

Phoenix Secondary

10621660120964

Principal's Name: Mark McAleenan

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances


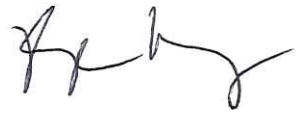
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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>Schoolsites 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 Engagement 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		
3. Kristen Debbas		X			
4. Jonell Deloera				X	
5. Jayden Knight					X
6. Beau Burger				X	
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 checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>9/2017</u> .

Required Signatures

School Name: Phoenix Secondary			
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		4/12/21
SSC Chairperson	Rogelio Nevarez		4/12/21

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 2021/22

Phoenix Secondary - 0102

ON-SITE ALLOCATION

3010	Title I	\$4,032 *
7090	LCFF Supplemental & Concentration	\$20,210
7091	LCFF for English Learners	\$1,800
3182	Comprehensive Support and Improvement	\$16,170
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$980</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$43,192

* 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	\$126
Remaining Title I funds are at the discretion of the School Site Council	<u>\$3,906</u>
Total Title I Allocation	\$4,032

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/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) 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.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

Phoenix Secondary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
One D or F on Any Report Card (Grades 02-12)		86.36 %	2020-2021	66.36 %
I-Ready ELAD1 On Level		0 %	2020-2021	7 %
I-Ready Math D1 On Level		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD1 On Level

Phoenix Secondary works to address academic gaps for all students. Small class sizes are maintained to provide individualized support. Literacy skills and exposure to a wide range of text is emphasized for all students. A Newsela subscription is purchased allowing teachers to assign literature and informational text with differentiated lexile levels.

I-Ready Math D1 On Level

Students are provided individualized support with access to iReady results to guide teachers' instruction. Gizmos will be purchased for the coming school year to provide engaging math lessons. Science activities will also support mastery of math content.

One D or F on Any Report Card (Grades 02-12)

Our CSI Guiding Coalition meets monthly to analyze data and develop a root cause analysis. The team determined that student engagement was the area to focus on for 2021-2022. By focusing on student engagement, we expect improvement in attendance rates and academic performance. In an effort to reduce anxiety and distractions in the classroom, we will implement the Yondr cell phone free environment program, which has proven to improve academic and social emotional outcomes. There are multiple academic

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

I-Ready ELA D1 On Level

Students arrive at Phoenix Secondary lower levels of reading comprehension. Many have missed significant amounts of instruction due to behavioral concerns and chronic absenteeism. Distance learning was a challenge for many of our low-performing students.

I-Ready Math D1 On Level

Students enroll at Phoenix Secondary with significant gaps in their math skills and reasoning. Many have missed significant amounts of instruction due to behavioral concerns and chronic absenteeism. Distance learning was a challenge for many of our low income students.

One D or F on Any Report Card (Grades 02-12)

Due to Covid, we were unable to implement a mandatory lunch tutorial or tutorial schedule for our low-performing students.

interventions provided at Phoenix Secondary. A daily, mandatory lunch tutorial gives students the opportunity to improve their low grades with support from 2 credentialed teachers. Tutorial sections have been added to the master schedule to target students who have had a history of academic struggles or have fallen behind. A monthly tutorial day provides students with an F 80 minutes to work in small groups with the teacher whose class they are failing.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- We were unable to implement our mandatory lunch tutorial due to distance learning.
- We were unable to implement our special tutorial schedule due to distance learning.
- Academic incentives were put into place through department nominations. Awards were provided remotely, rather than onsite or through incentive field trips.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Phoenix Secondary will implement an advisory period. The advisory will give staff the opportunity to review students' progress with them. Students will engage in goal setting activities. Staff will work with the student to identify academic concerns and seek out appropriate support.
- Gizmos curriculum will be purchased to support math and science instruction.
- Purchase Yondr site license to reduce classroom distractions and increase student engagement.

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:

- Implement Advisory period for academic monitoring and support.

2 ELAC:

Combined with SSC

3 Staff:

- Yondr contract to reduce classroom distractions from cell phone usage and improve student engagement.

Action 1

Title: Academic Interventions

Action Details:

Phoenix Secondary will develop an Advisory period for all students and classroom teachers. The advisory period will provide opportunities for Social Emotional Learning, goal setting, and academic progress monitoring. 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 during advisor. 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 iReady coordinatory
- Contracts for lunch tutorial teachers.
- Gizmos subscription to support science and math instruction.
- Newsela contract to provide lexile level differentiation to support students' literacy skills in multiple content areas.
- Yondr contract to reduce classroom distractions and support student engagement by eliminating cell phone use during the instructional day.

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.

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.

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 2021 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 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.

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.

Action 3

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 2021 and June 2022.

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.

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

G1 - Improve academic performance at challenging levels

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.	2,432.00
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. ** NO IEPS **	5,027.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Computers and technology to support classroom instruction	2,548.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Purchase online literacy content, books, and digital library books	1,124.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom materials and supplies	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Supplies for EL	1.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies for classroom instruction.	980.00
G1A2	Title 1 Basic	Instruction	Bus Tokens			: Bus tokens to improve attendance rate. Bus tokens for parent involvement. Bus tokens for FAS.	1,000.00
G1A2	ESSA-CSI	Instruction	Bus Tokens			Bus tokens to improve attendance rate. Bus tokens for parent involvement. Bus tokens for FAS.	1,809.00
G1A2	ESSA-CSI	Attendance & Social Work Services	Oth Cls-Supp			Supplemental contracts for intensive case management of chronically absent students and data reporting on attendance for CSI, CCT, and truancy meetings.	5,786.00
G1A3	ESSA-CSI	Instruction	Bks & Ref			Edgenuity for credit attainment	1,000.00

\$23,707.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		0 %	2019-2020	100 %
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

College/Career Readiness

All students will participate in college and career planning activities provided by the Job Developer and counselor. Activities will include: Xello, Imago, counselor presentations, and industry speakers. A Career Day will be coordinated by the job developer.

Student-centered real world learning experience - Site Defined

Students in all subject areas will participate in Project Based Learning in which they conduct research and apply learning to real world situations. Community based learning opportunities include trips to the Civil War Revisited, Arte Americas, and multiple job sites.

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

College/Career Readiness

We were unable to host a Career Fair this year, however, virtual presentations from various industry professionals were recorded and played for students.

Student-centered real world learning experience - Site Defined

Project Based Learning opportunities were limited due to distance learning. Field trips and site visits were also canceled.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Distance learning impacted several planned initiatives for the 2020-2021 school year. Site funds were redirected to adapt to the needs of students learning remotely. For 2021-2022, funds will be reallocated back to the initiatives outlined in the action plan.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We are committed to providing 100% of our students with College and Career Readiness activities that include classroom based learning, site-wide events, and off campus learning experiences. We aim to increase our community partnerships in order to bring guest speakers to campus from various industries and educational programs to give students exposure and help them begin planning for their future.

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:

- Expand the parent / student newsletter with students driving content development.
- Visits to Air National Guard, police training site, and Conservation Corps.

2 ELAC:

Combined with SSC.

3 Staff:

- Bring to campus additional speakers from different industries.
- Obtain welding equipment to provide students with marketable skills.

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.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		68.57 %	2020-2021	60.57 %
Suspensions students with 1 or more		1.75 %	2020-2021	1.75 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

As a CSI school qualifying under Chronic Absenteeism, truancy is a primary focus. Our CSI Guiding Coalition has been meeting monthly to conduct a root cause analysis, goals, and action steps. The Coalition determined that developing positive staff / student relationships would be a high leverage way to improve attendance rates and promote school engagement. Our goal for the 2021-2022 school year is to increase daily attendance percentages by 5% over the 2019-2020 school year. Students are intensively monitored by our Targeted Support Teams who provided timely intervention and follow up. Despite extensive interventions, chronic absenteeism remains a significant issue. Students who enroll at Phoenix often have a history of chronic absenteeism.

Suspensions students with 1 or more

Students are referred to Phoenix Secondary due to a pattern of behaviors resulting in school suspensions. It is a process to support students' development of school appropriate behaviors and coping mechanisms. Phoenix Secondary staff try to intervene when behaviors are surfacing to prevent situations from rising to a level of suspension. Students are provided individual and group counseling to address underlying issues. Many students are required to attend anger management classes. Positive prosocial development activities are provided for all students including club participation, interscholastic sports, intramural sports, outdoor education, and incentive activities.

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

Chronic Absenteeism

Distance learning presented a challenge for many students with regards to school attendance. Structures and routines were disrupted and attendance percentages dropped significantly. For on campus instruction, Phoenix Secondary students will have to travel from all over the city to attend school in a location that is at the edge of the southeastern boundary of Fresno Unified. No FAX stops are located within in a mile and a half of the school. If students miss the school bus or do not live near a bus stop, they have a difficult time attending school. Many parents do not have their own transportation.

Suspensions students with 1 or more

We were unable to provide students with the engagement opportunities of interscholastic sports, intramural sports, clubs, and other incentive activities due to Covid.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Funds were redirected from coaching contracts, athletic equipment, supplies for club activities, and field trips to adjust to distance learning activities. Phoenix Secondary launched an eSports team that competes with other Fresno Unified high schools. Virtual spirit week events were conducted in place of the 3 week long spirit events held in a typical school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Our Climate and Culture Team has numerous suggestions for expanding lunchtime activities and increasing engagement opportunities. Our Targeted Supported Teams will closely monitor students' attendance and provide timely interventions. Mixed staff/student intramural teams will be developed to provide opportunities for relationship building and engagement. Additional incentives will be provided for students who improve their 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.

1 SSC:

- Provide additional communication on students' progress to parents.
- Conduct goal setting activities in Advisory.

2 ELAC:

Combined with SSC.

3 Staff:

- Staff/student mixed intramural teams to build relationships.
- Staff will nominate students for acknowledgement of improvement or achievement. This may include a lunch with the staff or other incentive.

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.

Action 2

Title: Truancy Interventions

Action Details:

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. Intensive case management of chronically absent students will be conducted through the TST structure. 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.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- The average daily attendance rate will be monitored in Atlas.
- Monthly rates of attendance will be compiled and discussed for the monthly Climate and Culture Team meeting.

Owner(s):

- Attendance and Records Assistant
- School Social Workers
- Administrators

Timeline:

- Weekly
- Monthly

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

- Daily contact with families of absent students.
- Home visits
- A2A conferences
- Laundry supplies to provide clean clothes to students
- Bus tokens for students who are too far from a school bus stop
- Hygiene products
- Clothing
- Incentives to improve attendance
- Gas mileage

- Fuel and maintenance for van used for students to be transported to school.

Specify enhanced services for EL students:

- All three front office staff are bilingual.
- Both school social workers and the guidance counselor provide bilingual services.
- Home visits and parent conferences are conducted.

Specify enhanced services for low-performing student groups:

- Intensive case management
- Removing barriers to attendance
- Transportation support

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Certificated coaching contracts and campus culture	9,648.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified coaching and referee contracts	7,438.00
G3A1	LCFF: EL	Instruction	Oth Cls-Supp			Classified campus culture and coaching contracts	1,799.00

\$18,885.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		83.52 %	2019-2020	88.52 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Certificated staff completed 3 modules of Cultural Proficiency training. Certificated staff completed 1 module of LGTBQ+ training. Classified staff have had limited participation in the training opportunities due to a variety of factors.

Staff Survey – Overall Positive in Belonging Domain

Staff participate in cross-disciplinary CCT meetings on a monthly basis to share ideas and address campus needs and initiatives. Teachers meet weekly with their department PLC to collaborate, review students' progress, and discuss instructional focus areas. ILT teachers meet monthly to discuss instructional initiatives and to plan professional learning for their colleagues. ILT teachers attend Regional ILT meetings with the staff members from the other Alternative Education campuses. Staff co-sponsor clubs in which all students participate on a monthly basis. Staff attend field trips with students and incentive luncheons on a bi-monthly basis.

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

Staff Goal - Site Defined

Distance learning due to Covid disproportionately impacted low income families. Efforts were made to mitigate this challenge by delivering technology, school supplies, and curriculum to students. Students who did not have a quiet workspace were invited back to campus.

Staff Survey – Overall Positive in Belonging Domain

We were unable to provide the same enrichment opportunities for students such as: career exploration trips, college trips, outdoor education field trips, and sports due to Covid.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our staff collaboration continued at a high level due to meeting structures being maintained despite the Covid closure. Teachers worked closely in their department PLC meetings to plan instruction. We were unable to provide the level of engagement in extracurricular and community building activities due to the Covid restrictions. Funds were reallocated to support distance learning rather than providing supplemental contracts for campus culture, sports, field trips, and family days.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Continue Cultural Proficiency training including classified staff
- Continue LGBTQ+ training including classified staff
- Provide training on supporting students impacted by trauma
- Provide training on advanced de-escalation techniques and crisis intervention
- Continue to provide opportunities for

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:

- Continue to provide professional learning that reflects the diversity of the student population

2 ELAC:

Combined with SSC

3 Staff:

- Increase opportunities for staff to build a sense of community
- Acknowledge staff members on a more consistent basis

Action 1

Title: Building Community Among Staff Members

Action Details:

Phoenix Secondary works to maintain a staff comprised of a diverse and highly-qualified workforce. Staff members will engage in professional learning related to cultural proficiency and supporting LGBTQ+ students. Staff will also be trained in effective strategies for working with students affected by trauma. Staff will be trained on effective de-escalation techniques and crisis intervention. Teachers will have opportunities to collaborate and become teacher leaders through the following teaming structures: Climate and Culture Team, Instructional Leadership Team, and Department PLC teams. Teachers will have opportunities to positively connect with students by co-sponsoring clubs and teaching an advisory period. Staff will have opportunities to connect with peers and socialize with other staff during school events. Staff will participate in enrichment opportunities such as career days, college trips, vocational trips, academic field trips, incentive field trips, and outdoor education field trips.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- Staff survey.

All staff

Survey results reviewed spring 2022.

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academic:** Teachers will participate in weekly PLC meetings to address students' academic progress. Teachers will engage in Cultural Proficiency training to support culturally responsive teaching practices.
- **Student Centered and Real-World Learning:** Staff will be trained to work with students affected by trauma. Students will experience Project Based Learning. Staff will coordinate exposure to career pathways through site visits, campus speakers, and field trips.
- **Student Engagement:** 100% of students will participate in clubs sponsored by teachers. Students will participate in interscholastic sports and eSports. Student incentive field trips and outdoor education trips will be

coordinated by staff.

Specify Professional Development or Staff Services to support EL students:

- Academic advising provided to students and parents by our bilingual counselor.
- Barriers to school success are addressed by two bilingual school social workers.
- Attendance monitoring and outreach to families is provided by a bilingual attendance and records assistant.
- Enrollment support and transportation coordination is provided by our bilingual registrar.

Specify Professional Development or Staff Services to support low-performing student groups:

- Mandatory lunch tutorial for students who are failing courses.
- Monthly academic intervention / tutorial schedule for students to receive additional support with a specific class.
- Targeted Support Team interventions to support students with chronic absenteeism, behavioral concerns, and academic concerns.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		92 %	2019-2020	97 %
Family Goal - Site Defined		0 %	2020-2021	40 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

We will focus on increasing parent involvement in their students' education. We will work to increase Atlas portal visits, provide additional information during orientation, provide periodic updates to parents, and include parents in student celebrations.

Parent Survey - Respected and welcomed

92% of parents felt respected and welcomed. We have two new office staff with strong customer service skills. We are hoping to increase by 5% to 97% of parents feeling respected and welcomed. We attempt to create a warm and welcoming environment for each and every guest on our campus.

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

Family Goal - Site Defined

Covid prevented us from hosting our 3 annual family luncheons during which we informed parents of extracurricular activities, presented academic awards, presented athletic awards, and provided information to families of transitioning students.

Parent Survey - Respected and welcomed

There was no disproportionality on this indicator as parents across demographics responded favorably.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Covid prevented us from hosting our 3 annual family luncheons during which we informed parents of extracurricular activities, presented academic awards, presented athletic awards, and provided information to families of transitioning students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Atlas Parent Portal visits will be monitored quarterly
- A parent welcome packet will be developed with contact information and additional information about supporting their child's education

- Additional updates on students' progress will be provided to parents on a monthly basis
- Include parents in award luncheons

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:
<ul style="list-style-type: none"> • Provide parent welcome packet • Parents invited to awards luncheon • Atlas information provided during orientation 	<p>Combined with SSC</p>	<ul style="list-style-type: none"> • Provide more frequent updates on academic progress • Edutext sign-ups • Tutor.com

Action 1

Title: Partnering with families for student success

Action Details:

Phoenix Secondary has an extensive intake process and parent/student orientation. The process involves the following steps: 1) Student intake interview with a school social worker. 2) Parent intake interview with the school psychologist. 3) Health screening by the school nurse. 4) Orientation meeting conducted by an administrator with parent and student. For 2021-2022, the school counselor will also meet with the family to provide information on A Atlas Parent Portal access B. Edutext C. Tutor.com. A parent welcome packet will be developed that includes ways for students to participate in their child's education as well as a list of staff to contact with various questions or concerns. Parents will be invited to awards luncheons that commemorate students' academic and behavioral progress. A newsletter will be mailed to parents monthly to update them on school events. Parents will be invited to the Career Day.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- Atlas Parent Portal Visits
- Edutext sign ups
- Parent participation in school events
- Parent survey responses

- Mr. Vasquez and Mr. Nevarez
- Ms. Delao and Mrs. Damas
- Mr. Nevarez and Mrs. Vitolas
- Mr. Nevarez

- Reviewed quarterly
- Reviewed monthly
- Reviewed in December and June
- Administered Fall 2021 and reviewed in Spring 2022

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics: We will assist parents with tools to monitor students' progress including the Atlas Parent Portal and Edutext. A daily report is sent home to parents on a student's productivity and conduct in class. Parents will be informed of Tutor.com and site-based tutoring opportunities.**
- **Student Centered and Real-World Learning: Parents will be invited to Career Day and award luncheons.**

- **Student Engagement: Parents will be informed of extracurricular activities, field trips, and club offerings.**

Specify Direct Service and Opportunities for parents and families to support EL students:

- All intake and orientations are provided by a bilingual staff member when appropriate
- Documents are translated into the native language
- Parent conferences are conducted by bilingual staff when appropriate
- Phoenix Secondary has 4 bilingual staff members on the administration team.
- All 3 clerical staff providing customer service to families are bilingual.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Transportation is provided to families when appropriate
- Holiday meals are provided to low income families
- Hygiene products are provided to students from low income families as needed
- Clothing is provided to students from low income families as needed as needed
- Referrals to community resources are provided to families as needed
- All school supplies and technology are provided to students at no cost
- Athletic equipment and uniforms are provided to students at no cost

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent communications, stamps, paper, envelopes ** NO FOOD OR INCENTIVES **	600.00

\$600.00

2021-2022 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.	2,432.00
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. ** NO IEPS **	5,027.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Computers and technology to support classroom instruction	2,548.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Purchase online literacy content, books, and digital library books	1,124.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom materials and supplies	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Supplies for EL	1.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies for classroom instruction.	980.00
G1A2	Title 1 Basic	Instruction	Bus Tokens			: Bus tokens to improve attendance rate. Bus tokens for parent involvement. Bus tokens for FAS.	1,000.00
G1A2	ESSA-CSI	Instruction	Bus Tokens			Bus tokens to improve attendance rate. Bus tokens for parent involvement. Bus tokens for FAS.	1,809.00
G1A2	ESSA-CSI	Attendance & Social Work Service	Oth Cls-Supp			Supplemental contracts for intensive case management of chronically absent students and data reporting on attendance for CSI, CCT, and truancy meetings.	5,786.00
G1A3	ESSA-CSI	Instruction	Bks & Ref			Edgenuity for credit attainment	1,000.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Certificated coaching contracts and campus culture	9,648.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified coaching and referee contracts	7,438.00
G3A1	LCFF: EL	Instruction	Oth Cls-Supp			Classified campus culture and coaching contracts	1,799.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent communications, stamps, paper, envelopes ** NO FOOD OR INCENTIVES **	600.00

\$43,192.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$4,032.00
ESSA-CSI	3182	\$16,170.00
Sup & Conc	7090	\$20,210.00
LCFF: EL	7091	\$1,800.00
One-Time School	7099	\$980.00
Grand Total		\$43,192.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$23,707.00
G3 - Increase student engagement in their school and community	\$18,885.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$600.00
Grand Total	\$43,192.00