

**Phoenix Secondary**

10621660120964

Principal's Name: Mark McAleenan

Principal's Signature: 

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

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**



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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Mark McAleenan</b>	X				
2. <b>Chairperson -</b>					
3.					
4.					
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mark McAleenan		3/28/19
SSC Chairperson	Stephanie Prentiss		3/28/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Phoenix Secondary - 0102

**ON-SITE ALLOCATION**

3010	Title I	\$5,460 *
7090	LCFF Supplemental & Concentration	\$19,664
7091	LCFF for English Learners	\$6,096
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$31,220</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$210
Remaining Title I funds are at the discretion of the School Site Council	\$5,250
Total Title I Allocation	\$5,460

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

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7 %	0 %	2017-2018	7 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7 %	0 %	2017-2018	7 %
One D or F on Any Report Card (grades 2-12)	65.152 %	74.214 %	2017-2018	67.214 %

**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)

Students arrive at Phoenix Secondary continuously throughout the school year. Students have significant academic gaps, truancy, and behavioral concerns that impact test results. Students who take the SBAC have typically been enrolled fewer than 60 days at the time of administration.

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

Students arrive at Phoenix Secondary continuously throughout the school year. Students have significant academic gaps, truancy, and behavioral concerns that impact test results. Students who take the SBAC have typically been enrolled fewer than 60 days at the time of administration.

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

- Attendance rates impact grades
- Academic gaps of incoming students
- Missed class time due to behavioral issues
- Transfer grades are typically all Fs

**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)

Subgroup results were consistent.

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

Subgroup results were consistent.

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

- Subgroups had similar results
- Small sample size skews data. An entire subgroup may be composed of 1 student.

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

- Lunch and 6th period tutorial has had a positive impact on grades in semester 2.
- Access to technology is approaching a 1 to 1 student to device ratio.
- Parents received grades by mail during each grading period.

**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.

The metrics will remain the same for 2019-2020 school year. The following are new actions:

- Utilize new Teacher on Special Assignment to coordinate mandatory, weekly tutorials and other academic interventions (Goal 1)
- Institute monthly tutorial schedule during which students will be assigned to meet with a teacher whose class they are failing for an 80 minute tutorial (Goal 1)
- Implement weekly tutorial with Fresno State tutors under the African American Advancement Initiative (Goal 1)
- Implement weekly class meetings to address barriers to academic progress (Goal 4)

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

**1** SSC:

Phoenix Secondary will launch a SSC in August 2019.

**2** ELAC:

Phoenix Secondary will launch an ELAC in 2019.

**3** Staff:

- Academic goal setting monthly
- Special schedule for tutorial period
- Implement Olweus class meetings

## Action 1

**Title:** Academic Interventions

**Action Details:**

Phoenix Secondary will continue to utilize MAP testing to identify the individual learning needs of each student and provide core academic teachers with the data needed to provide targeted support. MAP testing will measure student's progress towards acquisition of grade level skills through three test administrations: September, December, and May. Tier 1 Interventions: All students will engage in monthly academic reviews and goal setting activities utilizing Microsoft TEAMS. Staff will ensure the academic progress of students by closely monitoring grades, providing individualized through the small class sizes, and using Microsoft TEAMS to monitor assignment completion. Teachers will input a minimum of two graded assignments in Atlas each week. Tier 2 Interventions: Push-in support from instructional aides, support from the RSP teacher, and Cohort Debriefs addressing the needs of struggling students through a multi-disciplinary team. Tutoring support provided by Fresno State tutors under the African American Advancement Initiative. Tier 3 Interventions: During the monthly tutorial schedule, all students with Fs will attend mandatory tutoring in a class they are failing for an 80 minute block. Students with Fs will also be assigned to a mandatory, daily tutorial during lunch. They will receive tutoring support from two credentialed teachers to complete assignments from their core classes and will have access to Kahn Academy. Teachers will continue their work with the Personalized Learning Initiative to engage reluctant learners.



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

The D and F list will be reviewed weekly by the Teacher on Special Assignment to identify students for tutorial.

The MAP coordinator will provide test results to core teachers following each administration.

#### Owner(s):

Teacher on Special Assignment, Guidance Learning Advisor, Map Coordinator, Tutorial teachers, Fresno State tutors, IEP case managers

#### Timeline:

1. Weekly grade reports
2. MAP results in Sept, Dec, and May

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

- Computers for 1 to 1 student to device ratio for implementation of the Personalized Learning Initiative
- Teachers will receive supplemental curriculum, lab supplies, classroom materials, and other technology to enhance instruction
- Students will complete and submit assignments through Microsoft TEAMS to bolster their technology skills.
- Contract for the ELPAC assessor.

#### Specify enhanced services for EL students:

The ELPAC coordinator will conduct individual goal setting with EL students. Computers and headphones will be available to support EL students in the classroom. Students will have access to EL adapted texts and a wide-range of literature at various Lexile levels.

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

- ELPAC chats for EL students.
- Lunchtime tutorial with a SPED credentialed teacher.
- Lunchtime tutorial with a Spanish speaking, credentialed teacher.
- Academic goal setting for all students.
- Quarterly progress chats with SPED students related to IEP goals.
- Academic tutoring for African American students by Fresno State tutors.
- Mentoring of African American males by United Black Men of Fresno under the A4 initiative.

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

Academic progress reports including all progress reports and report cards are mailed home to improve communication with parents. Parents are expected to attend 3 parent gatherings and information sessions each school year. Parents are encouraged to check Atlas Parent Portal and sign up for Edutext in addition to reviewing the daily behavioral report.

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

All teachers will receive ongoing training about the use of technology in the classroom as part of our Microsoft School initiative. Targeted teachers will continue with the Personalized Learning Initiative and will provide training and support to their fellow teachers. Teachers will continue to attend trainings provided by Curriculum and Instruction. Teachers will also continue training on Project Based Learning.

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (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	Nc-Equipment			Computers, classroom equipment, and other technology to support instruction	4,940.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Incentives for student progress.	4,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support English learners.	2,684.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assesor	400.00

**\$12,024.00**

**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	99.362 %	36.17 %	2017-2018	43.17 %

**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**

The data is not being accurately tracked. We are currently at 100% participation in clubs and approximately 60% participation in interscholastic/interscholastic sports.

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

**Goal 2 Participation Rate**

There is no disproportionality for any subgroup.

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

We are pleased to report that all students are engaged in goal 2 activities.

**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.

- Expand lunchtime opportunities.
- Increase intramural sports participation.
- Implement 3 Spirit Weeks that engage students and staff in contests and other activities.
- Continue to offer 4 interscholastic sports.

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

**1** SSC:

**2** ELAC:

**3** Staff:

Phoenix Secondary will launch its SSC in August 2019.

Phoenix Secondary will launch its ELA in August 2019.

- Staff would like to see additional lunchtime activities.
- Staff would like additional opportunities to connect with students through sports.

## Action 1

**Title:** School-wide participation in clubs and activities

### Action Details:

Every student and teacher will participate in clubs. Phoenix Secondary staff will continue to coordinate high interest, meaningful clubs on a monthly basis. Students will select clubs at the time of enrollment and will remain in the club for a semester. Phoenix Secondary will continue to participate in the Charter School Athletic League, which provides students to participate in the following interscholastic sports: flag football, basketball, volleyball, and mushball. The Leadership Club will sponsor three Spirit Weeks to promote school-wide engagement and promote healthy student and staff relationships. Lunchtime activities will include: clubs, intramural sports, and spirit week activities. Phoenix Secondary will provide Outdoor Education field trips to expose students to new activities and build their self efficacy. Subject specific field trips to Santa Cruz to study ecosystems. A trip to FCC art programs and Arte Americas. These activities support student engagement, improved behavior, a sense of camaraderie, enhanced self esteem, leadership opportunities, and improved academic performance. Students have the opportunity to conduct interviews and write articles for the school newsletter. Students complete art projects and campus beautification projects.

**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

Rosters will be tracked for clubs, intramurals, field trips, and interscholastic sports. The data will be uploaded into Atlas.

#### Owner(s):

Counselor, TSA club sponsors, and coaches.

#### Timeline:

Data will be compiled quarterly.

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

Sports equipment, sports uniforms, art supplies, field trips, extra pay contracts, club materials / supplies, and mileage reimbursement. Contract for the athletic director. Contract for Web page and Phoenix Flyer coordinator to publicize and celebrate school events. Credential/Classified supplemental contracts. Art supplies to support the two pottery wheels. Art and construction materials for the Project Based Learning with Monster City Studios.

#### Specify enhanced services for EL students:

All EL students will participate in clubs and activities that support interaction with teachers and peers.

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

- Weekly A4 luncheons for African American students featuring guest speakers and mentoring opportunities.

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

The Phoenix Flyer will be sent home to parents on a weekly basis to provide information on school events, games, and extracurricular activities. A school calendar and photos will be updated on the Phoenix Secondary website. Information on sports and clubs will also be provided at each of the three family gatherings.

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

Teachers will receive training on Project Based Learning and how to create meaningful community partnerships.

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Certificated coaching contracts. Campus Culture. Athletic director.	7,169.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental classified coaching contracts	6,245.00
G2A1	LCFF: EL	Instruction	Teacher-Supp			Coaching and Campus culture contracts	3,012.00

**\$16,426.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	100 %	5.263 %	2017-2018	12.263 %

**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.

<p><b>1</b> 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.</p> <p><b>Exposure to Careers - 8th Grade</b></p> <p>All 8th grade students attend CTE fairs and are provided other exposure to careers. Students will do Career Cruising activities.</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 8th Grade</b></p> <p>There is no disproportionality.</p>
---	---

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

All students are receiving exposure to careers through field trips, guest speakers, and the career fair. The data is not accurately tracked.

**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.

The job developer will coordinate the following:

- Career Fair
- Guest Speakers
- Workforce readiness training to 10th-12th grade 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:

Phoenix Secondary will launch its SSC in August 2019.

**2** ELAC:

Phoenix Secondary will launch its ELAC in August 2019.

**3** Staff:

- Career fair
- Job Shadowing

## Action 1

**Title:** College and Career Readiness Activities

### Action Details:

The Phoenix Secondary Job Developer will actively seek work experience opportunities for 10th-12th grade students who demonstrate employable behavior on campus. The Job Developer will assist students in grades 10-12 in obtaining a California ID and bank accounts. The Job Developer will lead students through Xello's career readiness activities. All 8th grade students will attend the CTE pathways fair. Phoenix Secondary will host two career days featuring industry professionals that will meet with students and provide information on career preparation and workplace opportunities. 100% of graduating seniors will enroll in post secondary or vocational training. 11th and 12th grade students will tour vocational education programs at Fresno City College. Phoenix Secondary will offer a CTE course in Construction Technology. The Men's Alliance and Women's alliance program will assist students in developing skills needed for the workforce. Students will attend the Si Se Puede and African American student conferences at Fresno State.

**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

Data will be gathered on the following: CTE field trips, post-secondary enrollment, CTE course completion, Career Cruising, and workplace experience.

#### Owner(s):

Job Developer, TSA, GLA, CTE teacher, and technology teacher

#### Timeline:

June 2020

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

- Field Trips to the CTE fair
- Field Trips to vocational programs
- Field Trips to colleges and universities
- Mileage reimbursement
- Parking fees
- Construction tools, equipment, safety gear, materials, and supplies
- Clothing purchases for work experience
- Transportation costs to work experience
- Fees for California IDs and support for students to open bank accounts
- Birth Certificate and Social Security Card fees
- Application fees
- Career Fair expenses

#### Specify enhanced services for EL students:

All EL students will engage in college and career readiness activities which promote literacy, communication

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

- African American Student Conference at Fresno State.

skills, and exposure to future opportunities. EL students will be included in the Si Se Puede conference at Fresno State.

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

Work readiness activities will require a high level of coordination with parents/guardians. Parents will provide input on job placements and post-secondary options.

- Si Se Puede Conference at Fresno State.
- Project Based Learning for all SDC students.

Describe Professional Learning related to this action:

The Job Developer, TSA, GLA, technology teacher, and CTE teacher will attend professional learning conferences to support the delivery of Career Readiness activities.



**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
Chronic Absenteeism	61.957 %	64.13 %	2017-2018	62.13 %
Suspensions Per 100	285.265 %	111.351 %	2017-2018	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.

**Chronic Absenteeism**  
Data reflects truancy rate prior to arrival at Phoenix Secondary.

**Suspensions Per 100**  
Data reflects suspensions prior to arrival at Phoenix Secondary.

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

**Chronic Absenteeism**  
There is no discrepancy.

**Suspensions Per 100**  
There is no discrepancy.

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

Truancy continues to be a challenge for Phoenix Secondary students. A significant number of students are already in the SARB process upon enrollment. The location of the school is also a challenge for some students. Title I funds have been used to provide incentives for good behavior and attendance. Students can earn rewards from the student store, attend luncheons, and participate in field trips. All three initiatives have motivated students to improve and will be continued next school year.

**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.

- Implement class meetings to address barriers to academic success
- Interventions by Probation Officer to address truancy and behavior
- Interventions by School Resource Officer to address truancy through the Juvenile Accountability Ordinance
- Youth Diversion programs at Central California Women's Facility and Valley State Prison
- Climate and Culture initiatives to address barriers to school attendance

**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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
Phoenix Secondary will launch its SSC in August 2019.	Phoenix Secondary will launch its ELAC in August 2019.	Suggestions from the Climate and Culture Team <ul style="list-style-type: none"> <li>Provide free clothing to students</li> <li>Provide food bags for students / families</li> <li>Provide hygiene products</li> </ul>

### Action 1

**Title:** Credit Attainment

**Action Details:**

All students will be provided support to address academic gaps and support their progress towards graduation through small class sizes, individualized support, and close monitoring. Phoenix Secondary utilizes a school-wide behavior modification system to promote appropriate school behavior for all students which preserves the classroom environment for learning. As needed, students receive counseling and other interventions to remove barriers to learning. In addition, students will be enrolled in credit recovery opportunities including: APEX and FAS classes. Teachers will utilize Microsoft Teams to communicate with students and monitor students' progress on make up work. Students earning Fs will be assigned to a mandatory tutorial.

**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**

Grades will be monitored on a weekly basis.

Credits will be monitored at the end of each semester.

**Owner(s):**

Counselor, tutorial teacher, and classroom teachers.

**Timeline:**

Weekly as well as Dec 2018 and June 2019.

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

- Computers for on-line courses
- APEX
- FAX tokens for FAS
- Carts for laptops to be stored securely and charged.
- Incentives for school-wide behavior modification program that preserves the learning environment
- Social emotional counseling
- Academic advising
- Reengagement Center
- Technology to support engagement including: televisions, Kindles, laptops, and headphones

- Graduation related expenses: cap & gown, photography, and ceremony costs

Specify enhanced services for EL students:

Bilingual guidance counseling is available to students and their families. The office staff is comprised of 4 bilingual staff who are able to support parents and students. Both school social workers provide bilingual services to students and families.

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

Parents will be advised of their students' progress towards graduation and the opportunities available for credit recovery. Parents receive personal phone calls every time a student is absent. Progress reports, quarter report cards, and semester report cards will all be mailed home. FAX tokens for parents to attend meetings and the three family gatherings.

Specify enhanced services for low-performing student groups:

- Fresno State tutors for African American students.
- Bilingual counseling and school social work services.
- Lunchtime tutorial with a SPED credentialed teacher and a Spanish speaking credentialed teacher.

Describe Professional Learning related to this action:

Professional learning opportunities related to curriculum and instruction.

## Action 2

**Title:** Students Will Meet Criteria for Readmission

Action Details:

Phoenix Secondary will implement a school-wide behavior modification system to prepare students for readmission hearings conducted at the end of each semester. The system promotes of school appropriate 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 common area rules. The safety assistants and Reengagement teacher will determine whether students are ready to return to class. All students will have an extensive intake process in order to identify appropriate behavioral and social emotional services which may include: individual counseling, group counseling, and anger management sessions. Incentive activities will reinforce positive behavioral changes in students. Students will be working to achieve a 2.0 gpa or higher, a level 3 or 4, 90% attendance, and avoid being suspended. The Climate and Culture Team is comprised of classified staff, teachers, administrators, and a school social worker. The CCT meets monthly to review the following data: REC referrals, suspensions, attendance, and arrests. The CCT proposes new initiatives to address areas of concern. The school social workers, VP, and TSA provide transition support for students exiting to comprehensive school sites. The transition process includes: a transition meeting with the receiving site, a summary of services / student profile, site visits, and transition IEPs.

**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

Formative data on students' behavior is recorded daily and will be reviewed weekly using a shared document. Reengagement Center visits are logged and reviewed. Summative data is collected on Readmission rates.

Owner(s):

Classroom teachers, SSWs, TSA, CCT teachers, Administrators, school psychologist, REC teacher, and safety assistants.

Timeline:

December 2019 Readmission results.

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

- Counseling services
- Behavior Modification
- Reengagement Center
- Provide free clothing to students
- Provide food bags for students / families
- Provide hygiene products
- Home visits to address truancy

- Incentives to promote improvement in grades, attendance, and behavior.

Specify enhanced services for EL students:

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

Parents will participate in identifying services for students. Parents receive grade reports by mail 6 times per year. Parents receive daily behavioral reports. Parents are encouraged to sign up for Edutext and to check the Atlas Parent Portal for real-time information on grades and attendance. Parents are expected to attend 3 family gatherings per year.

Specify enhanced services for low-performing student groups:

Describe Professional Learning related to this action:

- Social emotional training.
- Training on Project Based Learning.
- School social work conferences.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (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	Title 1 Basic	Parent Participation	Mat & Supp			Bus tokens for parents to attend meetings. Bus tokens for night school. Mailing of grades and information to parents. **NO FOOD, NO INCENTIVES**	520.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			Three parent gatherings.	2,250.00

**\$2,770.00**

## 2019-2020 Budget for SPSA/School Site Council

### State/Federal Dept 0102 Phoenix Secondary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Computers, classroom equipment, and other technology to support instruction	4,940.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Incentives for student progress.	4,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support English learners.	2,684.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assesor	400.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Certificated coaching contracts. Campus Culture. Athletic director.	7,169.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental classified coaching contracts	6,245.00
G2A1	LCFF: EL	Instruction	Teacher-Supp			Coaching and Campus culture contracts	3,012.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Bus tokens for parents to attend meetings. Bus tokens for night school. Mailing of grades and information to parents. **NO FOOD, NO INCENTIVES**	520.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			Three parent gatherings.	2,250.00
<b>Total</b>							<b>\$31,220.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$5,460.00
Sup & Conc	7090	\$19,664.00
LCFF: EL	7091	\$6,096.00
<b>Grand Total</b>		<b>\$31,220.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$12,024.00
G2 - All students will engage in arts, activities, and athletics	\$16,426.00
G4 - All students will stay in school on target to graduate	\$2,770.00
<b>Grand Total</b>	<b>\$31,220.00</b>