

Phoenix Elementary

10621666120703

Principal's Name: Jack Kelly

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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

School Site Council

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

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jack Kelly		5-11-20
SSC Chairperson	Veronica Perez-Aguayo		5-11-20

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 2020/21

Phoenix Elementary - 0098

ON-SITE ALLOCATION

3010	Title I	\$3,392 *
7090	LCFF Supplemental & Concentration	\$18,807
7091	LCFF for English Learners	\$1,143
3182	Comprehensive Support and Improvement	<u>\$11,392</u>
TOTAL 2020/21 ON-SITE ALLOCATION		\$34,734

* 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	\$96
Remaining Title I funds are at the discretion of the School Site Council	<u>\$3,296</u>
Total Title I Allocation	\$3,392

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Phoenix Elementary 2020-2021 - 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 %	2018-2019	7 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7 %	0 %	2018-2019	7 %

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
- Limited IPG tool feedback.
- Limited implementation of recursive standards
- The target 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 utilization of the math scope and sequence.
- Need for professional development around mathematical practices
- Limited IPG tool feedback.
- Limited implementation of recursive standards
- The target goal was not met.

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 29.7% Students with Disabilities, 29.7% African American, and 48.6% Hispanic.

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 29.7% Students with Disabilities, 29.7% African American, and 48.6% Hispanic.

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 students 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 students to comprehensive sites (Goal 3 and 4).
- CCI process to monitor MTSS for TIER 2 and TIER 3 students.

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:

Feedback and suggestions include: Due to students enrolling weekly and quarterly it is difficult to establish instructional routines. Continue to provide incentives for academic growth.

2 ELAC:

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

3 Staff:

Continue quarterly Smarty Party incentive for students who demonstrate academic growth on ELA/MATH focus standards and fluency. Sub release day to backward map essential standards.

Action 1

Title: Language Arts Support and Intervention (RTI)

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 ELA 2019-2020.

Phoenix will continue to implement district adopted comprehensive program for language arts (Wonders) and plan instruction aligned with Common Core State Standards (CCSS) for all students and in tandem with California English Language Arts and English Language Development Frameworks to support our English Language Learners.

- Implement ELD strategies and supplement EL curriculum resources into K-6th grade lesson design
- Teachers will utilize ELA 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 research-based practices.
- Tier 2: Provide levels of support for struggling learners (identified through iReady, BAS, CFA's and teacher judgment) will be addressed through the combination of in-class targeted support in the classroom (RTI).
- 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 grades k-6 significantly below grade level on KIAG, CFA's, I-Ready 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)
- CCI process utilized to review I-Ready data for 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 reviews of students mastering and students nearly mastering
- Review intervention data with the RTI teachers every 6 weeks, to determine program effectiveness and to re-align or exit students in groups
- Ongoing common formative assessments.
- Yearly calendared grade level plan of CFA within 6 week units.
- Calendar CFA's include assessment and data reflection.

Owner(s):

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

Timeline:

I-Ready and review after fall and spring administration.
Admin/Teacher Data Chats Quarterly
6 week CFA's 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
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, COST team meetings, and monthly SST's/IEP's.
- Supplemental contracts for instructional aids/classified to support intervention and extra support for students.
- After-school tutoring for students in grades k-6 significantly below grade level on KIAG, CFA's, fluency, and I-Ready through supplemental contracts for teachers.
- Purchase technology including tablets, equipment, buildings, and machines to support literacy.
- Incentives for students for achievement in literacy.

- Purchase Orders provided to Vendors such as Savemart, Costco, etc. To support student/parent engagement/activities and staff professional learning

Specify enhanced services for EL students:

- All actions targeted fro 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.

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 RIRA/Math development
- Manipulative/Supplies for Hands_on lessons
- Technology to support instruction and assessments.
- Vendor support will come from SaveMart, Costco, GW, Office Max

Action 2

Title: Math Support and Intervention

Action Details:

Phoenix will continue to implement the district adopted a comprehensive program for math (GO-Math). GO-Math will be utilized to plan instruction aligned with Common Core State Standards (CCSS) to provide learning opportunities with an emphasis on conceptual and procedural understanding. Instruction will include opportunities for application of concepts using real-world problems including digital application using technology for all students. Tier 2 intervention will be provided through a Blended Learning Model using GO Math Personal Trainer, Moby Max and targeted small group instruction following the administration of grade level CFA/CSAs and data analysis. Tier 3 intervention will happen through daily fluency practice of foundational math skills presented through the GVC, fluency timed tests and number talks.

- Teachers will work through assessment cycles by creating CFA/CSAs, analyzing data and planning for response.
- Teachers will implement a consistent method for teaching and assessing fluency in mathematics.
- IAB and I-READY will be used to assess student progress and adjust instruction where applicable.
- Continue school-wide use of the Mathematical Practices
- PLC'S will collaborate, create common assessment, and align math 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 (CFAs)
- Professional learning for the use of Collaborative Conversation strategies to be utilized in grades K-6th to deepen understanding in the content area.

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, I-Ready, DIBELS fluency.

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 backward map
- Admin substitute coverage for PL, ILT, Conference, Data Chats, and Grade Level Planning

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 Quarter 1, 2, 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 the AC team using "Foundations" and IPG to monitor effectiveness;
- On-going formative assessment about in recursive Math Standard #1-3
- Calendar Focus Standard CFAs 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

I-ready review after fall, winter, and spring

Admin/Teacher Data Chats-Quarterly

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

- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, COST team meetings, and monthly SST's/IEP's.
- Materials and Supplies to support mathematics
- Equipment lease
- Purchase Orders provided to Vendors such as Savemart, Smart and Final, Costco, etc. To support student/parent engagement/activities and staff professional learning
- Supplemental contracts for instructional aids/classified to support intervention and extra support for students.
- After-school tutoring for students in grades k-6 significantly below grade level on through supplemental contracts for teachers.
- Purchase technology including tablets, equipment, buildings, and machines to support mathematics.
- Incentives for students for achievement in mathematics.
- Direct Services - Food Services for professional learning of teachers and parent engagement
- Graphics-direct services for additional materials such as charts, booklets, and other resources necessary to support baseline, differentiation, and intervention of Math instruction.

Specify enhanced services for EL students:

- Implement designated ELD strategies into math lesson design.
- Incentives and awards presented to EL students as they are re-designation
- Designated and Integrated ELD Daily Use of scaffolds during instruction.
- Homework Help and tutoring for identified 4th - 6th EL students.
- Visual Supports (Charts to support
- Instruction of Content) Use of manipulatives and tools as needed to support student learning.
- Multiple opportunities to have peer-to-peer interaction during the instructional day.
- Home School Liaisons to support and communicate with parents regarding student academic progress, redesignation and/or concerns.

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, I-Ready 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, or I-Ready

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

Phoenix Elementary will host weekly parent support meetings to provide positive tools to promote reading in the

Describe Professional Learning related to this action:

- Continued professional learning to support questioning and planning questions in a progression to support

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

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

2020-2021 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.) to support reading comprehension and written expression**No Food or Incentives	2,686.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			After-School intervention support	4,424.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Target Core standards k-6th curriculum and intervention	3,679.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tablets, equipment, and technology to support literacy/math (G1A2)	840.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tablets, equipment, and technology to support literacy	600.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Equip Lease			Equipment Lease	3,975.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Grade level planning supplemental	610.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to target ELL subgroups (Warehouse, Office Depot. and GW)	1,143.00

\$17,957.00

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	27.43 %	24.286 %	2018-2019	31.286 %

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. The target for this goal was not met.

- Organized Sports (Soccer, flag football, volleyball, basketball)
- Peach Blossom
- Spelling Bee
- 4th-grade recorders Ukelele Club
- Rock Band
- 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, 75% of students did not meet behavior expectations. This disproportionality affects specific subgroups at Phoenix Elementary as our student population is 29.7% Students with Disabilities, 29.7% African American, and 48.6% Hispanic.

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, the 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 a positive adult role model in a 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.

<p>1 SSC:</p> <p>Feedback and Suggestions: School provides activities for students who may not have the opportunity to participate in at homeschool.</p>	<p>2 ELAC:</p> <p>N/A- Site does not meet the requirement of 21 EL students or more to warrant ELAC</p>	<p>3 Staff:</p> <p>Shared student engagement data with staff. Informed staff of new engagement opportunities provided for all students in TK through 6th grade. No input provided, staff very satisfied with new engagement opportunities. These engagement opportunities will continue to be provided next year.</p>
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Action 1

Title: Student Engagement Opportunities

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

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

- Quarterly monitoring of Engagement tab
- Quarterly monitoring of Engagements using Atlas tools to monitor subgroups and identify student/groups not participating in engagements.

Owner(s):

- Teachers, VP, ILT
- HSL/MP, Lead Teachers

Timeline:

Quarterly monitoring of engagements tab
Atlas Reports

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:

- 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):

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:

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

Differentiated PL, as needed

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 %	86.667 %	2018-2019	93.667 %
Exposure to Careers - 4th Grade	100 %	85.714 %	2018-2019	92.714 %
Exposure to Careers - 6th Grade	65.333 %	93.75 %	2018-2019	100 %

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
- Fresno Art Museum School
- Bricks for Kids 1x per year

School

- Career Day
- Fresno Parks-Science

Exposure to Careers - 4th Grade

Field Trip

- Fresno Chaffee Zoo
- 4th grade Link Up Concert

School

- Career Day
- Fresno Parks- Science

Exposure to Careers - 6th Grade

- Trip to Fresno City College

School

- Kids Invent
- Fresno Parks- Science

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

Exposure to Careers - 3rd 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 29.7% Students with Disabilities, 29.7% African American, and 48.6% Hispanic.

Exposure to Careers - 4th 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 29.7% Students with Disabilities, 29.7% African American, and 48.6% Hispanic.

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 29.7% Students with Disabilities, 29.7% African American, and 48.6% 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.

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:

Feedback and suggestions:
The site exposes students to a variety of careers.
Continue Career Day presentations.

2 ELAC:

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

3 Staff:

Students have the opportunity to be exposed to a variety of careers at their interest level.

Action 1

Title: Social-Emotional Learning and 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 of Non-violent Crisis Intervention training strategies for the entire staff to be utilized in grades K-6th to address Safe/Civil Educational settings for students who are a danger to themselves or others.
 - Lead Teacher team utilizes 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/Golden Rule
- 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)
- Olweus
- Meaningful Work

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

- Meaningful Work
- 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)
- Young Men of Character
- Girl Power
- Mentor program
- Vocational program (School-wide/classroom roles/jobs)
- 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
- Materials and Supplies needed:

Materials and other items required/needed to support students safety and continued reinforcement of Positive Behavior level and school I-wide activities & events on Social-Emotional Needs

Books and other reference materials as well as other consumable supplies for Social-Emotional Learning

Graphics - Direct services for additional materials such as certificates and other resources necessary to support student engagement, safety, behavior and social-emotional needs.

Direct Services for Food Services for students/parent engagement and activities

Purchase orders to vendors to support student/parent engagement activities.

Funds to provide students incentives focused on the 6 pillars of character such as prizes, monthly rallies, and quarterly Fun Works Assemblies. Incentives will be purchased from outside vendors

Specify enhanced services for EL students:

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):

- 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:

- 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

2020-2021 SPSA Budget Goal Subtotal

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

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies (Office Depot, GW, Savemart) to support SEL engagement and incentives. (G2A1)	1,289.00

\$1,289.00

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	94.256 %	91.126 %	2018-2019	92.126 %
Chronic Absenteeism	15.5 %	28.571 %	2018-2019	26.571 %
Suspensions Per 100	1.793 %	8.411 %	2018-2019	7.411 %

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.

Chronic Absenteeism

The chronic absenteeism rate of Phoenix is slightly higher than the district average. Key factors that supporting the current rate can be contributed to:

- Nearly 100% of students enrolled are bused in through district buses from all over Fresno Unified School district.
- 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.
- Low student participation in monthly attendance incentives
- Low parent participation at Parenting Lab Low parent participation at Quarterly family gathering. The target for this goal was not met.

Suspensions Per 100

Analysis of key factors that have contributed to the performance outcome have include:

- Limited implementation of Daily Class meetings
- 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.

The target for this goal was not met.

ADA Attendance

Phoenix ADA is slightly lower than the district average. Key factors that supporting the current rate can be contributed to:

- Nearly 100% of students enrolled are bused in through district buses from all over Fresno Unified

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

Chronic Absenteeism

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

- African American- 30.8%
- Hispanic/Latino- 30%
- Students with Disabilities-24%
- Socioeconomically Disadvantaged-31.8%

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 31.1% met criteria for chronic absenteeism, this disproportionality affects African American, Hispanic/Latino, Students with Disabilities and Socioeconomically Disadvantaged subgroups.

Suspensions Per 100

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

- African American- 3.3%
- Hispanic/Latino- 9.8%
- Students with Disabilities-10%
- Socioeconomically Disadvantaged- 5.8%

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 of 6.5 % disproportionality affects African American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged subgroup.

ADA Attendance

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

School district.

- The transient population of students served at Phoenix Elementary and students transitioning in and out of home 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.

African American-94.2%
Hispanic/Latino-88.48%
Students with Disabilities-91.02%

Due to nearly 100% of the student population being bused in from around Fresno Unified School District, the high attendance rates disproportionately specific subgroups at Phoenix Elementary as our student population is 29.7% Students with Disabilities, 29.7% African American, and 48.6% 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.

CSI Targeted Plans

Sub-release days will allow teachers the opportunity to collaborate/plan/observe the SEL needs of students (Goal 4 Action 2). Restructure the Re-engagement to provide de-escalation techniques (Goal 4, Actions 2). Work with Cross-Functional Pivot Team and CSI Manager to do a root cause analysis of chronic absenteeism and suspension data. Review and identify resource inequities. Identify evidence-based intervention strategies. Identify actions regarding the use of data to plan, implement, monitor and evaluate improvement efforts. Professional learning around the work specifically correlated to the CSI Identification.

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 with 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: ADA Attendance Student Support & Chronic Absenteeism

Action Details:

In the 2019-2020 school year students enrolled with Phoenix Elementary had a 91.13% daily attendance rate, and 31.3% of enrolled students 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 spent in class

engaged and on-task.

- Implement an attendance incentive program for all students through the guidance of the CWAS/Home School Liaison.
- HSL/CWAS/Social worker home visits
- Staff will consistently implement tardy/late protocols.

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.
- Daily attendance records/logs Home visits
- Attendance Chats (CWAS) Health office referrals
- School climate & Culture Data (Parent & Student)
- Entry Data (Counseling or Other)
- Cross-Function Pivot Team and CSI Manager

Owner(s):

- Principal
- Vice Principal
- Teachers
- Students
- Office Staff
- CWAS
- Home School Liaisons
- Social Worker
- SPED Team

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly Incentives

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
- Implement an attendance incentive program for students and parents through the guidance of the CWAS/Home School Liaison.

Targeted CSI Approach:

- The School Child Welfare Attendance Specialist will work in tandem with our Social worker to support parents and student's with an absenteeism rate between 5 - 9.99% (Tier 2) and students displaying Chronic Absenteeism, 10% or higher, (Tier 3) through phone calls, and home visits.
- Substitutes to provide coverage for teachers to attend COST or SST meetings or attend professional learning/planning around student attendance and/or school-related activities on attendance.
- Partnering with stakeholders at the site level as well as district-level (Cross-Functional Pivot teams, CSI manager assigned to Phoenix Elementary) to identify root causes for chronic absenteeism data.
- Professional Learning rooted in the work specifically correlated to the CSI identified student groups.
- Supplemental Contracts (Saturday Academy or After-school tutoring)
- Actions regarding the use of data, plan implementation, monitoring, and evaluation of improvement efforts.

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.
- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring EL students.

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.
- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring for low performing student groups.
- Cross-Functional Pivot teams to support root cause analysis for low performing student groups and with a plan to improve low-performing students who have chronic absenteeism.

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

- Weekly Parent 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
- Staff will make proactive contacts with parents of students with elevated absences.

Describe Professional Learning related to this action:

- Professional Learning for site leaders and teachers focused on CSI identified students
- Transition Meetings Teachers/Admin/CWAS
- Teacher subs for professional development.
- Professional learning on building relationships and continuing to make connections with students and staff to support attendance.

Action 2

Title: Suspensions per 100

Action Details:

Phoenix Elementary will focus on decreasing the suspension rate through strategic and targeted actions that involve all stakeholders.

Teachers and Staff will create a positive school environment by providing SEL opportunities on a daily basis.

Students with recurring Tier 2 behaviors will be referred to the COST team to plan for interventions to address specific behaviors.

Students with recurring Tier 2 and Tier 3 behaviors that have not improved through COST interventions will be referred to SST's

Admin and Social worker will hold parent meetings with all students who have repeatedly demonstrated Tier 3 Misbehavior's and parents of these students will be provided resources to support the progress of their child at home.

Contract with Cencal Mentoring to provide intervention to a cohort of identified Tier 2 and Tier 3 students needing more individualized supports for behavioral needs.

Re-engagement (Reflection room) room utilized to de-escalate.

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

- ATLAS Student Portfolio Data
- Classroom referral
- Office referral data
- Power BI
- California Dashboard
- Cross-Functional Pivot Team and CSI manager

Owner(s):

- Principal
- Vice-Principals
- COST team
- Teachers
- Parents
- Students
- HSL
- CWAS
- Mentor
- Culture and Climate Team
- SPED Team

Timeline:

Teachers weekly monitoring classroom referral/behavior system
Vice-Principals monitoring office referral/suspension data weekly.
Bi-Monthly COST meetings and reports to teachers/staff
Review/report quarterly data to parents.

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 students to comprehensive sites.

All students will participate in Class Meetings and Second Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.

School-wide structures and incentives will be continued, refined, and/or created to support positive student behaviors.

CenCal Mentoring to support building relationships.

Materials Needed:

- Class Meeting, Second Step and Olweus Curriculum
- Materials and supplies to support SEL lessons and activities
- Positive behavior incentives.

Targeted CSI Approach

- Professional learning on de-escalation techniques for all staff.
- Utilize the Re-engagement room to provide de-escalation techniques and sensory tools to calm down.
- Partnering with stakeholders at the site level as well as district-level (Cross-Functional Pivot teams, CSI manager assigned to Phoenix Elementary) to identify root causes for suspension data.
- Professional Learning rooted in the work specifically correlated to the CSI identified student groups.
- Actions regarding the use of data, plan implementation, monitoring, and evaluation plan improvement efforts.
- Sub-release days to allow teachers the opportunity to collaborate/plan/observe the SEL needs of students.

Specify enhanced services for EL students:

All EL students have an equal opportunity to participate in engagement activities.

- Counseling and interventions will be offered in students' primary language when available
- HSL/Social worker will ensure that students and parents are able to access any resources/information that is not in their primary language.
- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring so the site can create an action plan to decrease the suspension rate of EL's.

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

- 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.

Specify enhanced services for low-performing student groups:

- Student discipline and suspension data will be used to ensure that low-performing students are provided access to social-emotional resources.
- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring for low performing student groups.
- Cross-Functional Pivot teams to support root cause analysis for suspensions in low performing student groups and create a plan to decrease the suspension rate of low-performing student groups.

Describe Professional Learning related to this action:

Work with receiving schools (Admin, mentors, teachers, etc) to connect Phoenix students and parents to new schools. 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
- Teachers and Admin will continue to seek opportunities for off-site professional learning pertaining to supporting students' social-emotional needs, including travel and conference expenses. (Safe & Civil School

- 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.

- Conference, district-provided PL during non-duty hours as applicable...)
- Continue ongoing PL with SEL for staff for SEL awareness and increase SEL strategies
- The site will participate in professional development around positive behavior support with the Climate Culture team.

Action 3

Title: Parent Support Group

Action Details:

In 2019-2020 the average Parenting Lab attendance was 40 adults. Examination of the sign in sheets revealed 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:	<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

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.

2020-2021 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
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies (Office Depot, GW, Savemart ect.) for involvement and attendance incentives	4,000.00
G4A2	ESSA-CSI	Instruction	Teacher-Supp			Teacher Aterschool/ Saturday School	5,448.00
G4A2	ESSA-CSI	In-House Instructional Staff Deve	Teacher-Subs			Teacher Development/Professional Learning	5,944.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement (GW, Office Depot) No Food or incentives.**Stamps/flyers/orientation packets	96.00

\$15,488.00

2020-2021 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.) to support reading comprehension and written expression**No Food or Incentives	2,686.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			After-School intervention support	4,424.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Target Core standards k-6th curriculum and intervention	3,679.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tablets, equipment, and technology to support literacy/math (G1A2)	840.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tablets, equipment, and technology to support literacy	600.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Equip Lease			Equipment Lease	3,975.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Grade level planning supplemental	610.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to target ELL subgroups (Warehouse, Office Depot. and GW)	1,143.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies (Office Depot, GW, Savemart) to support SEL engagement and incentives. (G2A1)	1,289.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies (Office Depot, GW, Savemart ect.) for involvement and attendance incentives	4,000.00
G4A2	ESSA-CSI	Instruction	Teacher-Supp			Teacher Aterschool/ Saturday School	5,448.00
G4A2	ESSA-CSI	In-House Instructional Staff Deve	Teacher-Subs			Teacher Development/Professional Learning	5,944.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement (GW, Office Depot) No Food or incentives.**Stamps/flyers/orientation packets	96.00

\$34,734.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,392.00
ESSA-CSI	3182	\$11,392.00
Sup & Conc	7090	\$18,807.00
LCFF: EL	7091	\$1,143.00
Grand Total		\$34,734.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$17,957.00
G3 - All students will demonstrate the character and competencies for workplace success	\$1,289.00
G4 - All students will stay in school on target to graduate	\$15,488.00
Grand Total	\$34,734.00