


**Phoenix Secondary**

10621666006068

Principal's Name: Mark McAleenan

Principal's Signature: 

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 - Mark McAleenan	X				
2. Chairperson – Rogelio Nevarez		X			
3. Kristen Debbas		X			
4. Beau Burger				X	
5. Monique Amey					X
6. Theresa Perez				X	
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 Secondary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mark McAleenan		4-4-2024
SSC Chairperson	Rogelio Nevarez		4-4-2024

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 Secondary - 0102

**ON-SITE ALLOCATION**

3010	Title I	\$7,400 *
7090	LCFF Supplemental & Concentration	\$25,500
7091	LCFF for English Learners	\$4,394
3182	Comprehensive Support and Improvement	<b>\$37,644</b>

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

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**\$74,938**

\* 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	\$296
Remaining Title I funds are at the discretion of the School Site Council	<u>\$7,104</u>
Total Title I Allocation	<u>\$7,400</u>

January 24, 2024

**Updated February 21, 2024**

Phoenix Secondary 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
SBAC ELA - Average distance from standard	✓	10 pts	-270.5 pts	2023-2024	10 pts
SBAC ELA - percentage of students met/exceeded standard	✓	10.1 %	1.8 %	2023-2024	10.9 %
SBAC Math - Average distance from standard	✓	10 pts	-318.7 pts	2023-2024	10 pts
SBAC Math - percentage of students met/exceeded standard	✓	10.1 %	0 %	2023-2024	10.1 %

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.

We are now implementing Read 180 school-wide. Teachers have been trained on the platform. It took until the spring semester to get everyone access. We are expecting to see measurable student growth by December 2024.

We were able to successfully transition 34 students back to comprehensive school sites following the December readmission hearings. We expect another 30 to meet criteria for readmission in June. We reduced the number of suspensions due to vaping.

With the exception of a few chronically absent students, our high schoolers are completing between 30 and 40 credits per semester. Students have access to Edgenuity, Fresno Adult Schol concurrent courses, winter intersession, and summer session.

2

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

The overwhelming majority of our students are significantly below grade level due to a history of lost instruction time at previous schools and chronic absenteeism. Roughly 35% of our students are on an IEP or 504 plan.

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).



We struggled again with delays to implementing Read 180. We are now fully operational and will continue to use the platform next school year.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Increase staff knowledge of Edcite and how to use data effectively.

**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><ul style="list-style-type: none"><li>• Approve contracts for lunch tutorial.</li><li>• Continue to support implementation of Read 180.</li></ul></div>	<div>2 ELAC:</div> <div>Combined with SSC.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>• Utilize Edcite results to guide instruction.</li></ul></div>
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Action 1

Title: Academic Interventions

Action Details:

Phoenix Secondary will utilize iReady and Edcite testing to identify the individual learning needs of each student and provide core academic teachers with the data needed to provide targeted support. iReady and Edcite testing will measure student's progress towards acquisition of grade level skills through multiple test administrations. Teachers will use iReady and Edcite data to individualize instruction using prescribed lessons. Staff will ensure the academic progress of students by closely monitoring grades, providing individualized instruction through the small class sizes, and close monitoring of assignment completion. Teachers will input a minimum of two graded assignments in Atlas each week. Phoenix Secondary uses a grade level, direct-instruction model with the GVC. Teachers utilize the Scope and Sequence as well as the FUSD pacing guides to plan instruction. Students who are struggling will be provided support through our Multi-tiered System of Support. (MTSS) Tier 2 Interventions: Push-in support from instructional aides, support from the RSP teacher, and referral to the Targeted Support Team which addresses the needs of struggling students through a multi-disciplinary team. Tier 3 Interventions: During the quarterly tutorial schedule, all students with Ds and Fs will attend mandatory tutoring in a class they are struggling in for a 70 minute block. Students with Fs will also be assigned to a mandatory, daily tutorial during lunch. They will receive tutoring support from a credentialed teachers to complete assignments from their core classes. Read 180 will be implemented across curriculum areas to build students' literacy.

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

Explain the Progress Monitoring and data used for this Action

<p><b>Details:</b> Explain the data which will specifically monitor progress toward each indicator target</p> <p>The F list will be reviewed weekly by the counselor and distributed to the tutorial teacher for pull in support.</p> <p>The iReady coordinator will provide test results to core teachers following each administration.</p>	<p><b>Owner(s):</b></p> <p>School Counselor, iReady Coordinator, Tutorial teachers, IEP case managers</p>	<p><b>Timeline:</b></p> <ol style="list-style-type: none"><li>1. Weekly grade reports</li><li>2. iReady assessment results</li></ol>
<p><b>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</b></p> <ul style="list-style-type: none"><li>• Computers for 1 to 1 student to device ratio.</li><li>• Teachers will receive supplemental curriculum, lab supplies, classroom materials, and other technology to enhance instruction</li><li>• Administrators will conduct classroom walkthroughs and lesson observations to ensure consistent, quality instruction</li><li>• Encourage use of IABs to align assessments with SBAC and identify critical content areas</li><li>• Students will complete and submit assignments through Microsoft TEAMS to bolster their technology skills.</li><li>• Contract for iReady and Edcite coordinator.</li><li>• Contracts for lunch tutorial teachers and paraprofessional.</li><li>• Gizmos subscription to support science and math instruction.</li><li>• Newsela contract to provide Lexile level differentiation to support students' literacy skills in multiple content areas.</li><li>• Read 180 will support literacy development.</li><li>• Discovery Education will provide online resources for teachers in ELA, Social Science, and Science.</li><li>• Yondr contract to reduce classroom distractions and support student engagement by eliminating cell phone use during the instructional day.</li></ul>		
<p><b>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.</b></p> <p><i>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.</i></p> <p><b>1. Identify English learner students in Red and all the areas that they are identified in.</b></p> <p><i>All of our student groups are underperforming.</i></p> <p><b>2. Using Title I funds Only: What are the planned expenses to support English learner students?</b></p> <p><i>With Title I funds we plan to support English learner students by purchasing adapted texts and subscriptions to support literacy.</i></p> <p><b>3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?</b></p> <p><i>With 7090 or 7091 funds we plan to support English learner students by purchasing laptops and headphones.</i></p> <p><b>4. As a site: What are planned actions to support English learner students?</b></p> <p>The ELPAC coordinator will conduct individual goal setting with EL students. Computers and headphones will be available to support EL students in the classroom. Students will have access to EL adapted texts and a wide-range of literature at various Lexile levels through Newsela. Read 180 will be utilized to improve literacy skills. ELD students will receive 20 minutes of designated instruction on a daily basis.</p>	<p><b>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.</b></p> <p><b>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.</b></p> <p><b>1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.</b></p> <p><i>All of our student groups are under performing.</i></p> <p><b>2. Using Title I funds Only: What are the planned expenses to support this student group?</b></p> <p><i>With Title I funds we plan to support (Specific student group) by...</i></p> <p><b>3. Using 7090/7091 funds only: What are the planned expenses to support this student group?</b></p> <p><i>With 7090 or 7091 funds we plan to support all students with a lunch time tutorial as needed.</i></p> <p><b>4. As a site: What are planned actions to support this student group?</b></p> <ul style="list-style-type: none"><li>• Tutorial sections for students struggling academically</li><li>• Lunchtime tutorial with a SPED credentialed teacher and another credentialed teacher.</li><li>• Academic goal setting for all students.</li><li>• Quarterly progress chats with SPED students related to IEP goals.</li></ul>	

Action 2

Title: Students Will Meet Criteria for Readmission

Action Details:

Phoenix Secondary will implement a school-wide behavior modification system to prepare students for readmission hearings conducted at the end of each semester. The system promotes of school appropriate behaviors. All teachers are trained to implement the system in their classrooms. The Reengagement Center provides an intervention for students who are struggling to follow classroom and common area rules. The safety assistants and Reengagement teacher will determine whether students are ready to return to class. All students will have an extensive intake process in order to identify appropriate behavioral and social emotional services which may include: individual counseling, group counseling, and anger management sessions. The RCA will provide situational counseling and restorative conferences. Incentive activities will reinforce positive behavioral changes in students. Students will be working to achieve a 2.0 gpa or higher, a level 3 or 4, 90% attendance, and avoid being suspended. The Targeted Support Team will meet with struggling students and their parents to develop an intervention plan. The Climate and Culture Team is comprised of classified staff, teachers, administrators, and a school social worker. The CCT meets monthly to review the following data: REC referrals, suspensions, and attendance. The CCT proposes new initiatives to address areas of concern and to build community on campus. The Truancy Team meets weekly to address chronic absenteeism. The RCA provides transition support for students exiting to comprehensive school sites. The transition process includes: a transition meeting with the receiving site, a summary of services / student profile, site visits, and transition IEPs. The Behavior Support Advisor will provide direct services to students as well as consulting with teachers on strategies and Behavior Intervention Plans.

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

Explain the Progress Monitoring and data used for this Action

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

Formative data on students' behavior is recorded daily and will be reviewed weekly using a shared document. Reengagement Center visits are logged and reviewed. Summative data is collected on Readmission rates.

Owner(s):

Classroom teachers, SSWs, TSA, attendance technician, CCT teachers, Administrators, school psychologist, REC teacher, and safety assistants.

Timeline:

December 2024 Readmission results.

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

- Counseling services
- Behavior Modification
- Reengagement Center
- Behavior Support Advisor
- Provide free clothing to students.
- Provide hygiene products.
- Home visits to address truancy.
- Incentives to promote improvement in grades, attendance, and behavior.
- Social Emotional Learning in elective classrooms.

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.

All student groups are underperforming.

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

All student groups are underperforming.

*With Title I funds we plan to support English learner students by providing Lexile adapted texts, curriculum, and digital subscriptions.*

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

*With 7090 or 7091 funds we plan to support English learner students by providing contracts for lunchtime tutorial to support students with literacy development.*

**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

Bilingual tutoring is offered at lunchtime. All staff who answer phones and communicate regularly with parents are Spanish speaking. Both school social workers and the guidance counselor are bilingual. ELD students receive 20 minutes of daily designated instruction.

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

*With Title I funds we plan to support with supplemental curriculum and digital literacy platforms.*

**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 providing lunchtime tutorial to struggling students.*

**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

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

Action 3

Title: Credit Attainment

Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Grades will be monitored on a weekly basis.

Credits will be monitored at the end of each semester.

Owner(s):

Counselor, tutorial teacher, and classroom teachers.

Timeline:

Weekly as well as Dec 2024 and June 2025.

- Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
- Computers for on-line courses
  - Edgenuity contract
  - Carts for laptops to be stored securely and charged.
  - Incentives for school-wide behavior modification program that preserves the learning environment
  - Social emotional counseling
  - Academic advising
  - Reengagement Center
  - Technology to support engagement including: laptops, and headphones

- Graduation related expenses: cap & gown, photography, and ceremony costs

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.**

*All student group are underperforming.*

**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 by providing literacy development programs in the classroom.*

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

*With 7090 or 7091 funds we plan to support English learner students by providing bilingual tutoring at lunch.*

**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

Bilingual guidance counseling is available to students and their families. The office staff is comprised of 4 bilingual staff who are able to support parents and students. Both school social workers provide bilingual services to students and families. ELD students will receive 20 minutes of designated instruction daily.

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.**

*All student groups are underperforming.*

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

*With Title I funds we plan to support with supplemental materials and literacy development digital platforms.*

**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 students with lunch tutprial.*

**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

- Bilingual counseling and school social work services.
- Lunchtime tutorial with a SPED credentialed teacher and a Spanish speaking credentialed teacher.
- Tutorial sections for students who are struggling academically.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Computers, equipment, and technology to support instruction.	5,400.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Site coordinator for iReady and Edcite providing proctoring support, data analysis, and interventions for teachers to address the needs of underperforming students. **No IEPS**	5,598.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Digital subscriptions and online academic interventions. Discovery Education, Newsela, and Explore Learning.	2,500.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			Classroom Material & Supplies ** No Incentives or Food**	3,608.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Purchase online literacy content, books, and digital library.	1,124.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Material & Supplies	2,952.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials for EL students including online subscriptions and computers.	4,394.00
G1A2	ESSA-CSI	Instruction	Travel			: Professional Learning conference fees, travel and hotel.	25,938.00

\$51,514.00



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	✓	87.5 %	74 %	2023-2024	80.1 %

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.

Phoenix Secondary students have had a variety of CTE experiences this year. Students from the Sustainable Agriculture CTE course went to the World Agriculture Expo in Tulare and had hands-on experiences including welding. The CTE Design & Marketing class visited a bakery for a hands-on baking experience. All students and staff will participate in a Career Fair in May. Students continue to complete certifications such as Stop the Bleed and other workplace courses. Students will also be visiting Google headquarters and the Exploratorium. Students have attended college trips to Fresno State and will attend a trip to FCC's vocational campus.

2

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

The only disproportionality is that students not enrolled in a CTE course have fewer opportunities for pre-career learning.

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).

The addition of a CTE Coordinator has increased opportunities for our CTE courses.

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.

We are repurposing an FTE in order to bring a new CTE course to Phoenix Secondary: eSports Digital Media.

**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>Continue to support CTE and college visits.</div>	<div>2 ELAC:</div> <div>Combined with SSC.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Increase visits to various job sites to provide exposure to different career opportunities.</div>
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Action 1

Title: College and Career Readiness Activities

Action Details:

The Phoenix Secondary Job Developer will actively seek work experience opportunities for 10th-12th grade students who demonstrate employable behavior on campus. The Job Developer will assist students in grades 10-12 in obtaining a California ID and bank accounts. The Job Developer will lead students through Imago and Xello's career readiness activities. All 8th grade students will attend the CTE pathways fair. The Workforce Experience Coordinator will support / monitor employed students and issue credits based on hours work. Phoenix Secondary will host a career day featuring industry professionals that will meet with students and provide information on career preparation and workplace opportunities. 100% of graduating seniors will enroll in post-secondary or vocational training. 11th and 12th grade students will tour vocational education programs at Fresno City College. Phoenix Secondary will offer CTE course in Sustainable Agriculture and Design and Marketing. A new CTE course has been added eSports Digital Media. The Men's Alliance and Women's alliance program will assist students in developing skills needed for the workforce. Elective courses will offer career readiness activities including certifications. Students will attend the Si Se Puede and African American student conferences at Fresno State. Students will attend a trip to UC Merced and to Fresno Pacific University. The A4 coordinator will work with African American students on goal setting, academic / behavior progress monitoring, and counseling.

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

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Data will be gathered on the following: CTE field trips, post-secondary enrollment, CTE course completion, Xello, Imago, certifications, and workplace experience.</div>	<div>Owner(s):</div> <div>Job Developer, Workforce Experience Coordinator, TSA, Counselor, CTE teachers, and technology teacher</div>	<div>Timeline:</div> <div>June 2024</div>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- CTE field trips
- New CTE course: eSports Digital Media
- Field Trips to vocational programs
- Field Trips to colleges and universities
- Mileage reimbursement
- Parking fees
- Agriculture tools, equipment, safety gear, materials, and supplies
- Clothing purchases for work experience
- Transportation costs to work experience

- Fees for California IDs and drivers' licenses
- Support for students to open bank accounts
- Birth Certificate and Social Security Card fees
- Application fees
- Visits to various job sites to provide exposure to careers
- Career Fair expenses
- Workforce readiness certifications
- A4 student incentives
- A4 field trip expenses
- Technology for CTE courses

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.**

*All student groups are underperforming.*

**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 by providing Lexile adapted texts, curriculum, and digital subscriptions.*

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

*With 7090 or 7091 funds we plan to support English learner students by providing contracts for lunchtime tutorial to support students with literacy development.*

**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

Bilingual tutoring is offered at lunchtime. All staff who answer phones and communicate regularly with parents are Spanish speaking. Both school social workers and the guidance counselor are bilingual. ELD students receive 20 minutes of daily designated instruction.

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 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.**

**All student groups are underperforming.**

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

*With Title I funds we plan to support with supplemental curriculum and digital literacy platforms.*

**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 providing lunchtime tutorial to struggling students.*

**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

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

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	✓		76.7 %	2023-2024	70.1 %
Chronic Absenteeism - Semester 1 (Hispanic)	✓		75.7 %	2023-2024	70.1 %
Chronic Absenteeism - Semester 1 (Socioeconomically Disadvantaged)	✓		76.4 %	2023-2024	70.8 %
Suspension Rate - Semester 1	✓	35.54 %	31.9 %	2023-2024	30.57 %
Suspension Rate - Semester 1 (Hispanic)	✓		35.1 %	2023-2024	30.77 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		33.7 %	2023-2024	28.37 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		32.4 %	2023-2024	27.07 %

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.

As a CSI school for suspensions, we have been able to reduce vaping related suspensions with a new tiered disciplinary approach. Students are referred to Prodigy substance abuse counseling on their first offense. Students also view a video on the dangers of vaping. Subsequent offenses result in suspensions.

Chronic absenteeism is at an all time high for Phoenix Secondary. Attendance has steadily declined following the Covid pandemic. We conduct daily phone contact, routine home visits, and referrals to SARB in an effort to address the issue. We provide clothing and hygiene products to students. We pick up students who miss the school bus and do not have a way to get to school. Despite these efforts, our daily attendance rate is in the mid to high 60% range. T

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

Phoenix Secondary serves students who live all over Fresno. Some do not live near one of our bus stops. Parents often lack reliable transportation. The FAX bus stop is 1.5 miles from our campus.

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 significant differences to our actions or budgeting related to this action.

**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.

We will consider using Equity Multiplier funds to pay for either a Child Welfare and Attendance person or Home School Liaison.

**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><ul style="list-style-type: none"><li>Identify potential high impact expenditures for Equity Multiplier funding.</li></ul></div>	<div>2 ELAC:</div> <div>Combined with SSC.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>Provide engaging classroom lessons</li><li>Community building activities</li><li>Enrichment field trips</li><li>Family outreach</li></ul></div>
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Action 1

Title: School-wide participation in clubs and activities

Action Details:

Every student and teacher will participate in clubs. Phoenix Secondary staff will continue to coordinate high interest, meaningful clubs on a monthly basis. Students will select clubs at the time of enrollment and will remain in the club for a semester. Phoenix Secondary will continue to participate in the Charter School Athletic League, which provides students to participate in the following interscholastic sports: flag football, basketball, volleyball, track, soccer, and mushball. The climate and culture team will sponsor three Spirit Weeks to promote school-wide engagement and promote healthy student and staff relationships. Lunchtime activities will include: clubs, intramural sports, and spirit week activities. Phoenix Secondary will provide Outdoor Education field trips to expose students to new activities and build their self-efficacy. Subject specific field trips, the zoo, and other venues. These activities support student engagement, improved behavior, a sense of camaraderie, enhanced self-esteem, leadership opportunities, and improved academic performance. Students have the opportunity to conduct interviews and write articles for the school newsletter. Students complete art projects and campus beautification projects. We will expand lunchtime activities based on recommendations from the Climate and Culture Team. Students will also participate in Project Based Learning culminating in the Idea Fest Showcase at Chukchansi Stadium. Staff will volunteer to help coordinate monthly cultural celebrations involving learning opportunities, food, and music. Students in the CTE Sustainable Agriculture class will coordinate two Farmers' Markets and Food Distribution for families in the community.

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

Explain the Progress Monitoring and data used for this Action

<b>Details:</b> Explain the data which will specifically monitor progress toward each indicator target Rosters will be tracked for clubs, intramurals, field trips, and interscholastic sports. The data will be uploaded into Atlas.	<b>Owner(s):</b> Counselor, TSA, club sponsors, climate / culture lead, and coaches.	<b>Timeline:</b> Data will be compiled quarterly.
<b>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</b> Sports equipment, sports uniforms, art supplies, field trips, extra pay contracts for coaches / referees, club materials / supplies, and mileage reimbursement. Contract for the athletic director. Contract for Web page and PhoenixFlyer coordinator to publicize and celebrate school events. Credential/Classified supplemental contracts to expand lunchtime activities. Fees related to cultural celebrations. Recreational equipment to keep students engaged during unstructured time.		
<b>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.</b>	<b>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.</b>	

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.**  
All student groups are underperforming.
- 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 by providing Lexile adapted texts, curriculum, and digital subscriptions.
- 3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**  
With 7090 or 7091 funds we plan to support English learner students by providing contracts for lunchtime tutorial to support students with literacy development.
- 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.

Bilingual tutoring is offered at lunchtime. All staff who answer phones and communicate regularly with parents are Spanish speaking. Both school social workers and the guidance counselor are bilingual. ELD students receive 20 minutes of daily designated instruction.

Action 2

Title: Truancy Interventions

<b>Action Details:</b> Phoenix Secondary will coordinate truancy interventions through a weekly meeting that includes: site administration, school social workers, and the attendance technician. Incentives will be provided for good attendance including: items from the Phoenix student store, reward activities, and other incentives. Intensive case management of chronically absent students will be conducted through the TST structure. Truancy interventions will include: daily parent calls, home visits by Phoenix Secondary staff, home visits by the School Resource Officer, A2A conferences, reports to probation, and referrals to SARB. Students who are habitually truant will be added to a watch list and reviewed weekly at the Truancy Meeting. Students who miss the bus will be picked up.
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Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

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

**Owner(s):**

- Attendance and Records Assistant
- School Social Workers
- Admininstrators
- Resource Counseling Assistant

**Timeline:**

- Weekly
- Monthly

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

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

**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.**

All student groups are underperforming.

**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 by providing Lexile adapted texts, curriculum, and digital subscriptions.

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

With 7090 or 7091 funds we plan to support English learner students by providing contracts for lunchtime tutorial to support students with literacy development.

**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.

Bilingual tutoring is offered at lunchtime. All staff who answer phones and communicate regularly with parents are Spanish speaking. Both school social workers and the guidance counselor are bilingual. ELD students receive 20

**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.**

All student groups are underperforming.

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

With Title I funds we plan to support with supplemental curriculum and digital literacy platforms.

**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 providing lunchtime tutorial to struggling students.

**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.

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

minutes of daily designated instruction.

absenteeism and intervene with students.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Coaching and Climate & Culture Contracts	9,808.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Coaching and Referee Contracts	10,216.00
G3A2	Sup & Conc	Instruction	Local Mileag			Mile Reimbursement for Home Visits and transition support	1,400.00

\$21,424.00

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	✓	97.28 %	95.5 %	2023-2024	98.6 %

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.

We continue to have strong results on our staff survey. We have a diverse team of professionals with a high degree of collegiality and cooperation. We have quarterly social events to connect with each other and build relationships. We have potlucks with a high level of involvement from staff. We held a Buyback seminar focused on team building and creating a positive culture. Staff participates in monthly cultural celebrations. Our Climate and Culture team continues to provide ideas on how to build a positive learning community.

2

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

N/A

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).

- The new collective bargaining agreement prevents us from holding staff meetings due to the fact that we are required by the CDE to have 360 minutes of instruction daily.
- We added 2 all staff celebrations resulting in a total of 4 off campus opportunities to build relationships.
- We added 3 CTE field trips.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We are adding a new teacher for our eSports Digital Media course.

**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><ul style="list-style-type: none"><li>Utilize input from the Climate and Culture Team to continue providing team building opportunities.</li></ul></div>	<div>2 ELAC:</div> <div>Combined with SSC.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>Continue supporting team building opportunities.</li><li>Participate in spirit weeks, potlucks, and cultural celebrations.</li></ul></div>
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Action 1

Title: Building Community Among Staff Members

Action Details:

Phoenix Secondary works to maintain a staff comprised of a diverse and highly-qualified workforce. Staff members will engage in professional learning regarding Social Emotional well-being. Staff will also be trained in effective strategies for working with students affected by trauma. Staff will be trained on effective de-escalation techniques and crisis intervention. Teachers will have opportunities to collaborate and become teacher leaders through the following teaming structures: Climate and Culture Team, Instructional Leadership Team, and Department PLC teams. Teachers will have opportunities to positively connect with students by co-sponsoring clubs and teaching an advisory period. Staff will have opportunities to connect with peers and socialize with other staff during school events. Staff will participate in enrichment opportunities such as career days, college trips, vocational trips, academic field trips, incentive field trips, and outdoor education field trips. Phoenix Secondary will start a Sunshine Club to build community and support staff. End of the semester celebrations will help build community. Teachers will be invited to share concerns and ideas during the Cycle of Continuous Improvement portion of each monthly staff meeting. Staff will plan and participate in cultural celebrations each month. Staff will enjoy quarterly celebrations. Staff will coordinate a Thanksgiving Food Drive to support 10 low-income families.

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
<ul style="list-style-type: none"><li>Staff survey.</li></ul>	All staff	Survey results reviewed spring 2025.

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

- Student Academic: Teachers will participate in bi-weekly PLC meetings to address students' academic progress. Teachers will engage in Cultural Proficiency training to support culturally responsive teaching practices.
- Student Centered and Real-World Learning: Staff will be trained to work with students affected by trauma. Students will experience Project Based Learning. Staff will coordinate exposure to career pathways through site visits, campus speakers, and field trips.
- Student Engagement: 100% of students will participate in clubs sponsored by teachers. Students will participate in interscholastic sports and eSports. Student incentive field trips and outdoor education trips will be coordinated by staff.
- Staff will serve on the Instructional Leadership Team to guide instructional decisions campus wide.
- Staff will serve on the Climate and Culture Team that addresses conditions for learning.

- **ILT teachers will participate in three regional ILT meetings to collaborate with colleagues and build instructional capacity.**

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

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



Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
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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.

Phoenix has 5 events per year in which all families are invited to attend. We have three family luncheons. We also have two farmers' markets and food distribution events. Parents of struggling students are contacted for TST meetings to develop interventions for their students. Report cards are mailed home at the end of the quarter. Parents are invited to awards assemblies at the end of each semester.

2

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

N/A

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).

It is a challenge to maintain parent involvement on the School Site Council due to students transitioning mid-year to comprehensive campuses.

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.

- A new user-friendly website will be launched.
- Expand use of Parent Square.

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 providing holiday meals for low-income families.
- Increase family participation in the luncheons and farmers' markets.

2

ELAC:

Combined with SSC.

3

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

- Increase parent involvement at sporting events.
- Increase family involvement at career fairs.

Action 1

Title: Partnering with families for student success

Action Details:

Phoenix Secondary has an extensive intake process and parent/student orientation. The process involves the following steps: 1) Student intake interview with a school social worker. 2) Parent intake interview with the school psychologist. 3) Health screening by the school nurse. 4) Orientation meeting conducted by an administrator with parent and student. Parents will be invited to awards luncheons that commemorate students' academic and behavioral progress. A newsletter will be mailed to parents monthly to update them on school events. Parents will be invited to the Career Day. Parents are included in the Targeted Support Team meetings for students who are struggling with behavior or grades. Parents and students are represented by a member of each group that serves on our School Site Council. Parents are invited to watch their students participate in sporting events. Parent Square and direct phone calls will be utilized to provide parents with information about upcoming events. Progress reports are mailed to each family. Parents are invited to the Farmers' Market and Food Distribution.

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

Owner(s):

- Mr. Vasquez
- Ms. Delao and Mrs. Del Diaz Orozco
- Mrs. Vitolas
- Mr. Nevarez

Timeline:

- Reviewed quarterly
- Reviewed monthly
- Reviewed in December and June
- Administered Fall 2024 and reviewed in Spring 2025

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

- Student Academics:** We will assist parents with tools to monitor students' progress including the Atlas Parent Portal and Edutext. A daily report is sent home to parents on a student's productivity and conduct in class. Parents will be informed of Tutor.com and site-based tutoring opportunities.
- Student Centered and Real-World Learning:** Parents will be invited to Career Day and award luncheons.
- Student Engagement:** Parents will be informed of extracurricular activities, field trips, and club offerings.
- Parents will be invited to three school-wide family celebrations featuring academic awards, athletic awards, raffles, and a catered luncheon.
- The website coordinator will update the site with the newsletter, announcements, and calendars.
- Utilize Parent Square to communicate with families regarding school information and events.
- Parents will be invited to 2 Farmers' Markets and Food Distribution events.

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

Specify 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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- Transportation is provided to families when appropriate
- Holiday meals are provided to low income families
- Hygiene products are provided to students from low income families as needed
- Clothing is provided to students from low income families as needed as needed
- Referrals to community resources are provided to families as needed
- All school supplies and technology are provided to students at no cost
- Athletic equipment and uniforms are provided to students at no cost
- Explore development of an app based daily communication to parents through text message on students behavior / grades.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent communication, stamps, paper, bulletin boards, and envelopes . ** No Incentives or Food**	2,000.00

**\$2,000.00**

# 2024-2025 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Computers, equipment, and technology to support instruction.	5,400.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Site coordinator for iReady and Edcite providing proctoring support, data analysis, and interventions for teachers to address the needs of underperforming students. **No IEPS**	5,598.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Digital subscriptions and online academic interventions. Discovery Education, Newsela, and Explore Learning.	2,500.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			Classroom Material & Supplies ** No Incentives or Food**	3,608.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Purchase online literacy content, books, and digital library.	1,124.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Material & Supplies	2,952.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials for EL students including online subscriptions and computers.	4,394.00
G1A2	ESSA-CSI	Instruction	Travel			: Professional Learning conference fees, travel and hotel.	25,938.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Coaching and Climate & Culture Contracts	9,808.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Coaching and Referee Contracts	10,216.00
G3A2	Sup & Conc	Instruction	Local Mileag			Mile Reimbursement for Home Visits and transition support	1,400.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent communication, stamps, paper, bulletin boards, and envelopes . ** No Incentives or Food**	2,000.00

\$74,938.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$7,400.00
ESSA-CSI	3182	\$37,644.00
Sup & Conc	7090	\$25,500.00
LCFF: EL	7091	\$4,394.00
<b>Grand Total</b>		<b>\$74,938.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$51,514.00
G3 - Increase student engagement in their school and community	\$21,424.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,000.00
<b>Grand Total</b>	<b>\$74,938.00</b>