

Phoenix Secondary

10621660120964

Principal's Name: Mark McAleenan

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



<p>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.</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 and Family 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 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.</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 – Rogelio Nevarez		X			X
3. Angelina Torres					
4. Veronica Garza				X	
5. Beau Burger				X	
6. Kristen Debbas		X			
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" 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	Mark McAleenan		4-17-2020
SSC Chairperson	Rogelio Nevarez		4-17-2020

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 Secondary - 0102

ON-SITE ALLOCATION

3010	Title I	\$6,570 *
7090	LCFF Supplemental & Concentration	\$20,078
7091	LCFF for English Learners	\$4,572
3182	Comprehensive Support and Improvement	<u>\$25,988</u>
TOTAL 2020/21 ON-SITE ALLOCATION		\$57,208

* 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	\$219
Remaining Title I funds are at the discretion of the School Site Council	<u>\$6,351</u>
Total Title I Allocation	\$6,570

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 Secondary 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 %	2.778 %	2018-2019	9.778 %
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)

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

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 across demographic groups and genders. Students who enroll at Phoenix Secondary tend to have a history of low academic achievement due to a variety of factors including missed instructional time due to misbehavior and chronic absenteeism.

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

Subgroup results were consistent. Subgroup results were consistent across demographic groups and genders. Students who enroll at Phoenix Secondary tend to have a history of low academic achievement due to a variety of factors including missed instructional time due to misbehavior and chronic absenteeism.

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

We shifted from Cohort Debriefs to the Targeted Support Team model. This resulted in significant progress for some of our underperforming students. Additional tutorial sections were added.

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.

- We have monthly tutorial days for students with Fs to work with their teachers in an 80 minute block.
- We are continuing the expanded tutorial sections.
- We are moving to iReady assessments from MAP testing.

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:

Positive feedback was provided on the availability of tutorials for students.

2 ELAC:

The recommendation was to continue with tutorials and continue to expand access to computers.

3 Staff:

Teachers recommended the purchase of Newsela to provide literacy support based on individual reading levels across subject areas.

Action 1

Title: Academic Interventions

Action Details:

Phoenix Secondary will continue to utilize iReady testing to identify the individual learning needs of each student and provide core academic teachers with the data needed to provide targeted support. iReady testing will measure student's progress towards acquisition of grade level skills through multiple test administrations. 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 close monitoring of 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 referral to the Targeted Support Team which addresses the needs of struggling students through a multi-disciplinary team. 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. Students who are struggling may be assigned to one of the tutorial sections in order to raise their grades.

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

Owner(s):

Teacher on Special Assignment, School Counselor, iReady Coordinator, Tutorial teachers, IEP case managers

Timeline:

1. Weekly grade reports
2. iReady assessment results

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.
- Contract for iReady coordinators
- Contracts for lunch tutorial teachers.

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 through Newsela.

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.

Specify enhanced services for low-performing student groups:

- Tutorial sections for students struggling academically
- 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.

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.

2020-2021 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, equipment, and technology to support instruction.	5,170.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Travel			: Professional learning for teachers to engage with reluctant learners. PL for school social workers to address truancy and social emotional needs of students.	9,263.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Site coordinator for iReady providing proctoring support, data analysis, and interventions for teachers to address the needs of underperforming students.	5,122.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Purchase of student computers to achieve 1 to 1 device to student ratio.	2,548.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom materials and incentives for student progress.	4,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Purchase online literacy development tools, books, and digital library books.	1,123.00
G1A1	LCFF: EL	Instruction	Direct-Other			LCAP proctor.	400.00

\$27,626.00

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	43.17 %	42.424 %	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.

<p>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.</p> <p>Goal 2 Participation Rate</p> <p>Phoenix Secondary has a 100% participation rate in teacher sponsored clubs. Clubs meet monthly during a special schedule. Approximately 60% of students participate in at least one interscholastic sport.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Goal 2 Participation Rate</p> <p>There is no disproportionality for any subgroup.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All students participated in clubs this 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.

- Continue to expand lunchtime opportunities through additional extra pay contracts.
- Establish a consistent intramural sports program.
- Expand interscholastic sports program to include soccer.

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:

Parent input supported expansion of athletic opportunities to include soccer.

2 ELAC:

Positive feedback was provided on the extracurricular options and plans to expand them.

3 Staff:

The teachers recommended an expansion of lunchtime activities and intramural 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 History Revisited, the FCC art program, 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. We will expand lunchtime activities based on recommendations from the Climate and Culture Team.

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 for coaches / referees, 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 to expand lunchtime activities. Art supplies to support the two pottery wheels. Art and construction materials for the Project Based Learning.

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:

- All students participate in club and lunch time activities to promote engagement in the education process.
- Coaches conduct outreach to new students to promote involvement in sports.

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.

2020-2021 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, and athletics.	7,255.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Coaching and referee contracts.	6,321.00
G2A1	LCFF: EL	Instruction	Teacher-Supp			Coaching and campus culture contracts.	3,049.00

\$16,625.00

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	12.263 %	78.947 %	2018-2019	85.947 %

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>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.</p> <p>Exposure to Careers - 8th Grade</p> <p>8th grade students are provided multiple opportunities to explore careers through field trips to CTE fairs, campus speakers, and an on campus Career Fair.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 8th Grade</p> <p>There is no disproportionality.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The closure of schools canceled the Career Fair.

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.

- Additional speakers will be invited to campus.
- Expand job readiness and placement activities.
- Expand use of Xello to develop student portfolios.

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:
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A parent representative encouraged additional exposure for parents to the magnet programs and CTE pathways that is being offered to students.

Continue to engage culturally diverse industry partners for Career Fairs and speaking engagements.

Provide additional mock interviewing and portfolio development opportunities.

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. Students will attend a trip to UC Merced.

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 2021

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

Specify enhanced services for low-performing student groups:

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

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.

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	62.13 %	68.687 %	2018-2019	66.687 %
Suspensions Per 100	100 %	118.785 %	2018-2019	117.785 %

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

Phoenix Secondary continues to utilize a combination of incentives and interventions to address chronic absenteeism. Parents are called on each absence. The Truancy Team meets weekly to identify interventions for chronically absent students. A2A and Targeted Support Team conferences address chronic absenteeism. The student store and reward field trips are designed to promote regular attendance and good behavior. Students continue to struggle with chronic absenteeism due to transportation issues and familial structures.

Suspensions Per 100

Students are provided access to individual counseling, group counseling, and anger management groups. Teachers implement a school wide behavior modification and tracking system to help students regulate their behavior. The Reengagement Center is utilized for to help students deescalate and demonstrate self control before returning to class. In spite of the resources and initiatives, Phoenix Secondary students are suspended at a higher rate due to aggressive behavior towards staff or other students.

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

Chronic Absenteeism

The Phoenix Secondary campus is not centrally located. The majority of students arrive at school on one of three buses. FAX tokens are provided to students who do not live near one of our stops, however, the FAX bus stop is not near the campus. Students often have been identified as SARB students prior to the arrival at Phoenix Secondary. Parents often do not have reliable transportation or leave for work prior to the student leaving for the bus stop. Some students do not respond to parental authority and refuse to attend school.

Suspensions Per 100

Many students from Phoenix Secondary are from low-income and violent neighborhoods. Students have often been victims of, or witnessed, domestic violence. A significant number of students are gang affiliated. The high level of exposure to trauma impacts students' responses to peer conflict and direction from authority.

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 significant barrier to academic progress.

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.

- Additional CSI funding will be utilized to implement new truancy initiatives and to reduce suspensions.
- Intensive case management will be provided to chronically absent students.
- Funding will be utilized to purchase additional FAX tokens and monthly passes for students to access public transit.
- Professional development will be provided to address behavioral interventions and deescalating 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.

<p>1 SSC:</p> <p>There was acknowledgment of the fact that additional support with transportation might benefit students.</p>	<p>2 ELAC:</p> <p>There was acknowledgment of the fact that additional support with transportation might benefit students.</p>	<p>3 Staff:</p> <p>Teachers discussed incentives for improved attendance.</p>
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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: Edgenuity 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 2020 and June 2021.

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

- Computers for on-line courses
- Edgenuity
- 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, 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.
- Tutorial sections for students who are struggling academically.

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 Targeted Support Team will meet with struggling students and their parents to develop an intervention plan. 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, attendance technician, CCT teachers, Administrators, school psychologist, REC teacher, and safety assistants.

Timeline:

December 2020 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.
- Extra pay contracts for intensive monitoring of chronically absent students.

Specify enhanced services for EL students:

Bilingual tutoring is offered at lunchtime. All staff who answer phones and communicate regularly with parents are Spanish speaking. Both school social workers and the guidance counselors are bilingual.

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:

Low performing students will be referred to the Targeted Support team. The TST is a multi-disciplinary team that addresses the needs of students from a holistic perspective and includes participation from the student, parent, administration, school social workers, and teachers.

Describe Professional Learning related to this action:

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

2020-2021 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	Instruction	Bks & Ref			: Edgenuity	1,000.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Communications / Stamps for Mailers *No Food No Incentives*	400.00
G4A2	ESSA-CSI	Instruction	Bus Tokens			: Bus tokens to improve attendance rate. Bus tokens for parent involvement. Tokens for Fresno Adult School.	4,000.00
G4A2	ESSA-CSI	Attendance & Social Work Service	Oth Cls-Supp			Supplemental contract for intensive case management of chronically absent students and data reporting on attendance for CSI, CCT, and truancy meetings.	5,055.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			Funding for parent involvement and participation in 4 school wide events.	2,502.00

\$12,957.00

2020-2021 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, equipment, and technology to support instruction.	5,170.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Travel			: Professional learning for teachers to engage with reluctant learners. PL for school social workers to address truancy and social emotional needs of students.	9,263.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Site coordinator for iReady providing proctoring support, data analysis, and interventions for teachers to address the needs of underperforming students.	5,122.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Purchase of student computers to achieve 1 to 1 device to student ratio.	2,548.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom materials and incentives for student progress.	4,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Purchase online literacy development tools, books, and digital library books.	1,123.00
G1A1	LCFF: EL	Instruction	Direct-Other			LCAP proctor.	400.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Certificated coaching contracts, campus culture, and athletics.	7,255.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Coaching and referee contracts.	6,321.00
G2A1	LCFF: EL	Instruction	Teacher-Supp			Coaching and campus culture contracts.	3,049.00
G4A1	Title 1 Basic	Instruction	Bks & Ref			: Edgenuity	1,000.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Communications / Stamps for Mailers *No Food No Incentives*	400.00
G4A2	ESSA-CSI	Instruction	Bus Tokens			: Bus tokens to improve attendance rate. Bus tokens for parent involvement. Tokens for Fresno Adult School.	4,000.00
G4A2	ESSA-CSI	Attendance & Social Work Service	Oth Cls-Supp			Supplemental contract for intensive case management of chronically absent students and data reporting on attendance for CSI, CCT, and truancy meetings.	5,055.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			Funding for parent involvement and participation in 4 school wide events.	2,502.00
Total							\$57,208.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$6,570.00
ESSA-CSI	3182	\$25,988.00
Sup & Conc	7090	\$20,078.00
LCFF: EL	7091	\$4,572.00
Grand Total		\$57,208.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$27,626.00
G2 - All students will engage in arts, activities, and athletics	\$16,625.00
G4 - All students will stay in school on target to graduate	\$12,957.00
Grand Total	\$57,208.00