

**Phoenix Elementary**

10621666006068

Principal's Name: Rick Santos

Principal's Signature:

A handwritten signature in black ink, appearing to be 'R. Santos', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
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.	
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**

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.
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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 and Family Engagement 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 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.



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rick Santos	X				
2. Chairperson -Tamie Nichols				X	
3. Zachary Rocca			X		
4. Susan Cogdill				X	
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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



Required Signatures

School Name: Phoenix Elementary			
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	Rick Santos		5/1/24
SSC Chairperson	Tammie Nickles		5/1/24

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

## **Assurances for Comprehensive Support and Improvement Schools (CSI)**

- ❖ Supervisor and/or CSI Designee(s) 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.
  - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
  - School site/team works to complete a root cause analysis and determine areas of focus.
  - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site/team 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 Supervisor for feedback and support to accelerate progress.
  - CSI Designee(s) assigned to school site to support CCI data monitoring.
  - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
  - Baseline Services as described in Level 1
    - Coaching and targeted progress monitoring
    - Learning Lab Support
    - CCI sessions (3)
  - Additional Level 3 CSI Specific Supports
    - Targeted coaching and targeted progress monitoring
    - Sustained 6-week action guidance
    - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
  - 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 eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book(s)
  - i-Ready Teacher Toolbox (supporting differentiate instruction)
  - Restorative Practices New/Refresher Course(s)

Office of State and Federal Programs  
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Phoenix Elementary - 0098

**ON-SITE ALLOCATION**

3010	Title I	\$3,510	*
7090	LCFF Supplemental & Concentration	\$19,693	
7091	LCFF for English Learners	\$864	
3182	Comprehensive Support and Improvement	<b>\$22,956</b>	**

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$47,023**

\* 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	\$104
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Remaining Title I funds are at the discretion of the School Site Council	\$3,406
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Total Title I Allocation	<b>\$3,510</b>
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January 24, 2024

**Updated February 21, 2024**

Phoenix Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth			27.3 %	2023-2024	28.4 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			45.5 %	2023-2024	46.6 %
i-Ready ELAD2 proficiency - percentage of students on/above		30.1 %	6.1 %	2023-2024	7.2 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			42.4 %	2023-2024	43.5 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			60.6 %	2023-2024	61.7 %
SBAC ELA - percentage of students met/exceeded standard	✓	1.1 %	6.3 %	2023-2024	7.4 %
SBAC Math - percentage of students met/exceeded standard	✓	1.1 %	3.1 %	2023-2024	4.2 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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 ELAD2 On Level

The following actions were implemented during the 2023-2024 school year in order to meet the target: Lead Teachers received additional professional learning in

- SEL Strategies, SBAC claims and Targets
- Use of i-Ready diagnostic and online learning participation in the school-wide action plan and goal setting
- Use of Common Formative Assessment cycles
- Substitutes were provided for teachers to participate in intensive planning and data analysis. Cycles of a tiered system of intervention based on data collected by PLC's.

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 Stretch Growth: Phoenix Elementary students nearly achieved the targeted stretch goal of 28.4, missing the mark by only 1.1.

I-Ready ELA Typical Growth: As in the Stretch Goal, Phoenix Elementary students narrowly missed the set target of 46.6, missing by 1.1.

This number is consistent of the overall goal of ELA which at 7.2 was 1.1 point lower than the achieved goal.

I-ready Math for Stretch Growth: Target was set at 43.5, with Phoenix students achieving 42.4%

I-Ready Typical Growth: Target at 61.7% with Phoenix students at 60.6%, 1.1 percent below

Identifiable inequities for these percentages are primarily the transient system in which Phoenix Elementary Community Day School operates. Student enrollment and movement is Transient, with students entering and



- Tier 3 interventions were provided by classroom teachers and BIS
- Goal setting was conducted between Admin and Teachers as well as by Teachers and Students

Overall, Phoenix Elementary students have demonstrated school-wide growth as indicated from quarter to quarter i-Ready diagnostic testing.

**I-Ready Math D2 On Level**

The following actions were implemented during the 2023-2024 school year in order to meet the target: Lead Teachers received additional professional learning in

- SEL Strategies, SBAC claims and Targets
- Use of i-Ready diagnostic and online learning participation in the school-wide action plan and goal setting
- Use of Common Formative Assessment cycles
- Substitutes were provided for teachers to participate in intensive planning and data analysis. Cycles of a tiered system of intervention based on data collected by PLC's.
- Tier 3 interventions were provided by classroom teachers and BIS
- Goal setting was conducted between Admin and Teachers as well as by Teachers and Students

Overall, Phoenix Elementary students have demonstrated school-wide growth as indicated from quarter to quarter i-Ready diagnostic testing.

enrolling every two weeks and exiting at various times though out the school year. Students arrive at various academic and Social Emotional levels as well as from every school district-wide.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

There were no noted significant or major differences between the intended and actual implementation of actions and/or budget expenditures of the 2023-2024 SPSA Goal 1 actions and expenditures.

**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 2024/25 SPSA.

Implementation of quarterly focus standards (CFA's) in ELA and Math

- Quarterly student achievement celebration incentives (Goal 1)
- Sub-release days for teacher planning days for grade-level teams to observe peers and to develop plans and standards-based common assessments
- Individual and grade-level data charts with administrators after focus standard pre-test assessments to target standards not met by students and strategically plan instruction to meet their needs
- Sub release days will allow teachers the opportunity to collaborate and to observe the SEL needs of students to support the transition of students back to comprehensive sites
- CCI process to monitor MTSS for Tier 2 and Tier 3 students.
- Paraprofessional provided math fact fluency support and progress monitoring
- Professional development on FIAB and IAB's and using the PLC + process to progress monitor
- Professional Learning book studies for ILT and for all staff Professional Learning
- PLC + (Clarity, Engagement and Feedback) training for ILT through Alternative Education Regional work

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Feedback and Suggestions include:<ul style="list-style-type: none"><li>• Incentives for students moving from Extrinsic to Intrinsic as we address behavior and motivation of incoming and current students</li><li>• Continued collaboration and direction of school climate</li><li>• Increase the amount of field trips and out of school experiences for students</li><li>• Increase the amount of extracurricular activities for students, i.e. clubs and athletics</li></ul></div>	<div>2 ELAC:</div> <div>N/A: Phoenix Elementary does not currently meet the requirement of the number of EL students to support the existence of an ELAC</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Continue with activities and incentivizing student academic and Social Emotional (behavioral) growth</div> <div>Continue with data monitoring and tracking to drive decisions and school-wide processes and procedures</div>
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Action 1

Title: Language Arts Support and Intervention (RTI)

Action Details:

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school site throughout the year, there is a school-wide focus on the Recursive standards in ELA 2022-2023.

Phoenix will continue to implement district-adopted comprehensive program for language arts (Wonders) and plan instruction aligned with Common Core State Standards (CCSS) for all students and in tandem with California English Language Arts and English Language Development, Frameworks to support our English Language Learners.

By the end of the 2024-2025 school year, Phoenix will have increased the overall ELA SBAC scores of students grades 3-6 by 10% and a 5% increase in overall ELA i-Ready scores in grades 1 and 2.

- Implement ELD strategies and supplement EL curriculum resources into 1st-6th grade lesson design
- Teachers will utilize ELA scope and sequence and Common Core Companion.
- PLC'S will collaborate, create a common assessments, and align ELA/Math instruction to content standards.
- Quarterly Pre and Post Focus Standards Assessment (CFA's) will be designed by Teacher PLC's.
- Administrative Team Continues cycle of review around Problem of Practice (PLC + (Clarity, Engagement and Feedback), Accountable Communities-4 Grounding Questions.)
- Administrative Team instructional walks utilizing the IPG Data collection tool for calibration of teams to provide feedback
- Teachers will use the Instructional Practice Guide during their Professional Learning Communities to calibrate and plan challenging content to address Tenets #1-3 and elements of PLC +.
- Tier 1: Implementation of GVC daily in the classroom, First Grade Literacy strategies, close reading strategies, complex text, research-based practices, as well as Clarity, Engagement and Feedback for students. Also, the school-wide use of Just Right Reader Resources (Student Personalized books as well as program provided lesson plans)
- Tier 2: Provide levels of support for struggling learners (identified through i-Ready, BAS, CFA's and teacher observation) will be addressed through the combination of in-class targeted support in the classroom (RTI).
- Tier 3: Students not demonstrating growth will be brought to the SST process to determine if non-identified RSP services are appropriate.
- Making Thinking Visible strategies to be utilized in grades 1st-6th to address reading comprehension and integration of reading, writing, listening, and speaking throughout all content areas. (Visible learning: Reading Comprehension Programs, p.136); the incorporation and implementation of strategies suggested by TMTP as part of the 1st grade Literacy Initiative of the Fresno High Region (First and Second grades); utilization of the Just Right Reader resources
- CLOSE reading to be utilized in grades 1st-6th to address reading comprehension, fluency, citation, and vocabulary as well as strategies referred by TMTP.
- Collaborative Conversation strategies to be utilized in grades 1st-6th to deepen understanding in content areas, as well as PLC + strategies (Clarity, Engagement, and Feedback)
- Supplemental contracts for teachers/instructional aids to support intervention and extra support for students.

- After-school tutoring opportunities for students in grades 1-6 significantly below grade level on Foundational Skill Assessment; CFA's; I-Ready through supplemental contracts for teachers/instructional aids
- Purchases in technology including tablets, equipment, buildings, and machines to support literacy.
- Purchase of school-wide Just Right Reader Program.
- Incentives for recognizing and encouraging student achievement growth in literacy and mathematics.
- Professional Learning Conference/Travel opportunities as identified by FUSD and Alternative Education Region.
- Professional Learning book studies for ILT and whole Staff.
- PL in utilizing FIAB and IAB's

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:
<ul style="list-style-type: none"><li>• Admin data chats quarterly with teachers grades 1-6 to monitor standards of strength and challenge, to set goals, and to identify intervention level (reteach, PLC plan to reteach, interventions, after-school tutoring, or non-ID RSP, as appropriate)</li><li>• CCI process utilized to review I-Ready data for students meeting standards and nearly meeting standards.</li><li>• Quarterly DIBEL fluency assessments.</li><li>• Administration of i-Ready 2 times per year for monitoring and identification for tiered level of supports.</li><li>• Foundational Skills Assessment review of students mastering and students nearly mastering</li><li>• Review intervention data with the RTI teachers every 6 weeks, to determine program effectiveness and to re-align or exit students in groups</li><li>• Ongoing common formative assessments.</li><li>• Yearly calendared grade level plan of CFA within 6 week units.</li><li>• Calendar CFA's include assessment and data reflection.</li><li>• FIAB and IAB's</li><li>• Admin, walkthroughs and calibration.</li></ul>	<ul style="list-style-type: none"><li>• Lead Teachers, PLC's Teams, VPs and Principal.</li><li>• CFA's and grade level data analysis to be monitored by Admin and teachers</li></ul>	<ul style="list-style-type: none"><li>• I-Ready and review after fall and spring administration.</li><li>• Admin/Teacher Data Chats Quarterly</li><li>• 6 week CFA's data analysis - reflection through PLC agendas and ILT</li><li>• Daily Administrator walkthroughs</li></ul>

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
<ul style="list-style-type: none"><li>• Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)</li><li>• Technology to support literacy</li><li>• Materials and Supplies to support literacy</li><li>• Equipment lease Ricoh</li><li>• Poster maker</li><li>• Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, COST team meetings, and monthly SST's/IEP's.</li><li>• After-school tutoring for students in grades 1-6 significantly below grade level on Foundation Skills Assessment , CFA's, fluency, and I-Ready through supplemental contracts for teachers.</li><li>• After-school tutoring for students in grades 1-6 significantly below grade level on Foundation Skills Assessment , CFA's, fluency, and I-Ready through supplemental contracts for instructional aids/classified staff.</li><li>• Purchase of technology including tablets, equipment, buildings, and machines to support literacy.</li><li>• Purchase of Just Right Reader program and resources grades 1-6.</li><li>• Incentives for students for achievement in literacy.</li><li>• Direct Services - Food Services for professional learning of teachers and parent engagement</li><li>• Purchase Orders provided to support student/parent engagement/activities and staff professional learning</li></ul>

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is not performing at low levels according to CA Dashboard*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English Learner students as well as all low performing student groups offering inter-class deployment as well as after-school tutorial to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for the after-school program and reading class as well as academic materials needed for literacy and math support English Learner Students.*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

- 1. Teachers utilizing strategies that support English Learners.*
- 2. Offering reading intervention classes.*
- 3. Offering after-school tutorial.*
- 4. Incorporating more hands-on classroom activities.*
- 5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.*
- 6. EL PAC chats with students re: importance of reclassifying to RFEF.*
- 7. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.*
- 8. Incorporate more written language into classes.*
- 9. Get more EL students involved in school-wide activities/events.*
- 10. Providing information to parents of English Learner students about the importance of building students' language skills as well as the re-classification process.*
- 11. Parent Communication in the preferred language*
- 12. Parent translation at meetings to support parents understanding how their student is doing academically.*
- 13. Provide information about the services Parent University offers families.*
- 14. Culturally relevant topics in Parent Lab with translation*
- 15. Provide information about the services the EL department provides families.*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All actions targeted for EL/Foster/At-risk students.
- Use of visuals and realia when teaching ELA/Math lessons.
- Integrated EL strategies will be used to support students in all content areas.
- Re-designation Goal Setting report will be utilized to monitor growth and gaps for EL students.
- Teachers will provide on-going data charts with our EL students to identify gaps in meeting Re-designation

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*No student groups were identified in the red on the CDE Dashboard; however, Hispanic, African-American and EL students are the lowest performing student groups identifying in the orange on the CDE Dashboard.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support all low performing student groups offering inter-class deployment as well as after-school tutorial to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for the after-school program and reading class as well as academic materials needed for literacy and math support*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 / 7091 funds we plan to support all low performing student groups in the improvement of academics and attendance, as well as students' social emotional needs. These expenses may include academic and attendance awards, pizza party for improved i-ready scores and positive attendance at the end of each quarter. These funds may also be used to purchase fidgets, etc. for the CSSW and school psychologist to have for students as needed. Field trips that support the academic experience may also be paid for out of 7090/7091.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Implement designated ELD and integrate ELD daily with all EL students.
- Close reading strategies to include PLC + Strategies (Clarity, Engagement and Feedback), TMTP suggested strategies, Just Right Reader Resources, complex text, reading writing listening and speaking to support African American male students and EL.
- Provide after-school tutoring for African American students in grades 1-6 who are significantly below grade level on Foundational Skills Assessment, CFA's, Interim, and I-Ready through supplemental contracts for teachers or instructional aids.
- Supplemental contracts for instructional aids/classified to support intervention and extra support for SWD, EL, and African American students
- Incentives and awards presented to African American students, EL students and SWD students who achieve academic growth on CFA's, I-Ready, and DIBELS fluency.
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)



criteria.

Action 2

Title: Math Support and Intervention

Action Details:

Phoenix will continue to implement the district adopted comprehensive program for math (GO-Math). GO-Math will be utilized to plan instruction aligned with Common Core State Standards (CCSS) to provide learning opportunities with an emphasis on conceptual and procedural understanding. Instruction will include opportunities for the application of concepts using real-world problems including digital application using technology for all students. Tier 2 intervention will be provided through a Blended Learning Model using GO Math Personal Trainer, Reflex Math for math facts fluency and targeted small group instruction following the administration of grade level CFA/CSAs and data analysis. Tier 3 intervention will happen through daily fluency practice of foundational math skills presented through the GVC, and math facts fluency

- Teachers will work through assessment cycles by creating CFA/CSAs, analyzing data, and planning for response.
- Teachers will implement a consistent method for teaching and assessing fluency in mathematics.
- Professional development in MLD
- IAB and I-READY will be used to assess student progress and adjust instruction where applicable.
- Continue school-wide use of the Mathematical Practices
- PLC'S will collaborate, create a common assessment, and align math instruction to content standards
- Administrative Team will continue cycle of review around Problem of Practice ( PLC + -Clarity, Engagement and Feedback; Professional Learning Communities-4 Grounding Questions.)
- Administrative Team instructional walks utilizing the IPG Data collection tool for calibration of teams to provide feedback
- Teachers will use the Instructional Practice Guide during their Professional Learning Communities to calibrate and plan challenging content to address Tenets #1-3.
- Quarterly Pre and Post Focus Standard assessment (CFA's)
- Professional learning for the use of Collaborative Conversation strategies to be utilized in grades 1st-6th to deepen understanding in the content area.
- Paraprofessionals to provide math fact fluency support in the classroom.
- Professional Learning book studies for ILT and staff Professional Learning through Regional work.
- PL in utilizing FIAB and IAB's
- Admin. walkthroughs and calibration.

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

- I-Ready Quarter 1, 2, and 3 assessments;
- Quarterly admin data chats with teachers in grades 1-6 to monitor focus standards, set goals, and identify interventions
- Classroom Supervision Feedback using Instructional Practice Guides
- Weekly PLC meeting schedules with ILT's will be adjusted to allow Administrators to collaborate with the PLC team using "Foundations" and IPG to monitor effectiveness
- FIAB and IAB's
- On-going formative assessments addressing recursive Math Standards #1-3
- Calendar Focus Standard CFA's to include assessment and data reflection.

Owner(s):

- Administrators VP and Principal
- Lead Teachers,
- PLC Teams
- Para Professionals
- All Staff

Timeline:

- 6 week CFA data analysis
- reflection through PLC agenda and ILT leadership
- I-ready review after fall, winter, and spring
- Admin/Teacher Data Chats-Quarterly

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

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- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, COST team meetings, and monthly SST's/IEP's.
- Materials and Supplies to support mathematics
- Equipment lease (Ricoh)
- Poster maker
- Reflex Math - Online math fluency subscription
- Go Math Curriculum
- Math Fact Fluency charts
- Purchase Orders provided to Vendors to support student/parent engagement/activities and staff professional learning
- Supplemental contracts for instructional aids/classified to support intervention and extra support for students.
- After-school tutoring for students in grades 1-6 significantly below grade level through supplemental contracts for teachers.
- Purchase technology including tablets, equipment, buildings, and machines to support mathematics.
- Incentives purchased to support student achievement in mathematics.
- Direct Services - Food Services for professional learning of teachers and parent engagement
- Graphics-direct services for additional materials such as charts, booklets, and other resources necessary to support baseline, differentiation, and intervention of math instruction.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is not performing at low levels according to CA Dashboard

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learner students as well as all low performing student groups offering inter-class deployment as well as after-school tutorial to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for the after-school program and reading class as well as academic materials needed for literacy and math support English Learner Students.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

1. Teachers utilizing strategies that support English Learners.
2. Offering reading intervention classes.
3. Offering after-school tutorial.
4. Incorporating more hands-on classroom activities.
5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.
6. ELPAC chats with students re: importance of reclassifying to RFEP.
7. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.
8. Incorporate more written language into classes.
9. Get more EL students involved in school-wide activities/events.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA Power BI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups were identified in the red on the CDE Dashboard; however, Hispanic, African-American and EL students are the lowest performing student groups identifying in the orange on the CDE Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support all low performing student groups offering inter-class deployment as well as after-school tutorial to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for the after-school program and reading class as well as academic materials needed for literacy and math support

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 / 7091 funds we plan to support all low performing student groups in the improvement of academics and attendance, as well as students' social emotional needs. Theses expenses may include academic and attendance awards, pizza party for improved i-ready scores and positive attendance at the end of each quarter. These funds may also be used to purchase fidgets, etc. for the CSSW and school psychologist to have for students as needed. Field trips that support the academic experience may also be paid for out of 7090/7091.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

10. Providing information to parents of English Learner students about the importance of building students' language skills as well as the re-classification process.

11. Parent Communication in the preferred language

12. Parent translation at meetings to support parents understanding how their student is doing academically.

13. Provide information about the services Parent University offers families.

14. Culturally relevant topics in Parent Lab with translation

15. Provide information about the services the EL department provides families.

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- - Implement designated ELD and integrate ELD daily with all EL students.
  - Close reading strategies to include complex text, reading writing listening and speaking to support African American male students and EL.
  - Provide after-school tutoring for African American students in grades 1-6 who are significantly below grade level on Foundational Skills Assessment , CFA's, I-Ready through supplemental contracts for teachers.
  - Supplemental contracts for instructional aids/classified to support intervention and extra support for SWD, EL, and African American students
  - Incentives and awards presented to African American students, EL students and Students With Disabilities who achieve academic growth on CFA's, or I-Ready
  - Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)

- Implement designated ELD strategies into math lesson design.
- Incentives and awards presented to EL students as they are re-designation '
- Designated and Integrated ELD Daily Use of scaffolds during instruction.
- Homework Help and tutoring for identified 4th - 6th EL students.
- Visual Supports (Charts to support Instruction of Content) Use of manipulatives and tools as needed to support student learning.
- Multiple opportunities to have peer-to-peer interaction during the instructional day.
- CWAS to support and communicate with parents regarding student academic progress, re-designation and/or concerns.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Technology	2,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies for Student Support	864.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			: Books and References	2,000.00

\$5,364.00



Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey- percent favorable in student-centered/real-world experiences domain	✓	97.6 %	82 %	2023-2024	83.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

**Fall Climate and Culture Survey--Percent favorable in student-centered/real-world experiences domain**-The fall 2023 student survey shows a 2% increase from 82% to 84% on the spring 2024 survey. This is 1% higher than the district average. Although we gained 2%, our goal is to get to 100% favorable in all domains of the Climate and Culture Survey. The Phoenix Climate and Culture Team closely looks at the survey data and brings the results to staff. As a collective group, they determine specific domains to focus on as a school.

The school site will provide opportunities for student-centered and real-world learning experiences.

Exposure to Careers--

- 1st, 2nd, 3rd, and 4th grades Chafee Zoo
- Fresno Art Museum
- Bricks for Kids 2x per year
- School Career Day
- 4th Grade Link Up Concert
- 5th Grade Trip to Scout Island
- 6th Grade Camp
- Kids Invent and STEM5
- Meaningful Work
- Smarty Party
- Peach Blossom
- Guidelines for Success

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

**Fall Climate and Culture Survey-Student Centered and Real World Experiences**-Phoenix students overall feel they are getting student-centered and real-world experiences based on the fall survey data. One area that we need to improve upon is looking at ways to have more students involved in real-world experiences. Our clubs and sports initiatives are one such avenue to increase connectedness between our students and the real world.

Some students enrolled at Phoenix did not transition last year (2022-2023) due to chronic absenteeism. Most students at Phoenix have social emotional needs that often exacerbates the chronic absenteeism, which in turn effects their academic progress. The social worker collaborates with students providing in-school services. However, there are times that the student and/or parent decline the services which has a negative effect on their progress towards transition because they are not getting the the supports they need.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

There were no major differences between the intended and actual implementation of the 2023-2024 SPSA Goal 2 actions and expenditures.

**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 2024/25 SPSA.

Actions that were funded last year will continue to be a focus for the 2024-2025 school year.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Continue with current services: Materials and supplies, awards and recognition (Academic--student of the month), Guidelines for Success activities and recognition, supplemental contracts for paraprofessional to support students afterschool.

**2** ELAC:

N/A-The site does not meet the requirement of 21 EL students or more to warrant ELAC.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Increase the variety of clubs available to students.

Action 1

Title: Student Engagement Opportunities

Action Details:

By the end of the 2024-2025 school year, Phoenix Elementary student participation in engagement opportunities will be 100% based on Atlas student engagement entries.

All students in grades 1-6 have an opportunity to participate in various on-site clubs, activities, athletics and organized team-building activities through the coordination of staff members on a daily basis. Students will choose to join activities based on what staff members have organized that day/week. Outdoor Education field trips will provide opportunities for students to be exposed to new activities and build their self-efficacy, and confidence. These activities will support student engagement, pro-social behaviors, teamwork, intrapersonal and interpersonal skills, and improved academic performance.

- A wide variety of extra-curricular engagements are offered including Peach Blossom, Spelling Bee, Career Day, 4th-grade recorders, Beginners Music, Chess Club, Leadership Group, Gaming Club, Art Club, Girl's Club, Boys Group, Travel Club, Engineering Club, Math Club, and other club topics addressing STEAM areas.
- Assign "meaningful jobs" to students at risk for a positive connection to adults and school
- Implement organized sports including flag football, soccer, basketball, volleyball, and baseball.
- Monthly cultural focus
- Monthly Climate Culture Meetings
- Class Dojo Points
- Class Dojo store

- Guidelines for Success assembly during breakfast on Fridays.

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

- Quarterly monitoring of Engagement tab
- Quarterly monitoring of Engagements using Atlas tools to monitor subgroups and identify student/groups not participating in engagements.
- Fall and Spring Student Climate Culture Survey
- Daily, Weekly, Monthly Behavioral Data Monitoring

Owner(s):

- Teachers, VP, ILT
- HSL/VP, Lead Teachers

Timeline:

Quarterly monitoring of engagements tab  
Atlas Reports

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

- Technology to support Goal 2 and STEM topics in clubs
- Materials and supplies to support clubs, athletics, arts, and activities
- Materials and supplies for class dojo store.
- Supplemental/Extra pay contracts for classified/certificated staff to offer a wide array of choices for student engagement
- Mileage reimbursement for staff.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in no areas.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Language Development through implementation of:

- Just Right Readers as a supplement to our guaranteed viable curriculum.
- Extra Pay contracts for afterschool support
- English Learner Services will be utilized for professional development to support English Learner Students

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students with:

- Volunteer readers
- Outside partners
- Just Right Readers leveled reader supplemental program
- PLCs analyzing data to determine next steps on closing the academic gap for EL students
- ELPAC chats with students re: importance of reclassifying to RFEP
- Incorporate more written language into classes
- Get more EL students involved in school-wide activities/events

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The socioeconomically disadvantaged student population is performing at the lowest level in areas of suspension rate and chronic absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support socioeconomically disadvantaged student population by providing:

- Materials and supplies for clubs
- Extra Pay contracts for afterschool support
- English Learner Services will be utilized for professional development to support English Learner Students

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by providing:

- Incentives
- Materials and Supplies
- Volunteer readers
- Outside partners

- *Providing information to parents of EL students about the importance of building students' language skills as well as the reclassification process*
- *Parent communication in preferred language*
- *Parent translation at meetings to support parents in understanding how their student is doing academically and social-emotionally*
- *Provide information about the services Parent University offers families*
- *Provide information about the services the EL department provides families*
- *Parent conferences as needed*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Material and supplies to support EL program: GVC, paper, pencils, markers, note paper for annotation, poster paper.
- Public awards and incentives presented to EL students as they are re-designated.
- Provide multiple exposures to vocabulary through the GVC and teacher-generated lessons
- Activate background knowledge
- Make instruction accessible with teacher/mentor coach support
- Parent communication
- Academic counseling
- Opportunities for students to feel more connected to school through school-wide activities
- School social worker referral, as needed
- EL data is reviewed at every grading period. The leadership team evaluates data and prescribes the necessary interventions or programs
- Review data on low-performing subgroups at every grading period. The leadership team will evaluate data and prescribe the necessary interventions or programs

- *Just Right Readers leveled reader supplemental program*
- *PLCs analyzing data to determine next steps on closing the academic gap for EL students*
- *ELPAC chats with students re: importance of reclassifying to RFEP*
- *Incorporate more written language into classes*
- *Get more EL students involved in school-wide activities/events*
- *Providing information to parents of EL students about the importance of building students' language skills as well as the reclassification process*
- *Parent communication in preferred language*
- *Parent translation at meetings to support parents in understanding how their student is doing academically and social-emotionally*
- *Provide information about the services Parent University offers families*
- *Provide information about the services the EL department provides families*
- *Parent conferences as needed*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- All students will have an opportunity to participate in clubs/activities that support positive interaction with teachers/staff and peers.
- Provide multiple exposures to vocabulary through the GVC and teacher generated lessons.
- Make instruction accessible with teacher/mentor coach support
- Use home language strategically
- Parent Communication
- Academic Counseling
- Opportunities for students to feel more connected to school through school-wide activities
- Parent conferences
- School social worker referral, as needed
- Utilize instructional strategies that focus on improving students' academic performance
- Teachers will have the opportunity to participate in trainings that the district provides through iAchieve
- Review data on low-performing subgroups at every grading period. The leadership team will evaluate data and prescribe the necessary interventions or programs
- Work with Sped team to progress monitor and provide interventions for identified SPED students who are low performing
- Technology as needed: tablets, headphones and mice
- Identify chronic absenteeism

Action 2

Title: Social-Emotional Learning and Support

[Action Details:](#)

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By the end of the 2024-2025 school year, 100% of students will be in the Typical Range as assessed by DESSA. Currently, site data shows 77% are labeled Need for Instruction and 23% are Typical.

Phoenix will develop a school-wide behavioral management intervention program combined with Positive Behavioral Intervention Supports, Character Building, Restorative Practices, Guidelines for Success to reduce the suspension rates and increase the on-campus engagement of students. Lesson strategies and professional learning opportunities will enhance campus safety for all students and reduce the intensity of at-risk behaviors that will result in a reduction of



negative interactions between peer/peer and peer/staff relationships.

Phoenix students will be provided opportunities to interact with peers, teachers, and community members during school activities.

- Professional learning for the use of Non-violent Crisis Intervention training strategies for the entire staff to be utilized in grades 1-6th to address Safe/Civil Educational settings for students who are a danger to themselves or others.
  - Lead Teacher team utilizes Professional Learning Community time to develop targeted Social-Emotional and 1-6th grade writing standards to support reflection room assignments to build student capacities in peer/peer, peer/staff, and peer/parent relationships (NCI-CPI Re-establishing relationships, p.1-20).
- Professional learning for the use of Restorative Practices for the entire staff to be utilized in grades 1-6th to address Safe/Civil Educational setting to support the social-emotional domains for students in 1-6th grade. (Restorative Justice: Building/Restoring Relationships).
- Professional learning for the use of Second Step/Why Try? curriculum for teachers to be utilized in grades 1-6th to create a Safe/Civil Educational Setting and support the social-emotional domains.
- Monthly staff meetings to engage in Continuous Cycle of Improvement to discuss changes/alterations to existing school-wide management interventions based on reflection room frequency/intensity data trends/patterns.
- FUSD provided Career Ready Field Trips/Career Assemblies
- Project Based Learning: Kindness Campaign/Golden Rule
- Goal 2 Field Trips
- Class Meeting
- Calm Down Corners
- 2x10 quarterly outreach
- Mentoring program (1-6)
- Girls Group
- Second Step/SEL weekly lessons (1-6)
- Olweus
- Meaningful Work
- Flex with Phoenix
- Guideline for Success
- Check In Check Out
- Monthly Climate Culture Meeting
- Class Dojo Points and parent messaging application (Positive Behavior Interventions System-PBIS)
- Weekly Class Dojo store
- DESSA pre/post with progress monitoring and implementation of student groups identified groups: social skills groups and individual student counseling.
- Utilizing the PLC process with SEL Team: Social worker, Behavior Interventionist, safety team, school psychologist and admin.

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

- Second Step/SEL weekly lessons (1-6)
- Teachers will utilize Second Step Scope and Sequence Calendar.
- Teacher will utilize class roster to monitor student participation of the SEL lesson.
- Monthly reviews of SST meetings
- Reviews of suspensions
- Weekly reviews of reflection room referrals
- Monthly and Quarterly review of reflection room data/pattern/trends
- Monthly monitoring of behaviors entries on atlas
- DESSA

Owner(s):

- Teachers
- Admin, ILT, School Climate Culture Team
- BIS- individual and group social skills building
- Clinical social worker - individual and group counseling
- School psychologist- individual and group counseling

Timeline:

- Weekly
- Monthly
- Weekly (Admin) Monthly (C/C Team)\
- DESSA students at 4 and 12 weeks of enrollment.

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

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School-wide tiered supports to increase alternative and decrease at-risk behaviors from occurring.

Tier I supports

- Meaningful Work
- Daily Class Meetings
- Weekly Second Step/Why Try? Curriculum
- Monthly perfect attendance awards/celebrations
- Daily incentive PBIS model using token economy rewards.
- Weekly team building activities to support peer/peer, peer/staff relationships
- "Fun" Friday earned activities
- STOLC/CHAMPS
- Daily behavior charts (2-way communication with Parent/Guardian)
- Young Men of Character
- Girl Power
- Mentor program
- Vocational program (School-wide/classroom roles/jobs)
- Fresno Chaplain Program (1-2nd grade)
- Weekly Parent Support Group Meetings

Tier II supports

- In-class time-away areas (independent de-escalation area within classroom setting)
- Student "Check-in" program (support social-emotional concerns/needs of at-risk students).
- Restorative practices/Conflict resolution strategies with staff support
- peer mediation
- monthly SST/Comprehensive review meets with Parent
- Behavior Support Plan

Tier III supports

- Behavior Intervention Plan
- reflection room referrals
- 1-on-1 mentoring
- Restorative circle
- Individual Threat Assessment
- Materials and Supplies needed:
- BIS- individual and group social skills building
- Clinical social worker - individual and group counseling
- School psychologist- individual and group counseling

Materials and other items required/needed to support students safety and continued reinforcement of Positive Behavior level and school I-wide activities & events on Social-Emotional Needs

Books and other reference materials as well as other consumable supplies for Social-Emotional Learning

Graphics - Direct services for additional materials such as certificates and other resources necessary to support student engagement, safety, behavior and social-emotional needs.

Direct Services for Food Services for students/parent engagement and activities

Purchase orders to vendors to support student/parent engagement activities.

Funds to provide students incentives focused on the 6 pillars of character such as prizes, monthly rallies, and quarterly Fun Works Assemblies. Incentives will be purchased from outside vendors

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*English Learner student population is performing at the lowest level in no areas.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support EL/socioeconomically disadvantaged students by utilizing:*

- *Materials and supplies*
- *extra pay contracts for after school support*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support EL/socioeconomically disadvantaged students by providing*

- *Materials and supplies*
- *Extra pay contracts for after school tutoring.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

All actions targeted for EL/socioeconomically disadvantaged students, along with integration of EL strategies used in all content areas.

Re-designation goal setting report will be utilized to monitor growth and gaps for EL students, while teachers will provide on-going data chats with our EL students to identify gaps in meeting Re-designation criteria.

School site Social worker will support students/student families inside and outside school site setting.

- Home visits
- Family support training (flexible settings)
- Student social-emotional support (flexible settings)
- Weekly Parenting Labs
- School Social Worker referral, as needed
- Utilizing instructional strategies that focus on improving EL students' language acquisition
- Technology as needed: tablets, headphones and mice
- Identify chronic absenteeism
- If EL and SPED, create a communication loop between Psych., RIM, Teacher and Admin team focused on transitioning and receiving students that are low-performing.
- Review data on low-performing EL students at every grading period. The leadership team evaluates data and prescribes the necessary interventions or programs.
- Incorporating more hands-on classroom activities
- ELPAC chats with students regarding importance of reclassifying to RFEP

**Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.**

*The socioeconomically disadvantaged student population is performing at the lowest level in areas of chronic absenteeism and suspension rate.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support socioeconomically disadvantaged student population by providing:*

- *staff with training on trauma-informed classrooms and schools via books and reference material*
- *Materials and supplies.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by providing:*

- *Extra pay contracts for after school tutoring.*
- *Materials and supplies*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

All actions targeted for socioeconomically disadvantaged students. School site Social worker will support students/student families inside and outside school site setting.

- Home visits
- Use home language strategically
- Student social-emotional support (flexible settings)
- Expedite SST/BSP process to gather information on newly enrolled Foster/At-Risk youth to support transition to site.
- Opportunities for students to feel more connected to school through school-wide activities
- School Social Worker Referral, as necessary
- Teachers may have the opportunity to participate in trainings that the districts provides through iAchieve
- Work with SPED team to progress monitor and provide interventions for identified SPED students that are low-performing.
- Technology as needed: Tablets, headphones and mice
- Identify chronic absenteeism
- Parent communication
- Review data on low-performing subgroups at every grading period. The leadership team evaluates data and prescribes the necessary interventions or programs
- Create a communication loop between Psych, RIM, Teacher and Admin focused on transitioning and receiving students that are SPED and low-performing

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix Elementary (Locked)

### G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	ESSA-CSI	In-House Instructional Staff Deve	Cons Svc/Oth			Born To Shine, Mike Sullivan : Student Empowerment	4,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies - Student Engagement and Academic Acceleration	6,879.00
G2A1	Sup & Conc	Instructional Supervision & Admii	Equip Lease			Equipment Lease - Ricoh	7,320.00
G2A2	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies to Support Learning & SE Supports: No Food or Incentives	2,336.00
G2A2	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Sub Admin Support for PL / Conferences / Trainings	2,986.00

**\$23,521.00**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		38.1 %	2023-2024	37.5 %
Suspension Rate - Semester 1	✓	3.93 %	32.6 %	2023-2024	32.27 %
Suspension Rate - Semester 1 (Hispanic)	✓		25 %	2023-2024	24.67 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		34.1 %	2023-2024	33.77 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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:

Based on PowerBI, daily attendance percentages have increased from 6.52% in 2022-2023 to 22.8% in 2023-2024. Actions include:

- Positive attendance incentives for students and families (recognition and rewards).
- Quarterly incentives for excellent attendance. Monthly student and parent pizza luncheon.
- Weekly Parenting Lab
- SSW and CWAS meet with parents to discuss student attendance and provide support/solutions to parents.
- DESSA pre/post progress monitoring

When specific students are compared from year to year, the chronically absent students are different each year. We continue to have difficulty making connections with the parents of our chronically absent students. The target for this goal was not met.

Suspensions: Students with 1 or more:

Analysis of key factors that have contributed to the performance outcome have included:

- Implementation of daily class meetings
- Monday Second Step Lessons
- Teacher and family weekly communication
- Guidelines for Success
- On site counseling
- BIS

**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

Phoenix is not a neighborhood school, therefore, it is more of a challenge for some students to get to school. Granted, our school does provide bussing, not all students agree to ride and of those that do, some still do not make to their stop at the necessary time. Many times when a parent calls in an absence for their student, it is due to the lack of transportation of getting from home to the bus stop or to the school itself.

Another factor that leads to the increase in the percentage of chronic absenteeism is the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school site throughout the year. This disproportionality affects specific subgroups at Phoenix Elementary as our student population is 43% students with IEP, 22.7% African American, and 15.9% Homeless Youth.

When the CWAS does home visits to make a connection with families about their student's chronic absenteeism, the CWAS often finds no one at home, having to leave a business card with a note to contact the vice-principal regarding attendance. Most of the time there is no contact made by the family. Another concern is that families will not update their contact information when they move or change their phone number. This results in the school not being able to contact families regarding chronic attendance. When parents do finally come to the school, a new emergency card is issued in an attempt to capture the newest information.

Suspensions: Students with 1 or more:

Factors that lead to an increase in suspension is the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school site throughout the year through the ISET and Expulsion process. These factors affect the suspension disproportionality in subgroups at Phoenix Elementary as our student population is 43% students with IEP, 22.7% African American, and 15.9%

- DESSA pre/post progress monitoring
- The target for this goal was not met.

Hispanic.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

There are no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**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 2024/25 SPSA.

CSI Targeted Plans

Sub-release days will allow teachers the opportunity to collaborate/plan/observe the SEL needs of students. Restructure the Re-Engagement room to provide de-escalation techniques. Work with Guiding Coalition and CSI Manager to do a root cause analysis of chronic absenteeism and suspension data. Review and identify resource inequalities. Identify evidence-based intervention strategies. Identify actions regarding the use of data to plan, implement, monitor, and evaluate improvement efforts. Professional learning around the work specifically correlated to the CSI Identification and SMART goal. Continue to receive Restorative Practice professional development and consultation. DESSA Pre/Post progress monitoring. Utilizing the PLC+ process with SEL Team (Social Worker, Behavior Intervention Specialist, Safety Team, School Psychologist, Admin.)

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Continue to provide incentives for attendance and positive behavior.

**2** ELAC:

N/A--Site does not meet the requirement of 21 EL students or more to warrant ELAC.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Add spontaneous "Mystery Prizes" for additional motivation.

Action 1

Title: ADA Attendance Student Support & Chronic Absenteeism

Action Details:

By the end of the 2024-2025 school year, Phoenix's daily attendance rate will increase from the current 96.4% to 99% as measured and tracked via internal systems.

During the 2023-2024 school year at Phoenix Elementary 22.8% of enrolled students were defined as chronically absent. Current daily attendance has improved to 96.4%. Phoenix will develop an attendance incentive program to increase the attendance rates, reduce the percentage of students defined as chronically absent (defined by the educational code as a student with less than 90% attendance, and 3+ truancy violations), and enhance the time spent in class engaged and on-task.



- Implement an attendance incentive program for all students through the guidance of the CWAS/Home School Liaison.
- Increase teacher and parent connection through Class Dojo App. Daily and weekly messages
- Pizza party incentive for excellent attendance
- Class Dojo Parent Incentives
- Quarterly attendance prize
- Monitor Atlas
- HSL/CWAS/Social worker home visits
- Staff will consistently implement tardy/late protocols.
- CSI Monthly Huddle to progress monitoring using Power BI Data.

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

- Monthly attendance reviews
- Daily monitoring of students in attendance with phone calls home to clear absences.
- Daily attendance records/logs
- Home visits
- Attendance Chats (CWAS)
- Health office referrals
- School climate & Culture Data (Parent & Student)
- Entry Data (Counseling or Other)
- Cross-Function Pivot Team and CSI Manager

Owner(s):

- Principal
- Vice Principal
- Teachers
- Students
- Office Staff
- CWAS
- Home School Liaisons
- Social Worker
- SPED Team

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly Incentives

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

- CWAS
- Attendance incentives will be awarded weekly, and monthly for students in an attempt to increase attendance rates.
  - Vendors: Costco, GW, SaveMart, Office Max
- Implement an attendance incentive program for students and parents through the guidance of the CWAS/Home School Liaison.

Targeted CSI Approach:

- The School Child Welfare Attendance Specialist will work in tandem with our Social worker to support parents and students with an absenteeism rate between 5 - 9.99% (Tier 2) and students displaying Chronic Absenteeism, 10% or higher, (Tier 3) through phone calls, and home visits.
- Substitutes to provide coverage for teachers to attend COST or SST meetings or attend professional learning/planning around student attendance and/or school-related activities on attendance.
- Partnering with stakeholders at the site level as well as district-level (Guiding Coalition, CSI manager assigned to Phoenix Elementary) to identify root causes for chronic absenteeism data.
- Professional Learning rooted in the work specifically correlated to the CSI-identified student groups.
- Supplemental Contracts (After-school tutoring)
- Actions regarding the use of data, plan implementation, monitoring, and evaluation of improvement efforts.
- CSI Monthly Huddle to progress monitoring using Power BI Data.
- Club supplies such as art supplies, board games, award certificates
- Weekly Parenting Labs
- Career Day

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*English Learner student population is performing at the lowest level in no areas.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support EL/Socioeconomically disadvantaged students by providing:*

- Materials and supplies
- Extra pay contracts to support sports, clubs and after school tutoring
- 

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support EL/Socioeconomically disadvantaged students by providing:*

- Materials and supplies
- Extra pay contracts to support sports, clubs and after school tutoring
- Incorporating more hands-on classroom activities
- PLC's analyzing data to determine next steps on closing the academic gap for EL students
- Incorporating more written language into classes
- Get more EL students involved in school-wide activities/events
- Providing information to parents of EL students about the importance of building students' language skills as well as the reclassification process
- Parent communication in preferred language
- Parent translation at meetings to support parent understanding of how their student is doing academically
- Provide information about the services Parent University offers families
- Provide information about the services the EL department provides families
- Parent conferences, as needed

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Among academic needs, the social emotional needs of an EL student are evaluated to determine the proper academic placement. During the leadership team meetings, when evaluating EL students, multiple measures such as grades, attendance, DESSA ranking and iReady diagnostics are used to determine whether appropriate supports are in place to support EL learning needs. In addition, encouraging EL students to get involved in school activities will help them feel more connected to school.

- All actions targeted for EL/Socioeconomically disadvantaged Subgroups.
- Integrated EL strategies will be used to support students in all content areas.
- Re-designation Goal Setting report will be utilized to monitor growth and gaps for EL students.
- Teachers will provide on-going data charts with our EL students to identify gaps in meeting re-designation criteria.
- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring EL students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

**1. Identify the student group (list only one at a time) in red and all the areas they are identified in.**

*The Socioeconomically disadvantaged student population is performing at the lowest level in areas of chronic absenteeism and suspension rates.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support socioeconomically disadvantaged students by providing:*

- Additional materials and supplies for literacy and math support
- Extra pay contracts for sports, clubs and after school tutoring

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by providing:*

- Materials and supplies
- Extra pay contracts to support sports, clubs and after school tutoring
- Academic/Attendance awards
- Pizza party for high quarterly attendance
- Fidgets etc. for SSW to have for students as needed
- Field trips that support the academic experiences

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Phoenix's low performing sub-groups are socioeconomically disadvantaged students. Among academic needs, the social emotional needs of low-performing students are evaluated to determine the proper academic placement. During the leadership team meetings, when evaluating low-performing students, multiple measures such as grades, attendance, DESSA ranking and iReady diagnostics are utilized to determine whether appropriate supports are in place to support their academic needs. In addition, encouraging low-performing students to get involved in school activities will help students feel more connected to school. All students are encouraged to participate in student activities. Phoenix believes that the more students and their families are engaged in school activities, the better students will perform academically. This will lead to an improvement in student attendance. It is our goal to help students get the supports and services they need to help them be successful.

- Strategic and regular "check-in/check-out" with students in African American, Hispanic/Latin Students with Disabilities sub-groups who are identified as chronically absent students by HSL/CWAS/ Admin.
- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring for low performing student groups.
- Cross-Functional Pivot teams to support root cause analysis for low performing student groups and with a plan to improve low-performing students who have chronic absenteeism.

Action 2

Title: Suspensions per 100

Action Details:

By the end of the 2024-2025 school year, suspensions per 100 will be reduced by 50% from 32 in 2023-2024 to 17 in 2024-2025.

Phoenix Elementary will focus on decreasing the suspension rate through strategic and targeted actions that involve all stakeholders.

- Teachers and Staff will create a positive school environment by providing SEL opportunities on a daily basis.
- Students with recurring Tier 2 behaviors will be referred to the COST team to plan for interventions to address specific behaviors.
- Students with recurring Tier 2 and Tier 3 behaviors that have not improved through COST interventions will be referred to SST's
- Admin and Social worker will hold parent meetings with all students who have repeatedly demonstrated Tier 3 Misbehavior and parents of these students will be provided resources to support the progress of their child at home.
- Mentoring to provide intervention to a cohort of identified Tier 2 and Tier 3 students needing more individualized supports for behavioral needs.
- All for Youth program on-site
- Weekly teacher and parent connection through Class Dojo.
- Class Dojo Store
- Regulation zone in room 7
- CSI Monthly Huddle to progress monitoring using Power BI Data.
- Phoenix Elementary will pilot 5 Star as a means of structuring identification and incentives for students and families for Social Emotional and Academic motivation

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

- ATLAS Student Portfolio Data
- Classroom referral
- Office referral data
- Power BI
- California Dashboard
- Cross-Functional Pivot Team and CSI manager

Owner(s):

- Principal
- Vice-Principals
- COST team
- Teachers
- Parents
- Students
- HSL
- CWAS
- Mentor
- Culture and Climate Team
- SPED Team

Timeline:

Teachers weekly monitoring classroom referral/behavior system  
Vice-Principal monitoring office referral/suspension data weekly.  
Bi-Monthly COST meetings and reports to teachers/staff  
Review/report quarterly data to parents.

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

2-hour Orientation/welcome meeting during enrollment.

ICET meetings, Student Success Teams

Weekly Parent Labs,

Bi-annual Classroom family gatherings to allow Parent-teacher conferences on academic, behavior, social-emotional, etc updates;

Monthly school celebrations and student events for parents to participate and observe. Incentives will be provided to students who have parents participate in activities on campus

Students will conduct presentations at Parent Meetings or Event gatherings.

Sub-release days to allow teachers the opportunity to collaborate/plan/observe the SEL needs of students to support the transition of students to comprehensive sites.

All students will participate in Class Meetings and Second Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.

School-wide structures and incentives will be continued, refined, and/or created to support positive student behaviors.

Materials Needed:

- Class Meeting, Second Step, and Olweus Curriculum
- Materials and supplies to support SEL lessons and activities
- Positive behavior incentives.

Targeted CSI Approach

- Professional learning on de-escalation techniques for all staff.
- Utilize the Re-engagement room to provide regulation techniques and sensory tools to calm down.
- Partnering with stakeholders at the site level as well as district-level (Guiding Coalition, CSI manager assigned to Phoenix Elementary) to identify root causes for suspension data.
- Professional Learning rooted in the work specifically correlated to the CSI-identified student groups.
- Actions regarding the use of data, plan implementation, monitoring, and evaluation plan improvement efforts.
- Sub-release days to allow teachers the opportunity to collaborate/plan/observe the SEL needs of students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in no areas.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL/Socioeconomically Disadvantaged students by providing materials and supplies and extra pay contracts to support sports, clubs, and after school tutoring.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL/Socioeconomically Disadvantaged students by providing materials and supplies and extra pay contracts to support sports, clubs, and after school tutoring.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

All EL students have an equal opportunity to participate in engagement activities.

- Counseling and interventions will be offered in students' primary language when available
- HSL/Social worker will ensure that students and parents are able to access any resources/information that is not in their primary language.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The socioeconomically disadvantaged student population is performing at the lowest level in areas of chronic absenteeism and suspension rates.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL/Socioeconomically Disadvantaged students by providing:

- materials and supplies
- Extra pay contracts to support sports, clubs, and after school tutoring

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL/Socioeconomically Disadvantaged students by providing materials and supplies and extra pay contracts to support sports, clubs, and after school tutoring.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring so the site can create an action plan to decrease the suspension rate of EL's.
- Student discipline and suspension data will be used to ensure that low-performing students are provided access to social-emotional resources.
- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring for low performing student groups.
- Cross-Functional Pivot teams to support root cause analysis for suspensions in low performing student groups and create a plan to decrease the suspension rate of low-performing student groups.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Instruction	Ins Aide-Sup			Classified Supplemental Contracts - Student Engagement	656.00
G3A1	ESSA-CSI	Instruction	Oth Cls-Sub			Classified Subs to Support PL / Conferences / Trainings	1,070.00
G3A1	ESSA-CSI	Instruction	Mat & Supp			Materials & Supplies - Student Support and Chronic Absenteeism Support: No Food or Incentives	5,000.00
G3A1	ESSA-CSI	Instruction	Travel			Travel / Professional Learning / Conferences	2,347.00
G3A2	ESSA-CSI	Instruction	Direct-Trans			: Building Capacity by Increasing Real World Exposure & Experience and Civic Engagement	1,200.00

**\$10,273.00**



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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	100 %	76.5 %	2023-2024	77.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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:** Phoenix Admin will continue to hire and retain highly qualified staff that reflects the diversity of our student population and community. Hires by current Admin team for both Certificated and Classified employees reflect this goal and practice

**Staff Survey:** The staff survey will continue to progress in positive ratings. Spring survey already shown a **10% increase** in staff satisfaction from Fall to Spring with **current scores at 85%**. We will continue with our inclusive practices of monthly Climate and Culture Team meetings which include certificated and classified employees, Instructional Lead teacher meetings, weekly PLC meetings to collaborate, and to create common assessments and to align ELA/Math instruction to content areas, Regional ILT Professional Learnings as identified by the Alternative Education region.

In addition, the entire staff has completed Cultural Proficiency Training, has begun Restorative Justice Training, and a book study on Trauma Informed school cultures.

Fall staff survey percentages were lower than previous as a new change in the entire admin team resulted in initial trepidation by staff. There has since been a 10% rise in staff satisfaction results as systems have been established for the school

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

At this time, there is not a significant disproportionality between or within any *student* groups.

For the 2023-2024 school year, Phoenix has had some certificated and classified staff movement. A new SDC teacher was hired to create a much needed grades 4-6 SDC class. We lost a Behavior Intervention Specialist in August due to promotion off-site and had her replaced in March. We began the year with no permanent Campus Safety Assistants and sought to hire them throughout the entire first semester. Two Paraprofessionals left the staff in the first semester due to an off-site promotion and retirement. Hiring for both positions has not been completed as to date. Principal, Vice-Principal and Office Manager were also added to the school at the beginning of the school year.

Intended Actions:

1. Phoenix Elementary will participate in the FUSD teacher recruitment fairs.
2. Continue to network and build relationships with community partnerships.
3. Strive to create a work environment that provides a learning community that ensures high quality instruction and promotes student ownership.
4. Build a professional learning community committed to fostering confidence and hope, so that student aspire to greatness and successfully transition back to their comprehensive school.
5. Build a culture where all people are valued and included in the process of decision making.
6. Build a campus culture where inclusion is the norm and organically grown.
7. Build a culture where all staff has the opportunity to take part in site, district, and out of area professional learning.
8. Ensure that there is a culture where all employees have the necessary tools to be successful.
9. Professional Development to improve instructional practices designed to improve academic literacy, attendance, and Social Emotional resilience for all students.
10. Phoenix Admin, CWAS's, and some teachers will attend CASCWA, ACSA, and other Professional

Learning opportunities.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

There were not any major differences between the intended and actual implementation of actions of the 2023-2024 SPSA Goals and/or budget expenditures.

**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 2024/25 SPSA.

The Phoenix School site will continue with the progressive direction of whole staff inclusivity in regards to committees and data driven decision making. Hiring of new staff will be based both on an equity centered focus as well as on the merit of the most qualified personnel for the position. Phoenix will continue to give voice to all staff and to endeavor to build capacity of all stake holders thereby resulting in retention and promotion of a diverse and highly effective staff. We will also continue to provide professional development for all staff, with continued attention to PLC +, Restorative Practices, Social Emotional Learning, and Leading the School Toward Equity (Dr. Dwayne Chism)

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Phoenix Admin continues to promote inclusion in the collaboration and decision making for all stake holders.

- The SSC meets regularly and are provided information regarding school events and budgeting matters that fund school business.

**2** ELAC:

An ELAC has not been created as of yet, as Phoenix does not meet the minimum English Learner student number requirement for ELAC existence

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Phoenix Admin continues to promote inclusion in the collaboration and decision making for all stake holders.

- Staff are included through a variety of committees teams such as ILT, PLC's, CCT, SBC, as well as small instructional teams assembled as needed

**Action 1**

**Title:** Building Communities Among Staff

**Action Details:**

Phoenix Elementary works to maintain a staff that is highly qualified and diverse. Staff members will engage in professional learning related to the needs of staff and students. Staff will be trained on effective strategies for working with students affected by trauma. By the end of the 2024-2025 school year 100% of the Phoenix Elementary staff will have opportunities through the site and district to engage in professional learning opportunities that will continue to build staff capacity, focus on Equity Centered instruction and school climate, and to build a work environment that provides a learning community which ensures high quality instruction and promotes student ownership.

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

Staff Climate Culture survey data to monitor staff perception

- Committee leads and involvement on-campus
- Opportunities for growth such as FUSD Administrative Cohort
- Extra Pay contracts for teachers being club advisors, etc.
- Staff engagement in student activities
- Administrators' Data Dashboard
- i-Achieve for Professional Learning opportunities
- Staff Conferences, PLC+, , ACSA, CCEA, CASCWA and other Professional Development focusing on SEL as well as Academics

Owner(s):

- Principal
- Vice-Principal
- Social Worker
- Office Manager
- Certificated Teachers
- Behavior Intervention Specialist
- Registered Behavioral Technicians
- Paraprofessionals
- Child Welfare and Attendance Specialist
- School Psychologist
- All other staff

Timeline:

Fall 2023 survey results  
Spring 2024 survey results

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

- **Student Academics:**
- Sub-release days to allow staff the opportunity to collaborate/plan/create Lessons and Common Assessments.
- PLC's will collaborate, create a common assessment and align ELA/Math instruction to content areas.
- Individual and grade-level data chats with administrators after focus standard pre-test assessments to target standards not met by students and strategically plan instruction to meet their needs.
- Social Worker, School Psych, BIS, and RBT's will meet with students individually and in small groups to meet their social emotional and conduct needs.
- **Student-Centered and Real-World Learning:**
- Staff will participate in PL that focuses on students affected by trauma.
- District provided Diversity Training.
- Continue Restorative Practice PL and consult.
- **Student Engagement:**
- Staff will facilitate clubs and extracurricular activities to enhance student.
- Student Field Trip and off-site educational opportunities will increase
- Student participation and engagement opportunities, such as athletic teams(i.e. Basketball) will increase

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Completion of all Cultural Proficiency Modules for all staff members.

Climate and Culture Team meetings

Extracurricular activities and clubs

Social Emotional Training for staff focusing on Trauma of students

Equity Centered learning, book student of "Leading Your School Toward Equity" by Dr. Dwayne Chism

Instructional Lead Teacher Trainings within Alternative Education Region

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

CSI funds will be used to support strategies and actions to improve student attendance

New conferences and information will be presented as opportunities for staff to improve low-performing student groups

PLC + Training will continue at site level and regional level

More enhanced Book Studies for staff on Trauma as well as Equity Centered schools

SPED Teachers to work with Mentors and RIM

Behavioral Student services will be increased with addition of BIS and RBT's/



2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	ESSA-CSI	In-House Instructional Staff Deve	Teacher-Subs			Teacher Subs - Support PL / Trainings / Conferences *No IEPS*	1,197.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs to support PL / Conferences / Planning Days	1,495.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Travel			Professional Learning / Conferences / Trainings	3,999.00

\$6,691.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	100 %	94.1 %	2023-2024	95.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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-The family goal for 2023-2024 school year was to increase all areas of the Climate and Culture Family survey by at least 3% positivity. In addition, our plan was to increase the percentage of parents participating in our weekly parent meetings and family gatherings. For our Back to School event, we had 84% of parents attend and at our holiday gathering the percentage fell to 68%.

The fall 2023-2024 family climate and culture survey saw a consistent decline between 3-11 percentage points across all domains. However, the spring survey data saw multiple domains reach 100% positive rankings. We utilized multiple methods of communication (Phone call, text message, ClassDojo, ParentSquare, and parenting labs) to have parents take the surveys.

The following actions were implemented during the 2023-2024 school year in order to meet this goal:

- Orientation with admin, social worker and teacher.
- Bi-Annual family gatherings (Back to School and Open House)
- Daily ClassDojo parent communication by the teacher.
- Weekly parent ClassDojo incentive
- Monthly parent/student luncheon for excellent attendance.
- Weekly school highlights on ClassDojo/ParentSquare
- Weekly Parenting Lab
- Guest speaker and community outreach presentations by social worker

2

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

Although the family participation has gone up and down, the primary reason is that Phoenix is not a neighborhood school. Most families deal with transportation inconsistencies due to the varied distance from their home.

There were 45 families who completed the Climate and Culture Family survey during the Spring 2024 survey window. Emails with the link were sent out multiple times. The survey was sent via link and QR code via flyers, ParentSquare posts as well as having our CWAS make contact with individual families.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There were no major differences between the intended and actual implementation of the 2023-2024 SPSA goal actions and expenditures.



**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 2024/25 SPSA.

Continue with Parenting Lab on campus. Provide one on one orientations when students enroll to review school expectations and procedures.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Continue having parent lab. Children should attend with their parents together.

2

ELAC:

N/A-The site does not meet the requirement of 21 EL students or more to warrant ELAC.

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

Add a parent homework component to ClassDojo daily check-ins.

Action 1

Title: Family and student support

Action Details:

By the end of the 2024-2025 school year, we will increase parent engagement activities to twice a week.

During the 2023-2024 school year 90% of parents participated in using the Class Dojo App to communicate with classroom teacher. Direct messages are sent to parents daily communicating students academic and social emotional progress. The administrative teams sends weekly school messages related to school events. Literature and videos were upload on the Class Dojo App for parent outreach. Parenting lab will continue every Friday during the 2024-2025 school year.

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

Phoenix Elementary will continue a parent support group to improve parent participation in school activities, attendance, and vocational skills for students. Parents will be required to attend weekly Parenting labs, and encouraged to implement professional learning and topics covered within the courses.

Parents and students will be involved with the 5 Star system for identification and motivational incentives. This system will be piloted on an elementary level at Phoenix

Parents and student will be able to follow and participate with the Phoenix Social Media Platforms, X, Facebook and Instagram

Fall and Spring Climate Culture Family Survey

Owner(s):

Administrator, Staff, outside key community stakeholders.

Timeline:

weekly  
Fall and Spring CCT survey review

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

**Student Academics**

Individual parent meetings with admin to discuss student's academic progress. Weekly parenting labs will have a student academics component outlining where students should be by grade level. For students with SPED services, IEP meetings and testing services as needed/requested. There will also be a SSW component for parents describing on-site and off-site services available to meet the SEL needs of their students.

**Student Engagement**

Phoenix students will continue to have the opportunity to participate in a variety of clubs, leadership classes, as well as other school wide activities. Materials and supplies needed: Varies depending on the student engagement activity.

**Parent Engagement**

Weekly parenting labs, Back to School, Open House, quarterly awards celebrations, individual parent meetings with admin to discuss academic progress, attendance, behavior. Materials and supplies needed: Food for parenting labs, Back to School and Open House. We will also recruit families for SSC so that we get more parent voice.

- Incentives will be provided to students who have parents who participate in activities on campus and on the Class Dojo App.
- Orientations completed on date of student enrollment.
- Monthly Excellent Attendance Pizza Party.
- Back to School Presentation and Luncheon
- Quarterly Family Gatherings
- Babysitters will be provided during Parenting Labs.
- Winter Program
- Guest Speakers
- Student Presentations for DEI Heritage Months.
- Parent intake meetings with Social Worker
- Graphics - Direct services for additional materials such as certificates and other resources necessary to support parent/student engagement, safety, behavior and social-emotional needs.
- Direct Services for food services for students/parent engagement and activities
- Purchase orders to vendors to support student/parent engagement activities.
- Certificates for parents.
- Flyers
- Parents and students will be involved with the 5 Star system for identification and motivational incentives. This system will be piloted on an elementary level at Phoenix
- Parents and students will be able to follow and participate with the Phoenix Social Media Platforms, X, Facebook and Instagram

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All EL students have equal opportunity to participate in engagement activities.

All school flyers will be sent in students home language. Translators will be provided for all parent gatherings.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- CWAS will contact parents of African American, Hispanic/Latin and Students with Disabilities sub-groups the day before to remind them of Parenting Lab or school event.

Teachers regularly communicate with parents through Class Dojo

Parents and students will be involved with the 5 Star system for identification and motivational incentives. This system will be piloted on an elementary level at Phoenix

Parents and student will be able to follow and participate with the Phoenix Social Media Platforms, X, Facebook and Instagram

- Parents and students will be involved with the 5 Star system for identification and motivational incentives. This system will be piloted on an elementary level at Phoenix
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## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix Elementary (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	Cls Sup-Sup			Classified Supplemental Support for Parent Engagement Events	1,072.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies - Parent Participation: No Food or Incentives	102.00

**\$1,174.00**

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0098 Comm-Phoenix Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Technology	2,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies for Student Support	864.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			: Books and References	2,000.00
G2A1	ESSA-CSI	In-House Instructional Staff Deve	Cons Svc/Oth			Born To Shine, Mike Sullivan : Student Empowerment	4,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies - Student Engagement and Academic Acceleration	6,879.00
G2A1	Sup & Conc	Instructional Supervision & Admii	Equip Lease			Equipment Lease - Ricoh	7,320.00
G2A2	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies to Support Learning & SE Supports: No Food or Incentives	2,336.00
G2A2	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Sub Admin Support for PL / Conferences / Trainings	2,986.00
G3A1	ESSA-CSI	Instruction	Ins Aide-Sup			Classified Supplemental Contracts - Student Engagement	656.00
G3A1	ESSA-CSI	Instruction	Oth Cls-Sub			Classified Subs to Support PL / Conferences / Trainings	1,070.00
G3A1	ESSA-CSI	Instruction	Mat & Supp			Materials & Supplies - Student Support and Chronic Absenteeism Support: No Food or Incentives	5,000.00
G3A1	ESSA-CSI	Instruction	Travel			Travel / Professional Learning / Conferences	2,347.00
G3A2	ESSA-CSI	Instruction	Direct-Trans			: Building Capacity by Increasing Real World Exposure & Experience and Civic Engagement	1,200.00
G4A1	ESSA-CSI	In-House Instructional Staff Deve	Teacher-Subs			Teacher Subs - Support PL / Trainings / Conferences *No IEPS*	1,197.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs to support PL / Conferences / Planning Days	1,495.00
G4A1	Sup & Conc	Instructional Supervision & Admii	Travel			Professional Learning / Conferences / Trainings	3,999.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental Support for Parent Engagement Events	1,072.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies - Parent Participation: No Food or Incentives	102.00

\$47,023.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,510.00
ESSA-CSI	3182	\$22,956.00
Sup & Conc	7090	\$19,693.00
LCFF: EL	7091	\$864.00
Grand Total		\$47,023.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$5,364.00
G2 - Expand student-centered and real-world learning experiences	\$23,521.00
G3 - Increase student engagement in their school and community	\$10,273.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$6,691.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,174.00
Grand Total	\$47,023.00