

Phoenix Secondary

10621660120964

Principal's Name: Brian Radtke

Principal's Signature:

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The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 1	Detail the action: Phoenix Secondary will ensure academic progress of students with intensive monitoring of grades, individualized support, and interventions to support students falling behind. The guidance counselor will check grades of all students weekly and coordinate support with the teachers and certificated tutors. Students will complete missed assignments in class, during pull out tutoring, or during lunch/after school tutorials. Instruction will specifically target each students’ academic gaps. Teachers will be expected to input two grades in Atlas for each student every week. Teachers will be given additional training to support the academic progress of English Learners.		
SQII Element: Academic Progress	SQII Sub-element(s):	Site Growth Target:	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: By the end of semester 1, the school-wide GPA will be 2.7.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Grades will be monitored weekly with Atlas reports. Interim data on progress towards the semester 1 goal will be obtained from the quarter 1 report card. Final outcome data will be generated from the semester 1 grades. Progress of EL students will be monitored by the GLD.		Owner(s) Guidance Counselor and GLD	Timeline: Weekly Monitoring, End of quarter 1 grades, and Semester 1 grades
Explain the Targeted Actions for Parent Involvement (required by Title I): Progress reports and quarter/semester grades will be mailed to parents. Parents will be contacted by teachers and guidance counselor when there are academic concerns. Parents will be expected to participate in school events including 4 parent gatherings/informational sessions per year.			
Describe related professional learning: Professional development will include training from English Learner services on best practices for working with EL students.			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Lab equipment, supplemental curriculum, and classroom materials/supplies.			
Specify additional targeted actions for EL students: Obtain qualified CELDT assessors from REA. Purchase computers for EL students for support with revising/editing writing assignments.			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Purchase of supplemental equipment, materials, and technology to support instruction.	5,367
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Mailings, bus tokens for parents, outreach, etc.	312
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Parent events.	2,250
1	1	EL	Instruction	Materials & Supplies				Technology to support English Learners.	2,748
1	1	EL	Instruction	Direct-Other (Dr)				CELDT assessor	300
Total									\$10,977

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	Detail the action: Students will be given the academic support needed to get on track towards graduation through small classes, individualized support, and close monitoring. Students will be enrolled in credit recovery opportunities including: APEX, Edgenuity, and FAS classes.		
SQII Element: Graduation Rate	SQII Sub-element(s):		Site Growth Target: Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: Students in grades 9-12 will earn a minimum of 30 credits per semester.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Credit attainment will be monitored through Edgenuity, APEX, FAS reports, and semester report cards.		Owner(s) Guidance Counselor, GLD	Timeline: Weekly F lists will target students for tutoring. Interim monitoring of grades will occur at progress and quarter reports. Semester

		reports will provide data on credits obtained.
Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be advised of their students' progress towards graduation and opportunities for credit recovery by the guidance counselor.		
Describe related professional learning:		
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students will need computers to complete coursework for Edgenuity and APEX. Fresno Area Express tokens will be needed for students attending night school courses. Locking carts and additional charging devices are required for safe storage of the computers.		

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	Detail the action: Phoenix Secondary will coordinate truancy interventions at a weekly meeting that includes: site administration, school social workers, the attendance technician, and the child welfare and attendance specialist. Truancy interventions will include: daily parent calls, home visits, A2A conferences, reports to probation, and SARB. Incentives for good attendance will be awarded weekly and monthly. Students who are habitually truant will be added to a watch list and reviewed weekly at the Truancy Team meeting.		
SQII Element:	SQII Sub-element(s):	Site Growth Target:	Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By the end of 2016-2017 school year, Phoenix Secondary will have an Average Daily Attendance of 88%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Attendance data will be generated weekly in preparation for the Truancy Team meeting.		Owner(s) Attendance Tech, CWA	Timeline: Weeekly monitoring at Truancy Team meeting.
Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be notified daily of non-attendance. Home visits and parent conferences will be conducted to address attendance concerns.			
Describe related professional learning:			

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Mileage reimbursement for school social workers, CWA, and administrators conducting home visits. Incentives for good attendance.

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	<i>Detail the action: Students will develop school appropriate behaviors through the school-wide implementation of a behavior modification system. All teachers are trained to implement the system in their classrooms. The Behavior Modification Room will be used to reengage students who are struggling to follow classroom and campus rules. The intensive intake process will identify appropriate behavioral health services for each student which may include: group counseling, individual counseling, and anger management courses. Incentive activities will reinforce positive behavioral changes among students.</i>		
<i>SQII Element: Suspensions / Social Emotional</i>		<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point: 80% of students who are referred to Phoenix Secondary on suspended expulsions will meet criteria for readmission at the conclusion of their term of expulsion.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Every teacher rates the behavior of each student at the conclusion of the period. Students receive a total behavioral score at the end of period 6 daily. School wide behavior incentives are provided on a bi-monthly basis. Individualized incentives are provided at the attainment of various contracted goals.</i>		<i>Owner(s) Teachers, Safety Assistants, Administrators</i>	<i>Timeline Daily, Weekly, Monthly</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parents participate in the identification of appropriate services for their students during the intake process. Parents receive daily updates on their students’ progress. Parents are invited to participate in the behavioral incentive activities their students earn.</i>			
<i>Describe related professional learning: Teachers are continually trained on the proper use of the Behavior Modification System during Institute Days and regular staff meetings.</i>			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Incentives / activities for behavioral progress. Supplemental contracts to provide credentialed supervision of Behavior Modification Room.</i>			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Instruction	Materials & Supplies				Incentives for academic and behavioral progress. Materials and supplies.	4,085
Total									\$4,085

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 5	<i>Detail the action: Phoenix Secondary will promote student development by providing a variety of lunchtime activities to students including: Spirit Week, clubs, and intramural athletics. The activities will help students develop an identity that promotes success at school and encourages them to take a more active role in their education.</i>					
<i>SQII Element: Campus Culture</i>			<i>SQII Sub-element(s):</i>		<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point: 80% of students will participate in an at least one lunchtime activity (clubs, intramural sports, etc)</i>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Data will be gathered to ensure that Phoenix Secondary staff are reaching out to all students. Rosters will be generated for all intramural sports and clubs to capture participation rates and target students who are not engaged.</i>					<i>Owner(s) Guidance Counselor, PE Coach, Spirit Week Coord., Club Sponsors</i>	<i>Timeline Data will be generated monthly and reviewed at leadership team meetings.</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>						
<i>Describe related professional learning:</i>						
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Supplies for clubs and spirit week activities. Sports equipment for intramurals. Incentives for participation. Supplemental contracts for coordinating lunch activities.</i>						

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental teacher contracts to coordinate lunchtime activities.	1,644
Total									\$1,644

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<p><i>Detail the action: Eleventh and twelfth grade students will participate in job readiness activities including: resume development, mock interviewing, financial literacy, job internships, job shadowing, and paid work experience. Students will be supported in their attainment of a California Identification Card and the establishment of a bank account. Students who are on track to graduate will be placed in work experience activities. In addition to off-site experiences, students will learn workplace skills while running the Phoenix Bike Shop and Green Team recycling program.</i></p>		
SQII Element: Career Readiness		SQII Sub-element(s):	Site Growth Target:
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: 100% of 11th and 12th grade students will receive career readiness training appropriate to their credit status and individual preparation.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Data on the percentage of 11th and 12th grades students actively participating in work experience activities will be generated quarterly by the TSA (Career Coach) for review with the site administration. Students maintaining level 3 or 4 status and passing grades will receive off campus work opportunities..</i></p>		Owner(s) Career Coach	Timeline Quarterly progress review.
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parent outreach will be extensive during the job placement portion of the Phoenix career readiness program. Parents will provide input on prospective job placements and transportation arrangements. Parents will be involved in the obtainment of bank accounts and identification.</i></p>			
<p><i>Describe related professional learning: Career coach will attend district and regional trainings on CTE.</i></p>			

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students in work placement will need bus tokens to get to and from the job site. Students will be provided Phoenix clothing for interviews and duty day attire. A supplemental contract will be provided to the bike shop coordinator. Mileage reimbursement will be provided to the Career Coach for networking with potential employers and the monitoring of students in job placement.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Title 1 Basic	Instruction	Other Classified- Supplemental				Classified supplemental contract to coordinate career readiness activities in the Phoenix bike shop.	1,469
Total									\$1,469

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Phoenix Secondary - 0102

ON-SITE ALLOCATION

3010	Title I	\$3,425 *
7090	LCFF Supplemental & Concentration	\$11,702
7091	LCFF for English Learners	\$3,048
TOTAL 2016/17 ON-SITE ALLOCATION		\$18,175

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$93
Remaining Title I funds are at the discretion of the School Site Council	\$3,332
Total Title I Allocation	\$3,425

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0102 Phoenix Secondary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Mailings, bus tokens for parents, outreach, etc.	312.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Purchase of supplemental equipment, materials, and technology to support instruction.	5,367.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Parent events.	2,250.00
1	1	EL	Instruction	Mat & Supp			Technology to support English Learners.	2,748.00
1	1	EL	Instruction	Direct-Other			CELDT assessor	300.00
4	2	Sup & Conc	Instruction	Mat & Supp			Incentives for academic and behavioral progress. Materials and supplies.	4,085.00
5	3	Title 1 Basic	Instruction	Teacher-Supp			Supplemental teacher contracts to coordinate lunchtime activities.	1,644.00
6	3	Title 1 Basic	Instruction	Oth Cls-Supp			Classified supplemental contract to coordinate career readiness activities in the Phoenix bike shop.	1,469.00

\$18,175.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,425.00
Sup & Conc	7090	\$11,702.00
EL	7091	\$3,048.00
Grand Total		\$18,175.00

Domain Totals	Budget Totals
Academic	\$10,977.00
Culture & Climate	\$3,113.00
Social/Emotional	\$4,085.00
Grand Total	\$18,175.00

E.1. Assurances

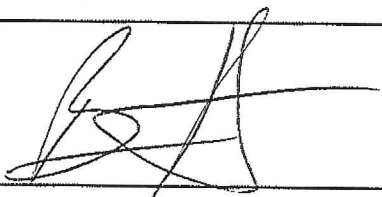
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Brian Radtke	X				
2. Chairperson – Rosemary Zavala				X	
3. Secretary – Connie Valles			X		
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Brian Radtke		4/15/16
SSC Chairperson	N/A		

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws