


## Phoenix Secondary

106216601209641

Principal's Name: Mark McAleenan

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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

<b>District Goals</b>	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

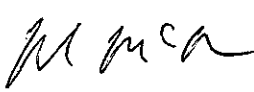
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Mark McAleenan</b>	X				
2. <b>Chairperson -</b>					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Mark McAleenan		3/23/18
<b>SSC Chairperson</b>			

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Phoenix Secondary - 0102

**ON-SITE ALLOCATION**

3010	Title I	\$4,899 *
7090	LCFF Supplemental & Concentration	\$20,245
7091	LCFF for English Learners	\$4,953
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$30,097</b>

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$142
Remaining Title I funds are at the discretion of the School Site Council	\$4,757
Total Title I Allocation	\$4,899

## Phoenix Secondary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	0	7
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	0	7
One D or F on Any Report Card (grades 2-12)	72.152	65.152

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

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

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

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

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

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

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

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

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

Subgroup results were consistent.

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

Subgroup results were consistent.

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

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

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Phoenix Secondary is exempt from the SSC requirement due to the small student population and the fact that students are enrolled an average of 90 days.

**2** ELAC:

Phoenix Secondary is exempt from the ELAC requirement due to the small student population, very small EL population, and the fact that students are enrolled an average of 90 days.

**3** Staff:

- Start tutorial at the beginning of each semester
- Use Microsoft Teams to keep track of assignments and make up work
- Incentives for attendance
- Develop a campus wide literacy focus

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

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

**Action 1**

**Title:** Academic Interventions

**Action Details:**

Phoenix Secondary will utilize MAP testing to assess the individual learning needs of each student and provide teachers with the data needed to provide targeted support. MAP testing will measure growth of students and their progress towards acquisition of grade level academic skills. Tier 1: Staff will ensure the academic progress of all students with weekly monitoring of grades, individualized support through small class sizes, and the use of Microsoft TEAMS to monitor assignment completion and assign make up work. Teachers will input a minimum of two graded assignments per week. Tier 2 interventions will include push-in support by instructional aides, support from the RSP teacher, counselor interventions, and Cohort Debriefs of struggling students. Tier 3 interventions for students with Fs will include pull out tutoring, individual counseling, parent contacts, and mandatory tutorials. Students will have access to Kahn Academy in class and during 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

The D and F list will be reviewed weekly by the counselor, RSP teacher, tutorial teacher, and administration. The school-wide GPA and teachers' GPA will be monitored as well.

**Owner(s):**

Teachers, counselor, RSP teacher, tutorial teacher, and administration.

**Timeline:**

Weekly and quarterly grade reports.

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

Teachers will be trained to administer MAP testing and utilize the results to inform instruction. Teachers will

**Specify enhanced services for EL students:**

The ELPAC coordinator will conduct individual goal setting with EL students. Teachers will receive current information about best instructional methods to scaffold lessons for EL students. Computers and headphones will



receive additional lab equipment, supplemental curriculum, classroom materials, computers, and other technology to assist struggling learners. Teachers will utilize Microsoft Teams for classroom assignments. Students will have access to computers in every class to complete assignments. Incentive field trips and luncheons will be provided to students demonstrating success in the classroom. Bus tokens will be provided to students attending after school interventions and tutorials. Extra pay contract for MAP testing coordinator. Contract for ELPAC assessor.

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

Progress reports, quarter report cards, and semester report cards will be mailed to parents. Parents will be contacted by the counselor and teachers when academic concerns arise. Parents are expected to participate in 3 parent gatherings and informational sessions per year. Academic awards will be presented during the family gatherings. Parents are encouraged to check Atlas Parent Portal and sign up for Edutext for information on grades and attendance.

be available to support EL students in the classroom. Students will have access to EL adapted texts.

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

Teachers will receive ongoing training on the use of Microsoft Teams to assign work, organize make up assignments, and track student productivity. Teachers will receive training on Project Based Learning to promote student engagement. Teachers will continue to attend trainings provided by the Curriculum and Instruction Division.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Computers, classroom equipment, and other technology to support instruction.	4,379.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies. Incentives for Student Progress. Also Addresses G2 A1	7,001.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent participation in awards assembly luncheon.	2,250.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support English learners.	1,121.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors.	400.00

**\$15,151.00**

## Goal 2 - All Students will engage in arts, activities, and athletic

### School Quality Review

#### School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	39.362	99.362

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<b>1</b> What were the key factors that contributed to these performance outcomes for each metric.	<b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.
<p><b>Goal 2 Participation Rate</b></p> <p>The data is not being accurately tracked. We are currently at 100% participation in clubs and approximately 60% participation in interscholastic/interscholastic sports.</p>	<p><b>Goal 2 Participation Rate</b></p> <p>There is no disproportionality for any subgroup.</p>

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<p>Phoenix Secondary is exempt from the SSC requirement due to the small student population and the fact that students are enrolled an average of 90 days.</p>	<p>Phoenix Secondary is exempt from the ELAC requirement due to the small student population, very small EL population, and the fact that students are enrolled an average of 90 days.</p>	<ul style="list-style-type: none"> <li>There is strong support for our school-wide clubs.</li> <li>All teachers have been willing to sponsor or co-sponsor.</li> <li>The sports program has been a motivator for our students.</li> </ul>

## 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. These activities support student engagement, improved behavior, a sense of camaraderie, enhanced self esteem, leadership opportunities, and improved academic performance. Students have the opportunity to conduct interviews and write articles for the school newsletter. Students complete art projects and campus beautification projects.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

Counselor, club sponsors, and coaches.

Timeline:

Data will be compiled quarterly.

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

Sports equipment, sports uniforms, art supplies, field trips, extra pay contracts, club materials / supplies, and mileage reimbursement. Contract for Web page and Phoenix Flyer coordinator to publicize and celebrate school events. Credential/Classified supplemental contracts.

Specify enhanced services for EL students:

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

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.

Describe Professional Learning related to this action:

The PE teacher will attend training on best-practices. Teachers will receive training on Project Based Learning, which has implications for club designs.

## 2018-2019 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			Coaching contracts. Campus culture contracts. MAP testing coordinator aligned to G1A1.	5,492.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Coaching contracts.	5,502.00
G2A1	LCFF: EL	Instruction	Teacher-Supp			Coaching and campus culture contracts.	3,432.00

**\$14,426.00**

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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 8th Grade	0	100

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<b>1</b> What were the key factors that contributed to these performance outcomes for each metric.	<b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.
<p><b>Exposure to Careers - 8th Grade</b></p> <p>All 8th grade students attend CTE fairs and are provided other exposure to careers. Students will do Career Cruising activities.</p>	<p><b>Exposure to Careers - 8th Grade</b></p> <p>There is no disproportionality.</p>

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<p>Phoenix Secondary is exempt from the SSC requirement due to the small student population and the fact that students are enrolled an average of 90 days.</p>	<p>Phoenix Secondary is exempt from the ELAC requirement due to the small student population, very small EL population, and the fact that students are enrolled an average of 90 days.</p>	<ul style="list-style-type: none"> <li>• Staff asked for Career Days with industry professionals visiting campus.</li> </ul>

**Action 1**

**Title:** College and Career Readiness Activities

Action Details:

All 8th grade students will attend the CTE pathways fair. All students will access Career Cruising activities. 11th and 12th grade students will tour vocational education programs at Fresno City College. Phoenix Secondary will offer a CTE course in Construction Technology. 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. The Men's Alliance program will assist students in obtaining employment experience. Phoenix Secondary will actively seek work experience opportunities for all 11th and 12th grade students who demonstrate employable behavior on campus. Students will attend the Si Se Puede and African American student conferences at Fresno State.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

Counselor, CTE teacher, and technology teacher

Timeline:

June 2019

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 Day 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.

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 counselor, 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**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	65.957	61.957
Suspensions Per 100	288.265	100

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<b>1</b> What were the key factors that contributed to these performance outcomes for each metric.	<b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.
<p><b>Chronic Absenteeism</b></p> <p>Data reflects truancy rate prior to arrival at Phoenix Secondary.</p> <p><b>Suspensions Per 100</b></p> <p>Data reflects suspensions prior to arrival at Phoenix Secondary.</p>	<p><b>Chronic Absenteeism</b></p> <p>There is no discrepancy.</p> <p><b>Suspensions Per 100</b></p> <p>There is no discrepancy.</p>

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<p>Phoenix Secondary is exempt from the SSC requirement due to the small student population and the fact that students are enrolled an average of 90 days.</p>	<p>Phoenix Secondary is exempt from the ELAC requirement due to the small student population, very small EL population, and the fact that students are enrolled an average of 90 days.</p>	<ul style="list-style-type: none"> <li>• Additional attendance incentives</li> </ul>

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title I funds have been used to provide incentives for good behavior and attendance. Students can earn rewards from the student store, attend luncheons, and participate in field trips. All three initiatives have motivated students to improve and will be continued next school year.



## Action 1

**Title:** Credit Attainment

### Action Details:

---

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

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

---

Grades will be monitored on a weekly basis.

Credits will be monitored at the end of each semester.

#### Owner(s):

---

Counselor, tutorial teacher, and classroom teachers.

#### Timeline:

---

Weekly as well as Dec 2018 and June 2019.

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

---

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

#### Specify enhanced services for EL students:

---

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

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

---

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

#### 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.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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, Administrators, school psychologist, REC teacher, and safety assistants.

Timeline:

December 2018 Readmission results.

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

- Counseling services
- Behavior Modification
- Reengagement Center
- Home visits to address truancy
- Incentives to promote improvement in grades, attendance, and behavior.

Specify enhanced services for EL students:

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

Parents will participate in identifying services for students. Parents receive grade reports by mail 6 times er 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.

Describe Professional Learning related to this action:

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

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Costs of mailing information to parents. Bus tokens for attending school meetings. **NO FOOD, NO INCENTIVES**	520.00

**\$520.00**

## 2018-2019 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Computers, classroom equipment, and other technology to support instruction.	4,379.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies. Incentives for Student Progress. Also Addresses G2 A1	7,001.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent participation in awards assembly luncheon.	2,250.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support English learners.	1,121.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors.	400.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Coaching contracts. Campus culture contracts. MAP testing coordinator aligned to G1A1.	5,492.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Coaching contracts.	5,502.00
G2A1	LCFF: EL	Instruction	Teacher-Supp			Coaching and campus culture contracts.	3,432.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Costs of mailing information to parents. Bus tokens for attending school meetings. **NO FOOD, NO INCENTIVES**	520.00

\$30,097.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$4,899.00
Sup & Conc	7090	\$20,245.00
LCFF: EL	7091	\$4,953.00
<b>Grand Total</b>		<b>\$30,097.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$15,151.00
G2 - All students will engage in arts, activities, and athletics	\$14,426.00
G4 - All students will stay in school on target to graduate	\$520.00
<b>Grand Total</b>	<b>\$30,097.00</b>