engage students in high quality and relevant lessons while using the concise assessment data derived from iready to meet the literacy needs of EL, Sped, and AA students.

Specify enhanced services for EL students:

- Visual aides and use of graphic organizers
- Cooperative groupings for EL students
- Computers
- Lower class size will enable teachers to address students not meeting standards by providing instructional support and or tutoring.

Specify enhanced services for low-performing student groups:

We will use the new technology to allow SPED students access to the curriculum with the ability to design grade-level scaffolded activities that will help them meet their IEP, district, and state goals.

Technology will allow EL students to listen to lessons at their pace and receive structured step-by-step guidance for all levels of math.

Partnering with the African American Academic Acceleration program to bring motivational and tutoring services on campus for AA students struggling in ELA and Math which will use technology to connect to Kahn Academy and access research sources to improve literacy.

Partnering with the FUSD EL Services department to bring specific professional learning opportunities focused on strategies for English Language Learners to improve literacy.

Partnering with FUSD Equity and Access department for ongoing assessment and Cultural Proficiency learning.

Enhanced technology will give SPED students practice using software tools to access the curriculum such as editing, highlighting, annotating, and speech-to-text software (such as Snap and Read etc).

Access to equipment and software- i-Ready and Nearpod. To track students' data and implement student-paced learning. Both EL and students struggling with literacy will benefit from the enhanced assessment tools and the delivery of lesson suggestions found in both softwares.

Flexible grouping as needed to deepen and extend learning.

Small group tutorial through the Library After School Tutorial Program. Focus on research-based strategies to support individual student needs. Utilizing Khan Academy for additional support in Math.

Academic Center - with Academic Counselor daily at lunch.

2021-2022 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-Regu	Teacher, Middle School	0.2000	This 0.2 FTE is necessary to add to the 0.8 in staffing=1.0 FTE for Middle School ELA	17,056.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	This BIA (Spanish) will support EL student population	14,022.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Subscriptions (online/web instructional tools) *Supports G1A2*	27,771.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning Days *Supports G1A2*	11,710.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Subscriptions (online/web tools) to support instruction	7,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Overdrive (Sora)	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Instructional Materials	25,056.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Supports	1,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repair	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	5,857.00
G1A1	One-Time School	Instruction	Mat & Supp			: Reopening/Return to School Needs	7,320.00

\$124,992.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	90 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Student-centered real world learning experience - Site Defined

All Fort Miller Teacher-Leadership Teams and staff will collaborate to create instructional and extra-curricular activities centered on creating experiences and authentic learning for students. Fort Miller classrooms will move from direct instruction to a more community-driven environment, one which supports student empowerment, conversations, critical thinking skills, independence, and problem-solving techniques.

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

Student-centered real world learning experience - Site Defined

All Fort Miller Teacher-Leadership Teams and staff will collaborate to create instructional and extra-curricular activities centered on creating experiences and authentic learning for students. Fort Miller classrooms will move from direct instruction to a more community-driven environment, one which supports student empowerment, conversations, critical thinking skills, independence, and problem-solving techniques.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major shift for this goal will be to create actions that outline professional learning and strategies to achieve learning environments that are focused on student-centered approaches to learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes can be found in G2 A1 and A2.

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

1 SSC:

2 ELAC:

3 Staff:

Quartley meetings to review data with SSC.

Quartley meetings to review data with ELAC

Changes for staff will include specific professional learning opportunities that focus on created student-centered learning experiences.

Action 1

Title: Student-Centered Learning

Action Details:

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

- Staff will utilize all instructional materials
- Staff will engage in professional learning on the implementation of student-centered instructional strategies.
- PLC's will plan instructional opportunities for students to engage with meaningful learning tasks that connect to real-world experiences.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Professional learning opportunities

Owner(s):

Administration, ILT

Timeline:

- Provided at the end of every PL opportunity

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

- CFA and lesson artifacts

Owner(s):

Administration, ILT

Timeline:

- PLC data chats

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

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

Specify enhanced services for EL students:

- Families can express interest in learning about EL strategies through opportunities for two-way communication and feedback.
- EL strategies will be used and called out during engagement opportunities.

Specify enhanced services for low-performing student groups:

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

Action 2

Title: College and Career Readiness

Action Details:

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

- All staff will engage in professional learning on Cultural Proficiency to promote and sustain best practices for cultivating a learning organization that supports diversity, equity, and inclusion.
- Increase the number of students that are High School Ready (Attendance, Grades, Behavior)
- Utilize Xello.
- Ensure biweekly check on grades/GPA
- Provide progress reports to parents/students.
- Enhance opportunities for study trips to colleges.
- Academic Counselors will use specific AVID academic focuses to support students.
- Students will receive academic and SEL supports based on individual needs.
- Provide students with on-going real-world experiences to increase their awareness and breadth to connect classroom learning to determine the best opportunities for high school pathways for the duration of their educational career with FUSD.

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

Explain the Progress Monitoring and data used for this Action

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

- Xello matchmaker reports

Owner(s):

Academic Counselor(s)

Timeline:

- Provided in Semester 1

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

- Student Xello matchmaker goal-setting reports

Owner(s):

Academic Counselor(s)

Timeline:

- Provided in Semester 2

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

- Student satisfaction survey(s) when returning from various field trips, utilize Xello, etc.

Owner(s):

Academic Counselor(s)/VP/GLA

Timeline:

- Ongoing

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

- Academic counselor will present Xello Career Matchmaker in the History and Science classes.
- Step by step instruction on how to navigate the Xello program and selecting potential careers will be provided.
- Supplies needed will include but not limited to tablets for each of the students and the computer based Xello program.
- Transportation costs for field trips.

Specify enhanced services for EL students:

The EL student population will be provided additional support within a smaller pull out groups to ensure understanding of Xello options.

Specify enhanced services for low-performing student groups:

Academic Counselors will work with all low-performing students to set academic goals for each quarter. Counselors will also provide additional support utilizing Xello Career Matchmaker to identify positive skills for each student. Our Academic Counseling Center will also be utilized by classroom teachers and our Academic Counselor to provide additional academic supports.

Partnering with FUSD Equity and Access department for ongoing assessment and Cultural Proficiency learning.

As part of the multitiered system of support at Fort Miller, all students will receive academic and SEL supports based on specific needs.

Students will receive appropriate grade-level and individual supports.

2021-2022 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
G2A2	Sup & Conc	Instruction	Direct Trans			Student Transportation	5,000.00

\$5,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		28.03 %	2020-2021	26.03 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		31.46 %	2020-2021	29.46 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	0 %
Chronic Absenteeism (White)		36.84 %	2020-2021	34.84 %
Suspensions students with 1 or more (White)		0 %	2020-2021	0 %
Chronic Absenteeism (English Learner)		20.18 %	2020-2021	18.18 %
Suspensions students with 1 or more (English Learner)		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Chronic Absenteeism

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Increasing our 6 hour CWA to an 8-hour position monitor students at risk.
- Increase the number of home visits.

Chronic Absenteeism (African American)

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Increasing our 6 hour CWA to an 8-hour position monitor students at risk.
- Increase the number of home visits.

Chronic Absenteeism (English Learner)

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Increasing our 6 hour CWA to an 8-hour position monitor students at risk.
- Increase the number of home visits.

Chronic Absenteeism (White)

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

Chronic Absenteeism

Total student population= 28.03%

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Hiring a 6 hour CWA to monitor students at risk.

Increase the number of home visits

Chronic Absenteeism (African American)

31.46%

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Hiring a 6 hour CWA to monitor students at risk.
- Increase the number of home visits

Chronic Absenteeism (English Learner)

20.18%

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Increasing our 6 hour CWA to an 8-hour position monitor students at risk.
- Increase the number of home visits.

Suspensions students with 1 or more

- Building SEL education for students using the Ripple Effects curriculum and DPI provided SEL curriculum, as well as a site, determined SEL curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team/CCT determined behavior contracts, Resource Counseling Assistant, COST/SST
- Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

Suspensions students with 1 or more (African American)

- Building SEL education for students using the Ripple Effects curriculum and DPI provided SEL curriculum, as well as a site, determined SEL curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team/CCT determined behavior contracts, Resource Counseling Assistant, COST/SST
- Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

Suspensions students with 1 or more (English Learner)

- Building SEL education for students using the Ripple Effects curriculum and DPI provided SEL curriculum, as well as a site, determined SEL curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team/CCT determined behavior contracts, Resource Counseling Assistant, COST/SST
- Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk..

Suspensions students with 1 or more (White)

- Building SEL education for students using the Ripple Effects curriculum and DPI provided SEL curriculum, as well as a site, determined SEL curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team/CCT determined behavior contracts, Resource Counseling Assistant, COST/SST
- Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

- Hiring a 6 hour CWA to monitor students at risk.
- Increase the number of home visits

Chronic Absenteeism (White)

36.84%

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Hiring a 6 hour CWA to monitor students at risk.
- Increase the number of home visits

Suspensions students with 1 or more

- Building SEL education for students using the Ripple Effects curriculum and DPI provided SEL curriculum, as well as a site, determined SEL curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team/CCT determined behavior contracts, Resource Counseling Assistant, COST/SST
- Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

Suspensions students with 1 or more (African American)

- Building SEL education for students using the Ripple Effects curriculum and DPI provided SEL curriculum, as well as a site, determined SEL curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team/CCT determined behavior contracts, Resource Counseling Assistant, COST/SST
- Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

Suspensions students with 1 or more (English Learner)

- Building SEL education for students using the Ripple Effects curriculum and DPI provided SEL curriculum, as well as a site, determined SEL curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team/CCT determined behavior contracts, Resource Counseling Assistant, COST/SST
- Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

Suspensions students with 1 or more (White)

- Building SEL education for students using the Ripple Effects curriculum and DPI provided SEL curriculum, as well as a site, determined SEL curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team/CCT determined behavior contracts, Resource Counseling Assistant, COST/SST
- Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to

connect with students identified as at-risk.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Utilizing the site-funded CWA position to monitor and communicate with students and families who flagged as chronically absent or are at risk of being chronically absent. The admin team is running tardy. We use PBI to monitor chronic absenteeism.
- Utilizing the Discipline Guidelines: the system of behavior support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension. Safe and Civil Team/CCT, behavior contracts, Resource Counseling Assistant, COST/SST Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum).
- Many of our tier 3 students suffer from trauma. Although we have an SEL Team, our general staff is lacking the tools and professional learning to fully address the social-emotional supports needed to assist these students.
- Changes to staff culture including greeting at the door, getting to know students outside of class, and school functions so that students get to know all staff members.
- Utilizing the 10 x2 strategy in the first two weeks of school to be sure all students meet a mentor staff member at the beginning of the year.
- The purchase of All Learning is Social-Emotional by Doug Fisher and Nancy Frey. Whole site professional learning on the book.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- G3 A1, A2, and A3.

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

1 SSC:

- Discussions around the data
- Suggestions about next steps
- Collaboration regarding SPSA/Budgeting of CWA and discipline guidelines and implementation

2 ELAC:

- Discussions around the data
- Suggestions about next steps
- Collaboration regarding SPSA/Budgeting of CWA and discipline guidelines and implementation

3 Staff:

- Discussions around the data
- Suggestions about next steps
- Collaboration regarding SPSA/Budgeting of CWA and discipline guidelines and implementation
- Staffwide consensus and implementation of guidelines
- PLC/ILT/CCT meetings guided by data

Action 1

Title: Student Connectedness and Engagement

[Action Details:](#)

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

- Providing supplies and materials for various clubs and opportunities for students, including but not limited to WEB, Student Leadership, etc.
- Utilize the SEL curriculum provided by FUSD's DPI department along with supplemental SEL curriculum (site determined).
- Providing additional supplemental pay for increasing and supporting student engagement.
 - Emphasis on increasing engagement for all students.
- Incentives such as Fun Friday Activities, Student of the Month, Quarterly Rewards, Parent Coffee Chats, ELAC, SSC, and club presentations will be included in the weekly Falcon Focus (Falcon Fyer/Falcon of the month)
- School Signage will promote the Falcon Strong and High-Quality Institute in high traffic areas on campus
- Multi-media equipment will be purchased for the cafeteria and gym to enhance student performances and club activities
- Supplies and materials needed for student support during lunchtime activities and after-school clubs.
- Supplies, equipment, materials needed for sports.
- Transportation funding needed for instructional trips, college trips, incentive events, and or Saturday or late buses as needed.
- Incoming 7th graders will visit the campus in the Fall and Academic Counselors will visit elementary campuses in the Spring.
- Student awards assemblies will honor students who will be provided an incentive.
- School-wide motivational messages will display Learner Profile traits, this will be highlighted during daily announcements and infused into Fort Miller culture.
- School rallies, dances, and student choice rooms will be held quarterly for students with a 2.0 GPA and no suspensions.
- Supplemental support for privilege day to ensure all students are engaged at a high level throughout each quarter to ensure maximum amounts of students can participate during privilege day.
- Provide advisors to support our focused student groups outline by district indicators.

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

Explain the Progress Monitoring and data used for this Action

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

- Quarterly "Checkpoints"
 - Emphasis on COST-identified at-risk students
 - Emphasis on AVID class students
 - Focus on student groups with disproportionate participation rates

Owner(s):

Activity Director, Athletic Director, VP

Timeline:

Quarterly student engagement reports to be pulled on:

- October 11
- January 10
- March 21

Non-Engaged student reports to be pulled on:

- After Club Rush (Semester 1)
- October 11
- After Club Rush (Semester 2)
- March 21

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

- Monitor student eligibility and grades (see Goal 1, Actions 1 & 2)

Owner(s):

Academic Counselor, Athletic Director, VP

Timeline:

- Ongoing

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

- Published and posted Engagement Activity calendar

Owner(s):

Activities Director, VP, GLA

Timeline:

- Uploaded prior to school
- Monthly

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

- Monitor sign-ins for various clubs, activities, etc.
 - Engagements for student participation
 - Physical paper for parent participation

Owner(s):

Activities Director, Teachers, Administration

Timeline:

- Ongoing

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

- Student interest and/or satisfaction survey (CCR focus)

Owner(s):

Activities Director, Administration

Timeline:

- Registration survey at Back to School Night (TBD)
- October 11
- January 10
- March 21

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

- FUSD Climate/Culture and Social Emotional Survey
 - Focus on student connectedness

Owner(s):

Principal

Timeline:

- Data available in April

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

- Supplies and materials needed for student support during lunchtime activities, after school clubs. Supplies, equipment, materials needed for sports.
- Transportation funding needed for instructional trips, college trips, incentive events, and or Saturday or late buses as needed.
- Incoming 7th graders will visit the campus in the Fall and Academic Counselors will visit elementary campuses in the Spring.
- Student awards assemblies will honor students who will be provided an incentive.
- School-wide motivational messages will display Learner Profile traits, this will be highlighted during daily announcements and infused into Fort Miller culture.
- School rallies, dances, and student choice rooms will be held quarterly for students with a 2.0 GPA and no suspensions.
- Supplemental support for privilege day to ensure all students are engaged at a high level throughout each quarter to ensure maximum amounts of students can participate during privilege day.
- PLs to ensure motivational messaging is consistent among staff.

Specify enhanced services for EL students:

EL, Foster and Socio-disadvantaged students will be encouraged to participate in noon-time activities, clubs and sports.

Active recruitment to encourage EL students to get involved in Goal 2 activities

Specify enhanced services for low-performing student groups:

Staff will engage low performing students school-wide through advisory lessons that motivate students to get engaged

Teachers will adopt one or more students who are not engaged and commit to meeting with them periodically to support engagements across the campus in clubs, extracurricular activities, and other opportunities for growth (10 by 2 strategy).

Climate and Culture Leader will run the engagement report monthly to focus on unengaged students and hold meetings with them about getting involved.

Action 2

Title: Chronic Absenteeism

Action Details:

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

- Continue to develop a unified multi-tiered system of interventions for attendance.

- Continue to provide/fund a Child Welfare and Attendance (CWA) to support attendance outreach.
- Utilize our Social Workers, Resource Counselor Assistant (RCA), and Child Welfare Attendance (CWA) to leverage the amount of support to encourage improved students attendance
- Tiered systems of support for attendance which will include supports by our attendance clerk that will support the needs of all students and the Child Welfare Attendance (CWA) Specialist who will extend targeted interventions for those who are identified as chronically absent.
 - Tier 1 students who reach three absences will be contacted by DPI via letter to contact the school Attendance Clerk to verify absences.
 - Attendance Clerk/Office Assistant, CWAS and CWA will contact Tier 1 students to verify absences via phone or home visit.
 - Tier 2 students, students who have been identified as Habitually Truant or Chronically Absent with six or more absences will be contacted by DPI or Child Welfare Specialist and will be required to meet with Attendance Clerk and Administration to create an action plan contract to improve attendance. Unexcused absences cannot be cleared after the DPI letter is mailed.
 - Tier 3 students who have been identified as severely chronically absent and are in the midst of the SART/SARB process will be contacted by DPI via letter and will be required to meet with SART/SARB.
- Continue to fund key attendance programs and activities such as the Attendance Matters meetings that provide parents with pivotal information regarding attendance and strategies to support the improvement of attendance.
- Holding regularly scheduled site-based parent attendance conferences (i.e., alongside STEMCTE oriented training) with appropriate school personnel in order 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
 - School Messenger (Sundays)
- Continuing to provide and/or develop the necessary protocols/procedures/structures to provide incentives and host recognition events.
- Establishing inaugural student connection events/groups to encourage attendance and connections through student bonding and leadership-led activities.
- Continuing to provide materials (backpacks, etc) for identified students that are experiencing difficulty with attendance.

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

Explain the Progress Monitoring and data used for this Action

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

- ATLAS reports indicate the quantity of interventions and the person(s) responsible for the implementation and/or follow up. This would also include ATLAS Engagement reports.

Owner(s):
Attendance Clerk, Office Assistant, Principal, VP's
RCA, CWA

Timeline:
• Daily

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

- Daily attendance indicates not only the average daily attendance rate but also alert administration to any issues that teachers may be having keeping accurate attendance

Owner(s):
Attendance Clerk, Office Assistant, Principal, VP's
RCA, CWA

Timeline:
• Daily

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

- Communication metrics and reports (i.e., analytics from weekly SchoolMessenger reports, Power BI, and ATLAS etc.) will indicate the quantity of communications regarding recorded interventions, upcoming training and at what level structures and responses are being implemented (classroom, system, etc).

Owner(s):
Attendance Clerk, Office Assistant, Principal, RCA,
CWA

Timeline:
• On going

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

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

Specify enhanced services for EL students:

- Parents of EL students will be given attendance notification in Spanish and Hmong.
- Attendance meetings will be held in English and Spanish for parents of EL students.

Specify enhanced services for low-performing student groups:

- With the hire of CWA and the use of RCA, there will be additional home visits and SEL supports that will be used to encourage our students to be at a school.
- Developing a culture on campus by branding, purchase of a mascot, Falcon tunnel, and having a quarterly incentive for all students to attend a game.
- Establishing a mentorship program in place to support our Tier III.
- Encouraging students to become a part of a club.

Action 3

Title: Suspension Rate

Action Details:

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

- Fort Miller School will create a multi-tiered system of escalated behavioral and social-emotional supports for students as a way of developing positive social-emotional skills that align with the school-wide learner outcomes known as Falcon Strong.
 - Tier 1 services will focus on the school-wide development of The Falcon Way and the consistency of communication and implementation of social-emotional initiatives developed through Fort Miller's Climate and Culture team along with the curriculum developed for Class Meetings.
 - Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with an emphasis on mediating behavior and the restoration of the learning process and environment.
- Tiered supports will also include services provided by our School Social Worker, On-Site Counselor for our TSA to our SPED population, Assistant to the Counselor utilizing peer mediation strategies and Culturally Proficient, Character Strong (SEL), and CHAMPS classroom strategies.
- Students will be required to participate in restorative conversations when conflict arises and upon re-entry from suspension. Success meetings will occur when students return from suspension.
- Intentional strategies will be put into place with individual students to support a positive change in their behavior including the purchase and use of Ripples.
- Fort Miller will continue to work with Community Justice Conferencing and purchase curriculum and materials for professional development.
- Leveraging current personnel resources including but not limited to the use of Social-Emotional support staff to continue to increase student feelings of school and peer connectedness as well as overall emotional health and well-being
- Additional 0.2 FTE to allow for reduced classroom sizing and additional opportunity for students as outlined in Goal 1 Action 1.

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

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

- Suspension/misbehavior data (ATLAS) will indicate the effectiveness of Tier I and II responses, interventions and supports as well as appropriate individual teacher use of ATLAS.

Owner(s):

- Vice Principal(s), GLA, CCT, Principal

Timeline:

- Monthly

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

- Survey data (staff, student, parent) will indicate if identified needs were met as well as reveal the next level of support or information/professional learning that may need be needed.

Owner(s):

- Vice Principal(s), GLA, CCT, Principal

Timeline:

- Beginning of the Year (End of Last Year Data)
- March/April for Current Year

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

- Transition room referrals (recorded numbers) will indicate the actual number of students needing support.

Owner(s):

- Vice Principal(s), GLA, CCT, Principal, Transition Teacher

Timeline:

- Weekly

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

- Observational data from classroom visits and IPG will indicate the implementation of both district and site expectations.

Owner(s):

- Vice Principal(s), GLA, ILT, Principal

Timeline:

- Weekly Observations
- Monthly Decisions Around Data

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

Supplies and materials needed for student support during lunch time activities, lunch time and after school clubs.

Supplies, equipment, materials needed for sports.

Transportation funding needed for instructional trips, incentive events and or Saturday or late buses as needed.

Specify enhanced services for EL students:

- SESS and RCA's will provide a tiered level of supports for EL students.
- Bilingual Office assistance will assist in communication with EL families.
- Opening a BIA position to assist with communication.
- SESS and RCA's will provide tiered levels of social/emotional support to Foster as well as Project Access students.

Specify enhanced services for low-performing student groups:

SEL curriculum, peer mediation, and Champs will decrease Tier 1 and 2 teacher referrals for discipline and increase student engagements. Some ideas may include, but are not limited to the branding of our school site and targetting tier III students to be connected to a club, mentorship program, AMD supports, and/or alliance groups. When growth is seen a sustained there will be incentives for students. Supporting bodies will include but are not limited to the new hire of CWA, RCA, Office staff, and Admin team.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Teacher-Subs			Student Onboarding ** NO IEPS **	1,873.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Falcon of the Month	1,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			: Poster Maker	2,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance/Paint	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G3A1	Sup & Conc	Food Services	Direct-Food			Snacks for Assessments	1,500.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Home Visits (for CWA) and Parent Outreach	350.00
G3A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.4000		24,582.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.0000	Also G5A1	71,461.00
G3A2	LCFF: EL	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.6000		36,872.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		23,081.00

\$169,719.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	90 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Staff Goal - Site Defined

Fort Miller will increase recruitment and retention of staff by creating an inclusive learning organization that values diversity, equity, and provides a welcoming and supportive environment. Fort Miller will provide high-quality professional learning that meets the needs current needs of our students and staff.

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

Staff Goal - Site Defined

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

A major plan shift is the intentionality in planning professional learning sessions that are centered on creating an inclusive learning organization that values diversity, equity, and provides a welcoming and supportive environment. Fort Miller will provide high-quality professional learning that meets the needs current needs of our students and staff and utilizing data to ensure professional learning is effective,

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes can be found in G4 A1.

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

1 SSC:

2 ELAC:

3 Staff:

Quarterly meetings and review of data with SSC.

Quarterly meetings and review of data with ELAC.

During staff meetings and ILT, data will be reviewed quarterly.

Action 1

Title: Staff Professional Learning

[Action Details:](#)

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

- Data sets illustrating Fort Miller’s disproportionate outcomes will be provided to staff along with an opening of school survey all staff toward understanding what learning they would like to participate in for the 2021-2022 school year,
- Enter all professional learning opportunities into iAchieve for the 2021-2022 school year,
- Ensure all professional learning opportunities can be evaluated using the IPG in order to practice using it as a feedback tool and building a repertoire of strategies, and
- Teachers will engage in Professional Learning that includes but is not limited to AVID, English Language Learning, Student-Centered Teaching, Real World Learning, Cultural Proficiency etc.
- Create internal exit surveys for all professional learning opportunities that inquire as to the effectiveness of the opportunity and the rate at which the learning can be applied to daily instruction.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- Staff opening of the school survey data

[Owner\(s\):](#)

- GLA

[Timeline:](#)

- End of 2020-2021 School Year

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

PL Exit Survey Data; IPG data collection tool data

[Owner\(s\):](#)

GLA

[Timeline:](#)

- Provided at the end of every PL opportunity

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

PL Exit Survey data; rating scale

[Owner\(s\):](#)

GLA

[Timeline:](#)

- Provided at the end of every PL opportunity

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

District Climate Culture/SEL Survey Data (Staff)

[Owner\(s\):](#)

Administration

[Timeline:](#)

- Provided multiple times in addition to the annual survey

[Describe Direct Services and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

- **Student Academics:**
 - Continued use of the district-adopted standards-based curriculum.
 - Continue to purchase online instructional tools

- Continue to purchase AVID, iReady Teacher Tool Kit, and SEL curriculum
- **Student-Centered and Real-World Learning:**
 - Provide high-quality professional learning that promotes the use of student-centered instructional strategies
- **Student Engagement:**
 - Continue to create experiences for students that celebrate the diverse cultures represented at Fort Miller

Specify Professional Development or Staff Services to support EL students:

- Teachers can provide interest in learning about EL strategies through the staff opening of school surveys.
- Teachers will get practice using the IPG for all PL opportunities, thereby calling out opportunities to better support EL learners through the IPG tool.
- EL strategies will be used and called out during PL opportunities, and then called out on the PL Exit Survey towards understanding use in classrooms for EL learners.

Specify Professional Development or Staff Services to support low-performing student groups:

- Teachers can provide interest in learning about strategies for low-performing student groups through the staff opening of school survey.
- Teachers will engage in Professional Learning that includes but is not limited to AMD, English Language Learning, Student-Centered Teaching, Real World Learning, Cultural Proficiency etc.
- Teachers will get practice using the IPG for all PL opportunities, thereby calling out opportunities to better support low-performing student groups through the IPG tool.
- Strategies towards supporting low-performing student groups will be used and called out during PL opportunities, and then called out on the PL Exit Survey towards understanding use in classrooms.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Meeting Materials and Supplies for Professional Learning/Meetings	2,500.00

\$2,500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	83 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Family Goal - Site Defined

Fort Miller will increase parent's sense of connectedness by improving and strengthening two-way communication with our families using a variety of communication including Facebook Live/Team Live and optional Parent and Principal sessions and Parent/Community surveys.

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

Family Goal - Site Defined

Fort Miller will increase parent's sense of connectedness by improving and strengthening two-way communication with our families using a variety of communication including Facebook Live/Team Live and optional Parent and Principal sessions and Parent/Community surveys. There is not currently metrics to monitor parent engagement. An improvement in gather data to see which families need more target supports will allow Fort Miller to engage in specific out-reach.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

A major plan shift is to continue utilizing virtual platforms to increase parent engagement and to track the participation of those engagement sessions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes can be seen in G5 A1.

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

1 SSC:

2 ELAC:

3 Staff:

- Quarterly meetings with SSC to review data.

- Quarterly meetings with ELAC to review data.

- Quarterly meetings with Teacher-Leadership teams and staff to review data.

Action 1

Title: Two Way Communication

Action Details:

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

- Tuesday evening Family Facebook Live events will be scheduled and advertised through the Fort Miller website, Facebook page, and Instagram account.
- Tuesday evening Family Facebook Live events will include data and roll collection measures to ensure that there is a record of “engaged” families in the event.
- All Fort Miller events in 2021-2022 will have both a physical and corresponding virtual component (as state guidelines allow) in order to garner more connectivity, and
- All Fort Miller events will include an Exit Survey, including Tuesday evening Family Facebook Live events, that are used to determine the effectiveness of the opportunity to connect with families

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

Explain the Progress Monitoring and data used for this Action

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

- Family Engagement Exit Survey data

Owner(s):

- Principal, VP's, CCD

Timeline:

- Provided at the end of every family engagement opportunity

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

- Facebook Live/Teams Live, and various social media outlet visitations, data, and roll collection

Owner(s):

- Admin, CCD

Timeline:

- Provided at the end of every PL opportunity

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

- District Climate Culture/SEL Survey data (family)

Owner(s):

- Admin

Timeline:

- Provided multiple times in addition to the annual survey

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:**
 - Continue to share data with families that include but are not limited to iReady diagnostic results and student connection data.
 - Parent participation in the CTE ticket to the future
 - Parent participation in the transfers (school choice) fair.
- **Student-Centered and Real-World Learning:**
 - Continued use of the district-adopted standards-based curriculum.

- Continue to purchase online instructional tools
- Continue to purchase AVID, iReady Teacher Tool Kit, and SEL curriculum
- **Student Engagement:**
 - Continue to create experiences for students that celebrate the diverse cultures represented at Fort Miller

Materials and Supplies needed to support Parent needs and engagement.

Specify Direct Service and Opportunities for parents and families to support EL students:

- Families can provide interest in learning about EL strategies through opportunities for two-way communication and feedback.
- EL strategies will be used and called out during engagement opportunities.
- All family engagement information and events will have Spanish and Hmong translations available for families to further engage.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Families can provide interest in learning about strategies through opportunities for two-way communication and feedback.
- Data collection will be disaggregated in order to strategically focus on underrepresented student groups and families of underrepresented student groups and their students.
- Strategies will be used and called out during engagement opportunities.

2021-2022 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			Parent Involvement ** NO FOOD OR INCENTIVES **	2,000.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: PO's for Materials and Supplies	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Back to School Night/Parent Engagement	1,050.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies for ELAC/DLAC	324.00
G5A1	One-Time School	Instruction	Off Eq Lease			: Office Ricoh	6,000.00

\$10,374.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0170 Fort Miller Middle (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	This 0.2 FTE is necessary to add to the 0.8 in staffing=1.0 FTE for Middle School ELA	17,056.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	This BIA (Spanish) will support EL student population	14,022.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Subscriptions (online/web instructional tools) *Supports G1A2*	27,771.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning Days *Supports G1A2*	11,710.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Subscriptions (online/web tools) to support instruction	7,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Overdrive (Sora)	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Instructional Materials	25,056.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Supports	1,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repair	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	5,857.00
G1A1	One-Time School	Instruction	Mat & Supp			: Reopening/Return to School Needs	7,320.00
G2A2	Sup & Conc	Instruction	Direct Trans			Student Transportation	5,000.00
G3A1	Title 1 Basic	Instruction	Teacher-Subs			Student Onboarding ** NO IEPS **	1,873.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Falcon of the Month	1,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			: Poster Maker	2,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance/Paint	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G3A1	Sup & Conc	Food Services	Direct-Food			Snacks for Assessments	1,500.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Home Visits (for CWA) and Parent Outreach	350.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4000		24,582.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.0000	Also G5A1	71,461.00
G3A2	LCFF: EL	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.6000		36,872.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		23,081.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Meeting Materials and Supplies for Professional Learning/Meetings	2,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement ** NO FOOD OR INCENTIVES **	2,000.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: PO's for Materials and Supplies	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Back to School Night/Parent Engagement	1,050.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies for ELAC/DLAC	324.00
G5A1	One-Time School	Instruction	Off Eq Lease			: Office Ricoh	6,000.00

\$312,585.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,072.00
Sup & Conc	7090	\$193,140.00
LCFF: EL	7091	\$43,053.00
One-Time School	7099	\$13,320.00
Grand Total		\$312,585.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$124,992.00
G2 - Expand student-centered and real-world learning experiences	\$5,000.00
G3 - Increase student engagement in their school and community	\$169,719.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$2,500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$10,374.00
Grand Total	\$312,585.00