

**Phoenix Elementary**

10621666120703

Principal's Name: Jack Kelly

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement 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 Single 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.


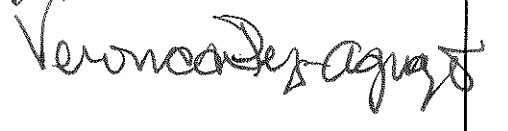
**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Jack Kelly</b>	X				
2. <b>Chairperson -Veronica Perez-Aguayo</b>			X		
3. <b>Utopia Yancey</b>				X	
4. <b>Cristin Flores</b>			X		
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

**Required Signatures**

<b>School Name:</b>			
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 Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Jack Kelly		3/15/19
<b>SSC Chairperson</b>	Veronica Perez-Aguayo		3/15/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Phoenix Elementary - 0098

**ON-SITE ALLOCATION**

3010	Title I	\$3,384 *
7090	LCFF Supplemental & Concentration	\$23,022
7091	LCFF for English Learners	\$1,143
		<hr/>
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$27,549</b>

\* 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	\$108
Remaining Title I funds are at the discretion of the School Site Council	\$3,276
Total Title I Allocation	<hr/> \$3,384

Phoenix Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7 %	0 %	2017-2018	7 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	8.961 %	0 %	2017-2018	7 %
One D or F on Any Report Card (grades 2-12)	44.351 %	43.382 %	2017-2018	36.382 %

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.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Limited Planning of CFA's aligned to Essential Standard.
- Need for professional development around close reading strategies K-6
- Utilizing IPG to provide feedback
- Limited implementation of recursive standards

Target for goal was not met.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Limited planning of CFA's aligned to Essential Standard.
- Limited planning utilizing Math Scope and Sequence.
- Utilizing IPG to provide feedback .
- Limited implementation of math recursive standards

Target for goal was not met.

One D or F on Any Report Card (grades 2-12)

- Limited planning of CFA aligned to Essential Standard
- Need for professional development around close reading strategies K-6 professional development.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, 100 % of students did not meet ELA standards in year-end assessment data. This disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 24.6 % Students with Disabilities, 27.7% African American, and 95% Male.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, 100% of students did not meet Math standards in year-end assessment data. This disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 24.6% Students with Disabilities, 27.7% African American, and 95% Male.

One D or F on Any Report Card (grades 2-12)

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, 43.3% of students had 1+ D/Fs in their ELA/Math report cards. This disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 24.6% Students with Disabilities, 27.7% African American, and 95% Male.

- Limited planning utilizing Scope and Sequence.
- Utilizing IPG to provide feedback

Target for goal was not met.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Implementation of quarterly focus standards (CFA's) in ELA and Math.
- Professional learning on utilizing Scope and Sequence to identify recursive standards in ELA and Math.
- Close reading professional learning demonstrations.
- Quarterly student achievement celebration incentive.
- Sub-release days for teacher planning days for grade level teams to observe peers and to develop plans and standards-based common assessments.
- Individual and grade level data chats with administrators after focus standard pre-test assessments to target standards not met by students and strategically plan instruction to meet their needs.
- Sub-release days will allow teachers the opportunity to collaborate/plan/observe the IN SEL needs of students to support the transition of student to comprehensive sites.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Implementation of quarterly focus standards (CFA's) in ELA and Math (Goal 1)
- Quarterly student achievement celebration incentives (Goal 1)
- Sub-release days for teacher planning days for grade level teams to observe peers and to develop plans and standards-based common assessments. Individual and grade level data chats with administrators after focus standard pre-test assessments to target standards not met by students and strategically plan instruction to meet their needs (Goal 1).
- Sub-release days will allow teachers the opportunity to collaborate/plan/observe the SEL needs of students to support the transition of student to comprehensive sites (Goal 3 and 4).

**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:
<p>Feedback and suggestions include:</p> <p>Due to students enrolling weekly it is difficult to establish instructional routines.</p> <p>Continue to provide incentives for academic growth.</p>	<p>N/A -Site does not meet the requirement of 21 EL students or more to warrant ELAC</p>	<p>Continue quarterly Smarty Party incentive for students who demonstrate academic growth on ELA/MATH focus standards and fluency.</p> <p>Sub release day to backwards map focus standards.</p>



Action 1

Title: ELA/Math

Action Details:

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, there is a school-wide focus on the Recursive standards in Math "Number Sense" in 2019-2020. This is highlighted by 100% of students not meeting standards in year-end assessment data. In the 2017-2018 school year, Reading Comprehension/Fluency measured by state testing showed 100% of students did not meet ELA year end standards.

Phoenix will implement a comprehensive core academic support and intervention program in ELA/Math, with an emphasis on foundational skills to reduce the percentage of student earning one or more D/Fs on their quarterly report cards.

- Implement ELD strategies and supplement EL curriculum resources into K-6th grade lesson design
- Continue school wide use of the Mathematical Practices and focused re-teaching.
- Teachers will utilize ELA/MATH scope and sequence and Common Core Companion.
- PLC'S will collaborate, create common assessment, and align ELA/Math instruction to content standards.
- Quarterly Pre and Post Focus Standards assessment (CFA's).
- Administrative Team Continues cycle of review around Problem of Practice (Accountable Communities-4 Grounding Questions.
- Administrative Team instructional walks utilizing the IPG Data collection tool for calibration of teams to provide feedback
- Teachers will use the Instructional Practice Guide during their Professional learning communities to calibrate and plan challenging content to address Tenet #1-3.
- Tier 1: Implementation of GVC daily in the classroom, close reading strategies, complex text and researched based practices.
- Tier 2: Provide levels of support for struggling learners (identified through iReady, BAS, DRP, Interim, CFA's and teacher judgment) will be addressed through the combination on in-class targeted support in the classroom.
- Tier 3: Students not demonstrating growth will be brought to the SST process to determine if non-identified RSP services are appropriate.
- Making Thinking Visible strategies to be utilized in grades K-6th to address reading comprehension and integration of reading, writing, listening, and speaking throughout all content areas. (Visible learning: Reading Comprehension Programs, p.136)
- CLOSE reading to be utilized in grades K-6th to address reading comprehension, fluency, citation, and vocabulary.
- Collaborative Conversation strategies to be utilized in grades K-6th to deepen understanding in content areas.
- Supplemental contracts for teachers/instructional aids to support intervention and extra support for students.
- After-school tutoring for students in graded k-6 significantly below grade level on KIAG, CFA's, Interim, and DRP through supplemental contracts for teachers/instructional aids
- Purchase technology including tablets, equipment, buildings, and machines to support literacy.
- Incentive students achievement growth in literacy and mathematics.
- Professional Learning Conference/Travel opportunities as identified by FUSD and Fresno Region

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

- Admin data chats quarterly with teachers grades K-6 to monitor standards of strength and challenge, to set goals, and to identify intervention level (reteach, AC plan to reteach, intervention, after-school tutoring, or non-ID RSP, as appropriate)
- DRP and Interim review of students meeting standards and nearly meeting standards
- Quarterly DIBEL assessments.
- Administration of iReady 2 times per year for monitoring and identification for tiered level of supports.
- KAIG 1, 2, 3 review of students mastering and students nearly mastering
- Review intervention data with intervention team every 6 weeks, after each session to determine program effectiveness and to re-align or exit students in groups.
- Interim Assessment review of students meeting standards and nearly meeting standards.
- Ongoing common formative assessments.
- Yearly calendared grade level plan of CFA within 6 week units.
- Calendar CFAs include assessment and data reflection.

#### Owner(s):

Lead Teachers, AC Teams, VPs and Principal  
CFAs and grade level data analysis to be monitored by Admin and teachers

#### Timeline:

Interim and DRP reviews after fall and spring administrations  
Admin/Teacher Data Chats Quarterly  
6 week CFAs data analysis - reflection through AC agendas and ILT

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

- Technology to support literacy
- Materials and Supplies to support literacy
- Equipment lease
- Supplemental contracts for instructional aids/classified to support intervention and extra support for students.
- After-school tutoring for students in graded k-6 significantly below grade level on KIAG, CFAs, Interim, and DRP through supplemental contracts for teachers.
- Purchase technology including tablets, equipment, buildings, and machines to support literacy.
- Incentives for students for achievement in literacy.

#### Specify enhanced services for EL students:

- All actions targeted for EL/Foster/At-risk students.
- Use of visuals and realia when teaching ELA/Math lessons.
- Integrated EL strategies will be used to support students in all content areas.
- Redesignation Goal Setting report will be utilized to monitor growth and gaps for EL students.
- Teachers will provide on-going data charts with our EL students to identify gaps in meeting Redesignation criteria.

#### Specify enhanced services for low-performing student groups:

- Implement designated ELD and integrate ELD daily with all EL students.
- Close reading strategies to include complex text, reading writing listening and speaking to support African American male students and EL.
- Provide after-school tutoring for African American students in grades k-6 who are significantly below grade level on KIAG, CFAs, Interim, and DRP through supplemental contracts for teachers.
- Supplemental contracts for instructional aids/classified to support intervention and extra support for SED, EL, and African American students
- Incentives and awards presented to African American students, EL and SWD who achieve academic growth on CFAs, Interim, DRP or DIBELS fluency.

#### Explain the actions for Parent Involvement (required by Title I):

Provide professional learning on academic English development through integrated ELD to teachers. Also Deconstruction/Reconstruction. Continue Making Thinking Visible book strategies. EL Goal Setting tool (atlas). Provide professional learning on the use of EL goal setting report to establish each EL student's instructional needs.

- Paper/Charts/Poster Paper/Folders/ Whiteboards
- Resources to support RIR/Math development
- Manipulative/Supplies for Hands\_on lessons

#### Describe Professional Learning related to this action:

- Continued professional learning in phonemic awareness for K-1
- Planning days for grade level teams to observe peers and to develop plans and standards-based common assessments
- Individual and grade level data chats with administrators after Focus-Lesson Pre-Test assessments to target standards not met by students and strategically plan instruction to meet their needs.
- Substitutes or supplemental contracts for peer observations, grade level planning days quarterly to develop common assignments and backwards map
- Admin substitute coverage for PL, ILT, Conference, Data Chats, Grade Level Planning

- Technology to support instruction and assessments.
- Vendor support will come from SaveMart, Costco, GW, Office Max

Action 2

Title: DRP

Action Details:

The first DRP benchmark (2017-2018) indicated that nearly all eligible, enrolled students took the DRP, but only 7% of the assessed students met/exceeded standards in 3-6th grade. This is a decrease from last years scores of 14% met/exceeded standards. On State and Local District Formative/Summative Assessments, 100% of students Did Not Meet ELA year end standards.

Phoenix will implement a comprehensive core academic support and intervention program in ELA/Math, with an emphasis on foundational skills to increase the number of students who will Meet ELA year end standards. Teachers will use time during their accountable communities to implement a comprehensive action plan to address various subgroups present at Phoenix Elementary (EL, SPED, African American, Foster youth, etc).

- Implement ELD strategies and supplement EL curriculum resources into K-6th grade lesson design
- Instruction will focus on daily close reading with complex text, guaranteed viable curriculum (GVC), collaborative conversations, and standards aligned tasks. writing tasks in grades 1-6 all year,
- AC groups will collaborate, create common assessment, and align ELA instruction with ELD strategies incorporated.
- Teachers will use the Instructional Practice Guide during their Professional learning communities to calibrate and plan challenging content to address Tennet #1-3.
- DIBELS to be utilized to progress monitor student grades K-6 every 6 weeks.
- BAS assessment to be utilized every 4 weeks to progress monitor students in grades K-2nd.
- Making Thinking Visible strategies to be utilized in grades K-6th to address reading comprehension and integration of reading, writing, listening, and speaking throughout all content areas. (Visible learning: Reading Comprehension Programs, p.136)
- Tiered Levels of Support: grade level deployment after 6 week cycles to provide intervention for Rtl.
- CLOSE reading using complex text will be utilized in grades K-6th to address reading comprehension, fluency, citation, and vocabulary.
- Collaborative Conversation strategies to be utilized in grades K-6th to deepen understanding in content areas.
- Use of RIRA in grades K-1 to promote listening and speaking skills.
- Incentives for students for achievement in literacy.

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

- Admin data chats quarterly with teachers grades K-6 to monitor standards of strength and challenge, to set goals, and to identify intervention level (reteach, AC plan to reteach, intervention, after-school tutoring, or non-ID RSP, as appropriate)
- DIBLES, DRP, and Interim review of students meeting standards and nearly meeting standards.
- iReady administration 2 times per year for monitoring and identification for tiered level of supports.
- KAIG 1, 2, 3 review of students mastering and students nearly mastering
- Review intervention data with intervention team every 6 weeks, after each session to determine program effectiveness and to re-align or exit students in group.

Owner(s):

Lead Teachers, AC Teams, VPs and Principal  
CFA's and grade level data analysis to be monitored by Admin and teachers

Timeline:

- KAIG end of Q1, 2, 3
- Interim and DRP reviews after fall and spring administrations
- Quarterly DIBELS fluency assessments
- Admin/Teacher Data Chats quarterly 6 week CFA data analysis - reflection through agendas and ILT.

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

- Intervention Teacher will implement integrated use of technology in all classrooms grades 2-6, focusing on close reading and annotating text, writing, research methodologies, presentation skills, and digital teams, and in small groups.

- Materials and Supplies to support literacy
- Technology to support literacy.
- Incentives, rewards, or incentive field trips for students for achievement in literacy

#### Specify enhanced services for EL students:

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- All EL students will participate in reading intervention with additional practice time on student tablets to strengthen fluency and comprehension skills in ELA
- Teachers or Instructional Aide contracts provided for at-risk students (EL, foster, sped, and other at-risk subgroups) to attend after school tutoring (after instructional duty day) to receive additional academic supports in core curriculum homework/content.'
- Materials and supplies provided to support EL program
- Public awards and incentives presented to EL students as they re-designate

#### Explain the actions for Parent Involvement (required by Title I):

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- Weekly hosting of Parent Labs Meetings on-site to support and promote reading practices at home.
- Quarterly parent meetings with Teacher where parents can view student progress in ELA
- Parents will receive daily two-way communication with Teacher detailing progress/concerns from each day.
- Parent will sign and return the report each day indicating to the classroom teacher that they are receiving the information from the school on the student's progress.

#### Specify enhanced services for low-performing student groups:

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- Teachers or Instructional Aide contracts provided for at-risk students (EL, foster, sped, and other at-risk subgroups) to attend after school tutoring (after instructional duty day) to receive additional academic supports in core curriculum homework and content
- Incentives and awards presented to African American students , EL and SWD who achieve academic growth on CFA's, Interim, DRP or DIBELS fluency.

#### Describe Professional Learning related to this action:

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- Continued professional learning in phonemic awareness for K-1
- Planning days for grade level teams to observe peers and to develop plans and standards-based common assessments
- Individual and grade level data chats with administrators after assessments to target standards not met by students and strategically plan instruction to meet their needs.
- Substitutes or supplemental contracts for peer observations, grade level planning days quarterly to develop common assignments and backwards map.
- Admin substitute coverage for PL, ILT, Conference, Data Chats, Grade Level Planning

## Action 3

**Title:** ELA recursive standards.

#### Action Details:

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Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, there is a school-wide focus on the Recursive standards in ELA #1-3 in 2019-2020. This is highlighted by 100% of students not meeting standards in year-end assessment data. Accountable Communities will implement a comprehensive action plan to address the English Learner students who have not advanced at least one proficiency level during Re-designation data analysis for the 2019/2020 school year. Foundational skill instruction will develop concrete skills in service of comprehension, fluency, phonics, vocabulary, grammar, and/or concepts of print.

- Implement ELD strategies and supplement EL curriculum resources into K-6th grade lesson design
- PLC'S will collaborate, create common assessment, and align ELA instruction to content standards
- Administrative Team Continues cycle of review around Problem of Practice (Accountable Communities-4 Grounding Questions.
- Administrative Team instructional walks utilizing the IPG Data collection tool for calibration of teams to provide feedback
- Teachers will use the Instructional Practice Guide during their Professional learning communities to calibrate and plan challenging content to address Tenet #1-3.
- Quarterly Pre and Post Focus Standard assessment (CFA's)
- Tier 1: Implementation of GVC daily in the classroom, close reading strategies, complex text and researched based practices
- Tier 2: Provide levels of support for struggling learners (identified through iReady, BAS, DRP, Interim, CFA's and teacher judgment) will be addressed through the combination on in-class targeted support in the classroom.
- Tier 3: Students not demonstrating growth will be brought to the SST process to determine if non-identified RSP services are appropriate.
- Professional learning for the use of Making Thinking Visible strategies to be utilized in grades K-6th to address reading comprehension and integration of reading, writing, listening, and speaking throughout all content areas. (Visible learning: Reading Comprehension Programs, p.136)
- Professional learning for the use of CLOSE reading to be utilized in grades K-6th to address reading comprehension, fluency, citation, and vocabulary.

- Professional learning for the use of Collaborative Conversation strategies to be utilized in grades K-6th to deepen understanding in content areas.
- Supplemental contracts for instructional aids/classified to support intervention and extra support for students.
- After-school tutoring for students in graded k-6 significantly below grade level on KIAG, CFA's, Interim, and DRP through supplemental contracts for teachers.
- Purchase technology including tablets, equipment, buildings, and machines to support literacy.
- Incentives for students for achievement in literacy

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

- DRP Quarter 1 and 3 assessments;
- Quarterly admin data chats with teachers in grades k-6 to monitor focus standards, set goals, and identify interventions
- Classroom Supervision Feedback using Instructional Practice Guides
- Weekly AC meeting schedules will be adjusted to allow Administrator to collaborate with AC team using "Foundations" and IPG to monitor effectiveness;
- On-going formative assessment about in recursive ELA standard #1-3
- Quarterly DIBELS
- Calendar Focus Standard CFA's to include assessment and data reflection.

Owner(s):

- Administrators
- Lead Teachers, AC Teams, VP and Principal

Timeline:

6 week CFA data analysis -reflection through AC agenda and ILT

Interim and DRP review after fall and spring

Admin/Teacher Data Chats-Quarterly

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

- Technology to support literacy
- Materials and Supplies to support literacy
- Equipment lease
- Supplemental contracts for instructional aids/classified to support intervention and extra support for students.
- After-school tutoring for students in graded k-6 significantly below grade level on KIAG, CFA's, Interim, and DRP through supplemental contracts for teachers.
- Purchase technology including tablets, equipment, buildings, and machines to support literacy.
- Incentives for students for achievement in literacy.

Specify enhanced services for EL students:

Implement designated ELD and integrate ELD daily with all EL students .

Close reading strategies to include complex text, reading writing listening and speaking

Incentives and awards presented to EL students as they are re-designation

Specify enhanced services for low-performing student groups:

- - Implement designated ELD and integrate ELD daily with all EL students .
  - Close reading strategies to include complex text, reading writing listening and speaking to support African American male students and EL.
  - Provide after-school tutoring for African American students in grades k-6 who are significantly below grade level on KIAG, CFA's, Interim, and DRP through supplemental contracts for teachers.
  - Supplemental contracts for instructional aids/classified to support intervention and extra support for SED, EL, and African American students

- Incentives and awards presented to African American students , EL and SWD who achieve academic growth on CFA's, Interim, DRP or DIBELS fluency.

#### Explain the actions for Parent Involvement (required by Title I):

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Phoenix Elementary will host weekly parent support meetings to provide positive tools to promote reading in the home. The school-site will host quarterly meetings between teacher and parent for parents to have the opportunity to view student progress. Parent will receive a daily two-way communication report from their student's teacher detailing progress/concerns from each day. Parents will sign and return the report each day.

- Paper/Charts/Poster Paper/Folders/ Whiteboards
- Resources to support literacy at home
- Manipulative/Supplies for Hands \_on lessons
- Technology to support instruction and assessments.
- Vendor support will come from SaveMart, Costco, GW, Office Max

#### Describe Professional Learning related to this action:

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- Continued professional learning to support questioning and planning questions in a progression to support all students
- Professional learning in creating "Look for's" in common assessments
- Continued professional learning in phonemic awareness for K-1
- Planning days for grade level teams to observe peers and to develop plans and standards-based common assessments
- Individual and grade level data chats with administrators after focus standard pre-test assessments to target standards not met by students and strategically plan instruction to meet their needs.
- Substitutes or supplemental contracts for peer observations, grade level planning days quarterly to develop common assignments and backwards map
- Admin substitute coverage for PL, ILT, Conference, Data Chats, Grade Level Planning

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix Elementary (Locked)

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies (GW, Office Depot Warehouse ect.)for increasing fluency/comprehension and written expression ***No FOOD, NO INCENTIVES**	2,589.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub-release days for ELA/MATH planning-G4A2	5,506.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Target Core standards K-6th grade curriculum and intervention.	3,679.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tablets, equipment, and technology to support literacy/math.	840.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance & Repairs	600.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			After-school ELA/MATH intervention support	4,372.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Grade level planning supplemental	602.00
G1A3	Sup & Conc	Instructional Supervision & Admir	Equip Lease			Equipment Lease	3,975.00

**\$22,163.00**

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	32 %	20.43 %	2017-2018	27.43 %

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.

Goal 2 Participation Rate

Various on-site activities, clubs, and organized sports were offered, however there was low student participation. Target for this goal was not met.

- Organized Sports (Soccer, flag football, volleyball, basketball)
- Peach Blossom
- Spelling Bee
- 4th grade recorders
- Science Fair
- Chess Club
- Talent Show
- Award Assemblies-Recognition
- Grade Level Performances

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, of the 79.7% of students did not meet behavioral expectations, this disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 24.6% Students with Disabilities, 27.7 African American, and 95% Male.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

In Action 1, site will begin to offer a STEAM related clubs to promote science, technology, engineering, art, and music for all students to become more engaged in school, and give students venues to build relationships with positive adult role model in non-academic setting.



**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.

<div>1 SSC:</div> <div>Feedback and Suggestions:<ul style="list-style-type: none"><li>School provides activities for students who may not have the opportunity to participate in at homeschool.</li></ul></div>	<div>2 ELAC:</div> <div>N/A - Site does not meet the requirement of 21 EL students or more to warrant ELAC</div>	<div>3 Staff:</div> <div>Students have the opportunity to participate in a variety of extra curricular activities.</div>
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Action 1

Title: Clubs/Activities/Team Building

Action Details:

All students in grade K-6 have an opportunity to participate in various on-site clubs, activities, athletics and organized team-building activities through the coordination of staff members on a daily basis. Students will choose to join activities based on what staff members have organized that day/week. Outdoor Education field trips will provide opportunities for students to be exposed to new activities and build their self-efficacy, and confidence. These activities will support student engagement, pro-social behaviors, teamwork, intrapersonal and interpersonal skills, and improved academic performance.

- A wide variety of extra-curricular engagement are offered including Peach Blossom, Spelling Bee, History Day, Career Day, Science Fair, 4th grade recorders, Beginners Music, Chess Club, Leadership Group, Gaming Club, Art Club, Girl's Club, Engineering Club, Math Club, and other club topics addressing STEAM areas.
- Assign "meaningful jobs" to students at risk for a positive connection to adults and school
- Implement organized sports including flag football, soccer, basketball, volleyball, and baseball

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

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div><ul style="list-style-type: none"><li>Quarterly monitoring of Engagement tab</li><li>Quarterly monitoring of Engagements using Atlas tools to monitor subgroups and identify student/groups not participating in engagements.</li></ul></div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>Teachers, VP, ILT</li><li>HSLMP, Lead Teachers</li></ul></div>	<div>Timeline:</div> <div>Quarterly monitoring of engagements tab Atlas Reports</div>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Technology to support Goal 2 and STEM topics in clubs

- Materials and supplies to support clubs, athletics, arts, and activities
- Supplemental/Extra pay contracts for classified/certificated staff to offer a wide array of choices for student engagement
- Mileage reimbursement for staff.

Specify enhanced services for EL students:

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- Material and supplies to support EL program: GVC, paper, pencils, markers, note paper for annotation, poster paper.
- Public awards and incentives presented to EL students as they are re-designated.

Explain the actions for Parent Involvement (required by Title I):

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Parent participation will be encouraged for every student, and parents will have notification of on-site events via phone call, text, flyer, and/or email. Photos of clubs, activities, and events will be captured and uploaded onto official social mediums through the school site and/or district.

Specify enhanced services for low-performing student groups:

---

All students will have an opportunity to participate in clubs/activities that support positive interaction with teachers/staff and peers.

Use of HSL for parent communication of Goal 2 activities for parents of SWD, African American and At-Risk students.

Describe Professional Learning related to this action:

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Teachers/staff will receive PL training on Social Emotional strategies to increase involvement of all children.

Differentiated PL, as needed

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to to target ELL subgroup (Warehouse, Office Depot, GW)	1,143.00

**\$1,143.00**

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	68.538 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	58.333 %	2017-2018	65.333 %

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.

Exposure to Careers - 3rd Grade

Field Trip

- Fresno Chaffee Zoo

School

- Bricks for Kids 1x per year
- Career Day

Exposure to Careers - 4th Grade

Field Trip

- Fresno Chaffee Zoo

School

- 4th grade Link Up Concert
- Philharmonic Performance
- Career Day

Exposure to Careers - 6th Grade

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, 41.7% of 6th grade students did not meet behavioral expectations to participate in opportunities to be exposed to career events.

Field Trip

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 3rd Grade

There was no disproportionality within any subgroup.

Exposure to Careers - 4th Grade

There was no disproportionality within any subgroup.

Exposure to Careers - 6th Grade

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year the number of opportunities for career exposure is less frequent than on a public day school campus and thus the disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 24.6% Students with Disabilities, 27.7% African American, and 95% Male.

- 6th grade camp
- School
- Kids Invent 6
  - Career Day

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There is no major difference between the intended and actual implementation of actions and budget expenditures to meet this goal.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

There is no change.

**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:
Feedback and suggestions: <ul style="list-style-type: none"><li>• Site exposes students to a variety of careers.</li><li>• Continue Career Day presentations.</li></ul>	N/A - Site does not meet the requirement of 21 EL students or more to warrant ELAC	Students have the opportunity to be exposed to a variety of careers at their interest level.

Action 1

**Title:** Social-Emotional Support

Action Details:

Phoenix will develop a school-wide behavioral management intervention program combined with Positive Behavioral Intervention Supports, Character Building, and Restorative Practices to reduce the suspension rates and increase the on-campus engagement of students. Lesson strategies and professional learning opportunities will enhance campus safety for all students and reduce the intensity of at-risk behaviors that will result in a reduction of negative interactions between peer/peer and peer/staff relationships.

Phoenix students will be provided opportunities to interact with peers/teachers, and community members during school activities.

- Professional learning for the use on Non-violent Crisis Intervention training strategies for the entire staff to be utilized in grades K-6th to address Safe/Civil Educational setting for students who are a danger to themselves or others.
  - Lead Teacher team utilize Professional Learning Community time to develop targeted Social-Emotional and K-6th grade writing standards to support reflection room assignments to build student capacities in peer/peer, peer/staff, and peer/parent relationships (NCI-CPI Re-establishing relationships, p.1-20).
- Professional learning for the use of Restorative Practices for the entire staff to be utilized in grades K-6th to address Safe/Civil Educational setting to support the social emotional domains for students in K-6th grade. (Restorative Justice: Building/Restoring Relationships).
- Professional learning for the use of Second Step/Why Try? curriculum for teachers to be utilized in grades K-6th to create a Safe/Civil Educational Setting and support the social emotional domains.
- Monthly staff meetings to engage in Continuous Cycle of Improvement to discuss changes/alterations to existing school-wide management interventions based on reflection room frequency/intensity data trends/patterns.
- FUSD provided Career Ready Field Trips/Career Assemblies
- Project Based Learning: Kindness Campaign
- Goal 2 Field Trips
- Class Meeting
- Calm Down Corners
- 2x10 quarterly outreach
- Mentoring program (k-6)
- Girls Group
- Second Step/SEL weekly lessons (k-6)

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

- Second Step/SEL weekly lessons (k-6)
- Teachers will utilize Second Step Scope and Sequence Calendar.
- Teacher will utilize class roster to monitor student participation of SEL lesson.
- Monthly reviews of SST meetings
- Reviews of suspensions
- Weekly reviews of reflection room referrals
- Quarterly review of reflection room data/pattern/trends
- Monthly monitoring of behaviors entries on atlas

##### Owner(s):

- Teachers
- Admin, ILT, School Climate Culture Team

##### Timeline:

- Weekly
- Monthly
- Weekly (Admin) Monthly (C/C Team)

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

School-wide tiered supports to increase alternative and decrease at-risk behaviors from occurring.

##### Tier I supports

- Daily morning SE oral/writing prompts (Essential 55 curriculum)
- Daily Class Meetings
- Weekly Second Step/Why Try? Curriculum
- Monthly perfect attendance awards/celebrations
- Daily incentive PBIS model using token economy rewards.
- Weekly team building activities to support peer/peer, peer/staff relationships
- "Fun" Friday earned activities
- STOIC/CHAMPS

- School-wide Behavioral Level System
- Daily behavior charts (2-way communication with Parent/Guardian)
- Leadership program
- Girl's support group
- Mentor program
- Vocational program (School-wide/classroom roles/jobs)
- Church Mentoring Program (3-4th grade)
- Fresno Chaplain Program (K-2nd grade)
- Weekly Parent Support Group Meetings

#### Tier II supports

- In-class time-away areas (independent de-escalation area within classroom setting)
- Student "Check-in" program with Cen-Cal Mentors (support social emotional concerns/needs of at-risk students).
- Restorative practices/Conflict resolution strategies with staff support
- peer mediation
- monthly SST/Comprehensive review meets with Parent
- Behavior intervention plan

#### Tier III supports

- Behavior intervention plan (FBA)
- reflection room referrals
- 1-on-1 mentoring
- Restorative circle
- individual counseling (School psychologist/social worker)
- Individual Threat Assessment

#### Specify enhanced services for EL students:

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All actions targeted for EL/Foster/At-risk students, along with integration of EL strategies used in all content areas.

Re-designation goal setting report will be utilized to monitor growth and gaps for EL students, while teachers will provide on-going data chats with our EL students to identify gaps in meeting Re-designation criteria.

School site Social worker will support students/student families inside and outside school site setting.

- Home visits
- Family support training (flexible settings)
- Student social-emotional support (flexible settings)

#### Explain the actions for Parent Involvement (required by Title I):

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- Daily 2-way communication with Parent/Teacher
- Weekly Parent Support group/learning lab program
- Semester Parent University program (6-wk course)
- 4 Annual Family Gathering Sessions
- 2-hour Orientation
- ICET

#### Specify enhanced services for low-performing student groups:

---

All actions targeted for Foster/At-risk students. School site Social worker will support students/student families inside and outside school site setting.

- Home visits
- Student social-emotional support (flexible settings)
- Expedite SST/BSP process to gather information on newly enrolled Foster/At-Risk youth to support transition to site.

#### Describe Professional Learning related to this action:

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- PL with Book Study for SEL awareness (All Learning is Social and Emotional)
- School Climate and Culture Team Training.
- Transition to Middle School
- Academic Success/Atlas
- School choice
- Middle School Campus Visit
- Healthy living/choices curriculum
- Social Emotional PL and coaching for staff and Admin team

Action 2

Title: Reflection Room

Action Details:

The average number of students in the Reflection Room was 9.7 per day during the 2017-2018 school year, which reduces the amount of time a student is engaged in core academic, fine/performance arts, and athletics.

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

Collect daily reflection room data which logs individual students frequency of visits, type of behavioral referral, intensity of the behavioral referral, and duration of time spent within the reflection room per visit. Monthly AC meetings will utilize behavioral data and analyze trends of the types of referrals, the intensity of behaviors, the duration of behaviors, and frequency of behaviors based on classroom location, sub-group, and individual. Interventions implemented can be cross-referenced with behavioral data to look for the effectiveness of interventions and determine while in the AC meetings whether things should be added, removed, changed or maintained.

Owner(s):

Admin, Teacher, Staff

Timeline:

on-going

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

Restorative practices, counseling/mentoring as needed, de-escalation area for students to independently or under supervision of a staff member cool-off, quiet location for self-reflection of behavioral, social-emotional, intrapersonal and interpersonal social skills; ELA standards for reading/written expression of reflective social-emotional standards. Materials to support completion of reflective written assignments/tasks needed to meet the social-emotional objectives for K-6th grade students.

Specify enhanced services for EL students:

All EL students have equal opportunity to participate in self-reflection activities.

Specify enhanced services for low-performing student groups:

- Expedite SST/BSP process to gather information with newly enrolled foster/At-Risk youth to support transition with Phoenix community
- Continue ongoing PL with SEL for staff for SEL awareness and increase SEL strategies

Explain the actions for Parent Involvement (required by Title I):

Weekly parenting lab meetings. Quarterly family classroom engagement opportunities to have meetings between Parent and teacher, Monthly event opportunities for students to engage in (Talent show, spelling bee, etc), Bi-annual family gatherings, and year-end Promotion ceremony.

Describe Professional Learning related to this action:

Teachers will receive information regarding parent outreach efforts and calendars.



Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, the suspension rate disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 24.6% Students with Disabilities, 27.7% African American, and 63.1% Hispanic.

- Nearly 100% of students enrolled are bused in through district buses from all over Fresno Unified School district.
- Transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year.
- Low student participation in monthly attendance incentives.
- Low parent participation at Parenting Lab
- Low parent participation at Quarterly family gathering.

Target for this goal was not met.

**ADA Attendance**

Data from Power BI show the following % for significant subgroups.

- African American-94.9%
- Hispanic/Latino-92.3%
- Students with Disabilities-92.3%
- Socioeconomically Disadvantaged-97.78%

Due to nearly 100% of the student population being bused in from around Fresno Unified School District, the high attendance rates allow access to specific subgroups at Phoenix Elementary as our student population is around 24.6% Students with Disabilities, 27.7% African American, and 63.1% Hispanic.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There is no major difference between the intended and actual implementation of actions and budget expenditures to meet this goal.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Substitutes will provide teachers the opportunity to collaborate/plan/observe the SEL needs of students to support the transition of student to comprehensive sites.

**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:

HSL and CWAS effectively communicate to parents.  
Parenting Lab provides information on various parenting topics.

**2** ELAC:

N/A- Site does not meet the requirement of 21 EL students or more to warrant ELAC

**3** Staff:

Continue to identify strategies to support the SEL needs of students.

**Action 1**

**Title:** Attendance

**Action Details:**

In the 2017-2018 school year students enrolled with Phoenix Elementary had a 93.2% attendance rate, despite about a third of students enrolling who were defined as chronically absent. Phoenix will develop an attendance incentive program to increase the attendance rates, reduce the percentage of students defined as chronically absent (defined by the educational code as a student with less than 90% attendance, and 3+ truancy violations), and enhance the time

pent in class engaged and on-task.

- Implement a character building program to increase attendance rates and on-campus engagement.
- Implement an attendance incentive program for student and parents through the guidance of the CWAS/Home School Liaison.
- Implement a monthly recognition program for students with perfect attendance.
- HSL/CWAS home visits
- Hold monthly SST meetings for students with/without academic, behavior, social-emotional and/or attendance concerns.
- Increase average attendance of Parent Support Group through weekly parent engagement meetings, quarterly family gathering, Parent University program, guest program/speaker presentations.

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

- Monthly attendance reviews
- Daily monitoring of students in attendance with phone calls home to clear absences.

Owner(s):  
Teacher, Admin, CWAS/HSL, Social worker.

Timeline:  
Daily.

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

- HSL/CWAS
- Attendance incentives will be awarded weekly, and monthly for students in an attempt to increase attendance rates.
- Vendors: Costco, GW, SaveMart, Office Max

Specify enhanced services for EL students:

- All actions targeted for EL/Foster Youth/At-risk Subgroups.
- Integrated EL strategies will be used to support students in all content areas.
- Re-designation Goal Setting report will be utilized to monitor growth and gaps for EL students.
- Teachers will provide on-going data charts with our EL students to identify gaps in meeting re-designation criteria.

Specify enhanced services for low-performing student groups:

- Strategic and regular "check in/check out" with students in African American, Hispanic/Latin Students with Disabilities sub-groups who are identified as chronically absent students by HSL/CWAS/ Admin.

Explain the actions for Parent Involvement (required by Title I):

- WeeklyParent Support Group/Learning Lab program
- Babysitting services for parents to attend meetings.
- Semester Parent University program (6-week course)
- 4 Annual Family Gathering Sessions
- 2-hour orientation
- ICET

Describe Professional Learning related to this action:

- Transition to Middle School
- Academic Success/Atlas
- School choice
- Middle School Campus Visit
- Healthy living/choices curriculum
- Strengthening/Empowering family program
- Transition Meetings Teachers/Admin/CWAS

Action 2

Title: At-risk Sub-groups/Recidivism rate

Action Details:

Historically (as evident from enrollment data pulled between 2012/13 to 2017/2018school years) between 30-50% of Phoenix Elementary students are African American; 30-50% are Students with Disabilities, and 90-100% are Male. These numbers are consistently disproportionate from National, State, and District averages. Due to severe at-risk behaviors students enrolled with Phoenix Elementary have shown, a majority of students have been unable to engage

in arts, athletics, etc. in Public Day School Settings. Recidivism rate (based on data from 2014-2018) shows a recidivism rate of 28.7% of students who have attended Phoenix Elementary more than 1 time. This rate fluctuates between 15-30% annually on average over that same period of time.

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

Owner(s):

Timeline:

- Teachers will develop a transition plan tailored to students' specific behaviors.
- Transition meetings will take place at receiving comprehensive site
- Administrators will email teachers and administrators monthly to offer support and suggestions.
- Instructional Aides, Teachers, Principal, and/or VP visit school sites to support transitioned students and schools maintain pro-social behaviors and decision-making.
- Mentors visit/support Phoenix students transitioning to comprehensive schools.
- Work with receiving schools (Admin, mentors, teachers, etc) to connect Phoenix students and parents to new school.
- As appropriate include a Behavior Intervention Plans, incentives, consequences, visits, and an Instructional Aide as transition liaison, etc.
- Sign-in sheets; Participation rates; increased parental involvement; reduction in recidivism rate; Peach blossom scoring sheets; ICET data; Talent show; Spelling bee; Science fair; additional on-campus school events.

Administrator, Teacher, and Staff

On-going

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

2-hour Orientation/welcome meeting during enrollment.

ICET meetings, Student Success Teams

Weekly Parent labs,

Bi-annual Classroom family gatherings to allow Parent-teacher conferences on academic, behavior, social-emotional, etc updates;

Monthly school celebrations and student events for parents to participate and observe. Incentives will be provided to students who have parents participate in activities on campus

Students will conduct presentations at Parent Meetings or Event gatherings.

Sub-release days to allow teachers the opportunity to collaborate/plan/observe the SEL needs of students to support the transition of student to comprehensive sites.

Mileage for transition outreach.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- All EL students have equal opportunity to participate in engagement activities.
- Expedite SST/BSP process to gather information with newly enrolled foster/At-Risk youth to support transition with Phoenix community
  - Continue ongoing PL with SEL for staff for SEL awareness and increase SEL strategies

- Expedite SST/BSP process to gather information with newly enrolled foster/At-Risk youth to support transition with Phoenix community.

Explain the actions for Parent Involvement (required by Title I):

Describe Professional Learning related to this action:

- Two hour Orientation during student enrollment.
- Vocational Education Study trips
- Quarterly Family Gathering events (primary language translations);
- Expanded Phoenix Transition process (ICET Team and Teachers)
- Weekly Parent Meetings Outreach
- Year-End 6th grade Promotion ceremony.
- Bi-annual Spelling Bee competition, Bi-annual Talent Show,
- Annual Science Fair, Bi-annual Olympics
- Additional on-campus school events available for parent participation and attendance.
- Mileage for transition outreach.

Work with receiving schools (Admin, mentors, teachers, etc) to connect Phoenix students and parents to new school. As appropriate include a Behavior Intervention Plans, incentives, consequences, visits, and an Instructional Aide as transition liaison, etc.

- Substitutes for teacher planning for student transition
- Transition to Middle School
- Academic Success/Atlas
- School choice
- Middle School Campus Visit
- Healthy living/choices curriculum
- Strengthening/Empowering family program

Action 3

Title: Parent Support Group

Action Details:

In 2017-2018 the average Parenting Lab attendance was 40 adults. Examination of the sign in sheets reveled that the 40 adults represented an average of 20-25 students, or around 18-20% of the total student population.

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

Phoenix will continue a parent support group to improve parent participation in school activities, attendance, and vocational skills for students. Parents will be required to attend weekly Parenting labs, and encouraged to implement professional learning and topics covered within the courses.

Owner(s):

Administrator, Staff, outside key community stakeholders.

Timeline:

weekly

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

Incentives will be provided to students who have parents who participate in activities on campus. Students will conduct presentations at Parent meetings.

Specify enhanced services for EL students:

All EL students have equal opportunity to participate in engagement activities.  
All school flyers will be sent in students home language.

Explain the actions for Parent Involvement (required by Title I):

Weekly parenting meetings, quarterly family gatherings (primary language translations), monthly student events, year-end promotion ceremony, and orientation packets.

Specify enhanced services for low-performing student groups:

- HSL will contact parents of African America, Hispanic/Latin and Students with Disabilities sub-groups the day before to remind them of Parenting Lab or school event.

Describe Professional Learning related to this action:

Teachers will receive information regarding parent outreach efforts, and calendars. Teachers will provide topics and presentations, at least quarterly, for parent meetings. Community members/outside agencies will present at weekly parent meetings. Transition meetings will take place before each student is placed at another site.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			School outreach intervention mileage	50.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for parent involvement (GW, Office Depot)**NO FOOD, NO INCENTIVES* Stamps/flyers/orientation packets	193.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies (Office Depot, GW, Save Mart ect.) for involvement and attendance incentives (G4A1)(G4A2)	4,000.00

**\$4,243.00**

# 2019-2020 Budget for SPSA/School Site Council

## State/Federal Dept 0098 Comm-Phoenix Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies (GW, Office Depot Warehouse ect.)for increasing fluency/comprehension and written expression ***No FOOD, NO INCENTIVES**	2,589.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub-release days for ELA/MATH planning-G4A2	5,506.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Target Core standards K-6th grade curriculum and intervention.	3,679.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tablets, equipment, and technology to support literacy/math.	840.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance & Repairs	600.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			After-school ELA/MATH intervention support	4,372.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Grade level planning supplemental	602.00
G1A3	Sup & Conc	Instructional Supervision & Admir	Equip Lease			Equipment Lease	3,975.00
G2A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to to target ELL subgroup (Warehouse, Office Depot, GW)	1,143.00
G4A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			School outreach intervention mileage	50.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for parent involvement (GW, Office Depot)**NO FOOD, NO INCENTIVES* Stamps/flyers/orientation packets	193.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies (Office Depot, GW, Save Mart ect.) for involvement and attendance incentives (G4A1)(G4A2)	4,000.00
							\$27,549.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,384.00
Sup & Conc	7090	\$23,022.00
LCFF: EL	7091	\$1,143.00
<b>Grand Total</b>		<b>\$27,549.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$22,163.00
G2 - All students will engage in arts, activities, and athletics	\$1,143.00
G4 - All students will stay in school on target to graduate	\$4,243.00
<b>Grand Total</b>	<b>\$27,549.00</b>