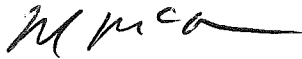


Phoenix Secondary

10621660120964

Principal's Name: Mark McAleenan

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

| Table of Contents | |
|--------------------------------------|---|
| Topic | Details |
| Cover Page | <i>CDS Code with Signature</i> |
| Table of Contents | <i>Listing of SPSA Contents and District Goals</i> |
| Centralized Services | <i>N/A</i> |
| Assurances | <i>Consolidated Program Assurances</i> |
| School Site Council | <i>Members list</i> |
| Required Signatures | <i>Principal and SSC Chairperson</i> |
| Additional Documents | <i>Site Parent Involvement Policy/Compact/SSC Bylaws</i> |
| School Quality Review Process | <i>Data Analysis and identification of needs and goals</i> |
| School Report Card | <i>Needs Assessment</i> |
| Action Plan | <i>Action designed to meet the needs and accomplish the goals</i> |
| Budget | <i>Allocations and planned expenditures</i> |

| District Goals | |
|--|---|
| The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day. | |
| 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


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

School Site Council

| School Site Council List | | | | | |
|--------------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Mark McAleenan | X | | | | |
| 2. Chairperson - | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
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| 7. | | | | | |
| 8. | | | | | |
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| 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 Single Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Mark McAleenan |  | 3/27/17 |
| SSC Chairperson | | | |

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Phoenix Secondary - 0102

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|-----------------|
| 3010 | Title I | \$4,725 * |
| 7090 | LCFF Supplemental & Concentration | \$18,135 |
| 7091 | LCFF for English Learners | \$5,715 |
| TOTAL 2017/18 ON-SITE ALLOCATION | | \$28,575 |

| | |
|--|----------------|
| * Title I requires a specific investment for Parent Involvement | |
| Title I Parent Involvement - Minimum Required | \$110 |
| Remaining Title I funds are at the discretion of the School Site Council | \$4,615 |
| Total Title I Allocation | \$4,725 |

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

| Selected | ID | Description | ¹⁴ Rank Based on EOY 15-16 | EOY 13-14 | EOY 14-15 | EOY 15-16 | Q3 16-17 | Data Source Location |
|--------------------------|----------------------|--|---------------------------------------|--------------------|-----------|-----------|------------------|---------------------------------------|
| <input type="checkbox"/> | 3165 | District Dashboard (Goal 1): Performance on Smarter Balance (ELA) | 3/4 | N/A ³ | 1.96% | 0.00% | N/A ³ | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 3166 | District Dashboard (Goal 1): Performance on Smarter Balance (Math) | 2/4 | N/A ³ | 0.00% | 0.00% | N/A ³ | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 3158 | District Dashboard (Goal 4): Percentage of students with a D or F on their report card | 7/7 | 0.00% ⁴ | 90.43% | 92.86% | 78.57% | •LCAP Dashboard - 8OtherPupilOutcomes |

2 - Social Emotional/Climate Culture

| Selected | ID | Description | ¹⁴ Rank Based on EOY 15-16 | EOY 13-14 | EOY 14-15 | EOY 15-16 | Q3 16-17 | Data Source Location |
|--------------------------|---------------------|---|---------------------------------------|-----------|-----------|------------------|------------------|--|
| <input type="checkbox"/> | 917 | District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress). | 4/7 | 0.00% | 0.00% | 0.00% | 0.00% | •LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT |
| <input type="checkbox"/> | 863 | Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT) | 1/6* | 0.00% | 0.00% | N/A ⁹ | N/A ⁹ | •LCAP Dashboard - 4PupilAchievement |

Number and percentage of current English

| | | | | | | | | |
|--------------------------|----------------------|--|------|-------------------|-------------------|---------|---------|--|
| <input type="checkbox"/> | 2358 | Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT | 5/7 | 62.50% | 64.29% | 47.37% | 58.33% | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 48 | ADA Attendance Rate | N/A* | 0.00% | 0.00% | 0.00% | 0.00% | •LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance |
| <input type="checkbox"/> | 4849 | Number and percentage of students who are truant as defined by education code (3 or more truancy violations) | 6/7 | N/A ¹⁰ | N/A ¹⁰ | 91.84% | 83.33% | •LCAP Dashboard - 5PupilEngagement |
| <input type="checkbox"/> | 2001 | District Dashboard (Goal 4): On-campus suspension instances per 100 | 1/7 | 81.25% | 45.74% | 0.00% | 1.19% | •LCAP Dashboard - 6SchoolClimate |
| <input type="checkbox"/> | 843 | District Dashboard (Goal 4): Out of school suspension instances per 100 | 7/7 | 81.25% | 142.55% | 161.22% | 180.95% | •LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions |
| <input type="checkbox"/> | 528 | District Dashboard (Goal 4): Expulsions per 100 | 1/7 | 0.00% | 1.06% | 0.00% | 0.00% | •LCAP Dashboard - 6SchoolClimate |

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date :

Last Edit: -

Save

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0102 Phoenix Secondary (Locked)

| Action | Domair | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|--------|---------------|----------------------|--------------|-----------|-----|--|--------------------|
| 2 | 1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Mailings, bus tokens for parents, outreach etc. | 520.00 |
| 2 | 2 | Sup & Conc | Instruction | Mat & Supp | | | Incentives for student progress. Materials and supplies. | 7,885.00 |
| 2 | 1 | Sup & Conc | Instruction | Nc-Equipment | | | Purchase of supplemental equipment, materials, and technology to support instruction | 8,000.00 |
| 2 | 1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent participation, awards assembly luncheon | 2,250.00 |
| 2 | 1 | LCFF: EL | Instruction | Mat & Supp | | | Technology to support English learners | 5,415.00 |
| 2 | 1 | LCFF: EL | Instruction | Direct-Other | | | LPAC/CELDT Assessor charges by REA | 300.00 |
| 3 | 1 | Title 1 Basic | Instruction | Teacher-Supp | | | Coaching | 1,777.00 |
| 3 | 2 | Title 1 Basic | Instruction | Oth Cls-Supp | | | Coaching | 2,428.00 |
| | | | | | | | | \$28,575.00 |

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|--------------------|
| Title 1 Basic | 3010 | \$4,725.00 |
| Sup & Conc | 7090 | \$18,135.00 |
| LCFF: EL | 7091 | \$5,715.00 |
| Grand Total | | \$28,575.00 |

| Domain Totals | Budget Totals |
|-------------------------|--------------------|
| Academic | \$18,262.00 |
| SEL / Culture & Climate | \$10,313.00 |
| Grand Total | \$28,575.00 |

Phoenix Secondary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|----------------------|-----------|----------|--------|
| 48 - Attendance rate | 80 | 85 | |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Truancy Intervention: Phoenix Secondary will coordinate truancy interventions through a weekly meeting that includes: site administration, school social workers, and the attendance technician. Incentives will be provided for good attendance including: items from the Phoenix student store, reward activities, and other incentives. Truancy interventions will include: daily parent calls, home visits, A2A Conferences, reports to probation, and referrals to SARB. Students who are habitually truant will be added to a watch list and reviewed weekly at the Truancy Meeting.

SMART Goals

By the end of the 2017-2018 school year, Phoenix Secondary will have an average daily attendance of 85% or more.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Attendance data will be generated weekly in preparation for the attendance meeting.

Owner(s):

School social workers, admin, attendance tech.

Timeline:

Data will be reviewed during weekly Truancy Meeting.

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

Parents will be notified daily of non-attendance. Home visits and parent conferences will be conducted to address attendance concerns.

Describe Related Professional Learning:

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Incentives and awards assemblies for good attendance. Mileage reimbursement for school social workers and administrators conducting home visits.

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 3158 - Students with a D or F on their report card | 78 | 60 | |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Academic Intervention: Phoenix Secondary will ensure academic progress of students with intensive monitoring of grades, individualized support through small class sizes, and interventions to support students falling behind. The Teacher on Special Assignment and Counselor will check grades for students weekly and coordinate interventions with the classroom teachers. Students will complete missed assignments in class, during pull out tutoring, or during mandatory lunch/after school tutorials. Teachers will be expected to input two graded assignments in Atlas for every student on a weekly basis.

SMART Goals

By the end of the 3rd quarter of the 2017-2018 school year, fewer than 60% of students will have a D or F on their report card.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

The D and F list will be reviewed weekly by the TSA and counselor to identify students for academic intervention and analyze trend data with site administration.

Owner(s):

TSA, counselor, classroom teachers, and administration.

Timeline:

Weekly and quarterly grade reports.

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

Progress reports, quarter, and semester grades will be mailed to parents. Parents will be contacted by the teachers and counselor when academic concerns arise. Parents are expected to participate in 3 parent gatherings and informational sessions per year.

Describe Related Professional Learning:

Teachers will attend FUSD trainings on Curriculum and Instruction. Site level professional learning will focus on grading practices and reflect a shift towards competency based grading models.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Lab equipment, supplemental curriculum, classroom materials, computers for EL students, and technology to assist struggling learners. Awards assemblies and other incentives for academic progress.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

EL students will have access to laptops to support them in class. Additional training will be provided to teachers regarding best practices to support the success of EL students. The CELDT coordinator will conduct CELDT chats to identify growth areas and discuss redesignation criteria.

Phoenix Secondary Budgeted Expenditures

| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
|--------|--------|---------------|----------------------|---------------------------|-----------|-----|--------|--|---------------------|
| 2 | 2 | Sup & Conc | Instruction | Materials & Supplies | | | | Incentives for student progress. Materials and supplies. | \$ 7,885.00 |
| 2 | 1 | LCFF: EL | Instruction | Materials & Supplies | | | | Technology to support English learners | \$ 5,415.00 |
| 2 | 1 | Sup & Conc | Parent Participation | Materials & Supplies | | | | Parent participation, awards assembly luncheon | \$ 2,250.00 |
| 2 | 1 | Sup & Conc | Instruction | Non Capitalized Equipment | | | | Purchase of supplemental equipment, materials, and technology to support instruction | \$ 8,000.00 |
| 2 | 1 | LCFF: EL | Instruction | Direct-Other (Dr) | | | | LPAC/CELDT Assessor charges by REA | \$ 300.00 |
| 2 | 1 | Title 1 Basic | Parent Participation | Materials & Supplies | | | | Mailings, bus tokens for parents, outreach etc. | \$ 520.00 |
| | | | | | | | | Total | \$ 24,370.00 |

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 2080 - Students engaged in a goal 2 activity | 80 | 85 | |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Goal 2: Phoenix Secondary will continue to participate in the Charter School Athletic League which provides an opportunity for students to compete in the following sports: flag football, basketball, volleyball, and mushball. Lunch time activities will include: clubs, intramural sports, and spirit week activities. Phoenix will continue with Outdoor Education field trips to expose students to new activities and build their self efficacy. These activities support positive school engagement, improvement in behavior, a sense of camaraderie, enhanced self esteem, and improved academic performance.

SMART Goals

85% of students will participate in a Goal 2 activity such as: interscholastic sports, intramural sports, and lunchtime clubs/activities.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Rosters will be generated from interscholastic sports, intramural sports, and clubs.

Owner(s):

Guidance Learning Advisor, PE coach, club sponsors.

Timeline:

Data will be compiled quarterly to track participation rates.

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

Parents will be provided game schedules and encouraged to become more involved in school activities.

Describe Related Professional Learning:

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Sports equipment, sports uniforms, score board / time system, coaching contracts, extra pay contracts, officiating contracts, Outdoor Education field trips, materials / supplies for clubs, and mileage reimbursement.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Phoenix Secondary Budgeted Expenditures

| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
|--------|--------|---------------|-------------|-------------------------------|-----------|-----|--------|------------------------|--------------------|
| 3 | 1 | Title 1 Basic | Instruction | Teacher-Supplemental Salaries | | | | Coaching | \$ 1,777.00 |
| 3 | 2 | Title 1 Basic | Instruction | Other Classified-Supplemental | | | | Coaching | \$ 2,428.00 |
| | | | | | | | | Total | \$ 4,205.00 |

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 7136 - Self-Management construct of the secondary survey results for questions 19-26 | 80 | 85 | |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Behavior Modification for Readmission: Phoenix Secondary will implement a school-wide behavior modification system in order to prepare students for readmission hearings conducted at the end of each semester. The system promotes the development of appropriate school behaviors. All teachers are trained to implement the system in their classrooms. The Reengagement Center provides an intervention for students who are struggling to follow classroom and campus rules. The safety assistants and Reengagement Teacher will determine whether students are ready to return to class. The intensive intake process will identify appropriate behavioral and social emotional services for each student which may include: individual counseling, group counseling, and anger management. Incentive activities will reinforce behavioral changes of students. The services are provided by two school social workers. Students on suspended expulsion or expulsion status must earn a 2.0 gpa, level 3 or 4, and 90% attendance in order to meet criteria for readmission.

SMART Goals

80% of students will meet criteria for readmission at the conclusion of their term of expulsion.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Formative data is reviewed weekly using the Behavior Tracking Tool, Reengagement Center Data, and suspensions. Summative data will be collected following the Readmission Hearings.

Owner(s):

Classroom teachers, SSWs, Admin, counselor, TSA, school psych, REC teacher, and safety assistants.

Timeline:

Dec 2017 Readmission results.

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

Parents participate in the process of identifying appropriate services for their students. Parents receive a daily behavioral update on their students. Parents are welcomed on campus every Friday for a food giveaway and 3 times per year for special events.

Describe Related Professional Learning:

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Reengagement Center Teacher. Incentives for behavioral progress.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|------------------------------|-----------|----------|--------|
| 2523 - Total graduation rate | 70 | 80 | |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Progress towards graduation: All students will be given the academic support needed to progress towards graduation through small class sizes, individualized support, and close monitoring. Students will be enrolled in credit recovery opportunities including: APEX and FAS classes. AB 1802 conferences will be held with all students and reviewed each semester. Students who are candidates for the California High School Proficiency Exam will be provided necessary resources to prepare for and take the exam.

SMART Goals

By December 2017, students in grades 9-12 will earn 30 credits as measured by an average of the total number of credits earned divided by the total number of high school students enrolled.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Aggregate and by student credit accumulation data will be reviewed in December and June.

Owner(s):

Counselor, Guidance Learning Advisor, APEX teacher

Timeline:

December 2017
June 2018

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

Parents will be advised of their students' progress towards graduation and opportunities for credit recovery by the guidance counselor.

Describe Related Professional Learning:

APEX training will be provided to teachers.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Computers for on-line courses. APEX fees. Fresno Area Express tokens for students attending night school. Locking carts for laptops. Triplicate forms for AB 1802 conferences. Preparation materials and exam fees for the California High School Proficiency Exam.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 7135 - Social-Awareness construct of the elementary survey results for questions 1-9 | 80 | 100 | |

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

College and Career Readiness: Phoenix Secondary will provide career readiness activities to all 11th and 12th grade students appropriate to their credit status and individual preparation. The career readiness activities will include: resume development, mock interviewing, financial literacy, internships, job site visits, and paid work experiences. Students will be supported in their obtainment of a California Identification card and a bank account. In addition, students will be provided work clothes and support for transportation. All graduating seniors will be enrolled in post-secondary education, the military, or vocational training. Students will be exposed to college life through the Si Se Puede conference and the African American student conferences at Fresno State. Students will be provided support with FAFSA completion and college applications.

SMART Goals

100% of graduating seniors will enroll in post-secondary education or vocational training. 100% of 11th and 12th graders will participate in career readiness activities.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Data will be gathered on post secondary education enrollment and vocational training.

Owner(s):

Counselor

Timeline:

June 2018

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

Parent outreach will be extensive during the job placement portion of the Phoenix career readiness program. Parents will provide input on prospective job placements and transportation arrangements. Parents will be involved in the process of obtaining bank accounts and identification. Parents will be advised of post-secondary education options and vocational training.

Describe Related Professional Learning:

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

College and career readiness activities will require the following: Conference registration fees, parking fees, mileage reimbursement fees, application fees, clothing for work experience, birth certificate fees, and Social Security Card fees,

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

