

Phoenix Elementary

10621666120703

Principal's Name: Jack Kelly

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

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



School Site Council

School Site Council List				
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
1. Principal - Jack Kelly	X			
2. Chairperson -Veronica Perez- Aguayo			X	
3. Iris Carrasco		X		
4. Savannah Mata				X
5. Darla Ayers			X	
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Check the appropriate box below: NA
ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
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	Jack Kelly		4-8-2022
SSC Chairperson	Veronica Perez-Aguayo		May 17, 2022

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

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

FY 2022/23

Phoenix Elementary - 0098

ON-SITE ALLOCATION

3010	Title I	\$1,053 *
7090	LCFF Supplemental & Concentration	\$19,300
7091	LCFF for English Learners	\$2,400
3182	Comprehensive Support and Improvement	\$3,438 **
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$10,550</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$36,741

* 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	\$36
Remaining Title I funds are at the discretion of the School Site Council	<u>\$1,017</u>
Total Title I Allocation	\$1,053

** Subject to change

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ 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 and support Team (Admin, site coach, lead teacher/s, CCT Lead, Supervisor of Schools, TST, RIM, CSI E&A, Department/s)
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

Phoenix Elementary 2022-2023 - 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 ELAD2 proficiency - percentage of students on/above	✓		8.33 %	2021-2022	9.43 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		4.17 %	2021-2022	5.27 %

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 ELA D2 On Level

The following actions were implemented during the 2021-2022 school year in order to meet the target:

Lead Teachers received additional professional learning in:

- SEL strategies
- SBAC Claims & 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 PLCs.
- Tier 3 interventions were provided by Sped Team and classroom teachers.
- Goal setting took place between admin/teachers and teachers/students

Overall students have shown site-wide growth as indicated in growth from quarter 1 to quarter 2 iReady diagnostic testing. PLCs are using iReady and common formative assessments.

I-Ready Math D2 On Level

The following actions were implemented during the 2020-2021 school year in order to meet the target:

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 D2

On Level Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school site throughout the year, 92% of students did not meet ELA grade-level standards on ELA iReady diagnostic testing. This disproportionality affects specific subgroups at Phoenix Elementary as our student population is 37.1% Students with Disabilities, 20% African American, and 68.6% Hispanic.

I-Ready Math D2 On Level

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school site throughout the year, 100 % of students did not meet grade-level standards on math iReady diagnostic testing. This disproportionality affects specific subgroups at Phoenix Elementary as our student population is 37.1% Students with Disabilities, 20% African American, and 68.6% Hispanic.

Lead Teachers received additional professional learning in

SEL strategies

- SBAC Claims & 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.
- Goal setting took place between admin/teachers and teachers/students

Overall students have shown site-wide growth as indicated in growth from quarter 1 to quarter 2 iReady diagnostic testing. PLCs are using iReady and common formative assessments.

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 the 2021-2022 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 2022-23 SPSA.

Implementation of quarterly focus standards (CFA's) in ELA and Math (Goal 1) 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 chats 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/plan/observe the SEL needs of students to support the transition of students to comprehensive sites. CCI process to monitor MTSS for TIER 2 and TIER 3 students

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Feedback and suggestions include: Due to students enrolling weekly or quarterly it is difficult to establish instructional routines. Continue to provide incentives for academic growth

2 ELAC:

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

3 Staff:

Continue quarterly Smarty Party incentive for students who demonstrate academic growth on ELA/MATH focus standards and fluency. Sub release day to backward map essential standards.

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 2021–2022.

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.

- Implement ELD strategies and supplement EL curriculum resources into K-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).
- Administrative Team Continues cycle of review around Problem of Practice (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 Tenet #1-3.
- Tier 1: Implementation of GVC daily in the classroom, close reading strategies, complex text, and research-based practices.
- Tier 2: Provide levels of support for struggling learners (identified through iReady, BAS, CFA's and teacher judgment) 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 K-6th to address reading comprehension and integration of reading, writing, listening, and speaking throughout all content areas. (Visible learning: Reading Comprehension Programs, p.136)
- CLOSE reading to be utilized in grades K-6th to address reading comprehension, fluency, citation, and vocabulary.
- Collaborative Conversation strategies to be utilized in grades K-6th to deepen understanding in content areas.
- Supplemental contracts for teachers/instructional aids to support intervention and extra support for students.
- After-school tutoring for students in grades k-6 significantly below grade level on Foundational Skill Assessment, CFA's, I-Ready through supplemental contracts for teachers/instructional aids
- Purchase technology including tablets, equipment, buildings, and machines to support literacy.
- Incentive students achievement growth in literacy and mathematics.
- Professional Learning Conference/Travel opportunities as identified by FUSD and Fresno Region

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

- Admin data chats quarterly with teachers grades K-6 to monitor standards of strength and challenge, to set goals, and to identify intervention level (reteach, AC plan to reteach, intervention, after-school tutoring, or non-ID RSP, as appropriate)
- CCI process utilized to review I-Ready data for students meeting standards and nearly meeting standards.
- Quarterly DIBEL fluency assessments.
- Administration of iReady 2 times per year for monitoring and identification for tiered level of supports.
- Foundational Skills Assessment review of students mastering and students nearly mastering
- Review intervention data with the RTI teachers every 6 weeks, to determine program effectiveness and to re-align or exit students in groups
- Ongoing common formative assessments.
- Yearly calendared grade level plan of CFA within 6 week units.
- Calendar CFAs include assessment and data reflection.

Owner(s):

Lead Teachers, AC Teams, VPs and Principal
CFAs and grade level data analysis to be monitored by
Admin and teachers

Timeline:

I-Ready and review after fall and spring administration.
Admin/Teacher Data Chats Quarterly
6 week CFA's data analysis - reflection through AC agendas and ILT

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

- Technology to support literacy
- Materials and Supplies to support literacy
- Equipment lease Ricoh
- Poster maker
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, COST team meetings, and monthly SSTs/IEP's.
- After-school tutoring for students in grades k-6 significantly below grade level on Foundation Skills Assessment , CFAs, fluency, and I-Ready through supplemental contracts for teachers.
- After-school tutoring for students in grades k-6 significantly below grade level on Foundation Skills Assessment , CFAs, fluency, and I-Ready through supplemental contracts for instructional aids/classified staff.
- Purchase technology including tablets, equipment, buildings, and machines to support literacy.
- Incentives for students for achievement in literacy.
- Purchase Orders provided to support student/parent engagement/activities and staff professional learning

Specify enhanced services for EL students:

- All actions targeted fro 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.
- Redesignation 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 Redesignation criteria.

Specify enhanced services for low-performing student groups:

- 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 k-6 who are significantly below grade level on Foundational Skills Assessement, CFAs, 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 SED, EL, and African American students
- Incentives and awards presented to African American students, EL and SWD who achieve academic growth on CFAs, I-Ready, and DIBELS fluency.

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 Continues cycle of review around Problem of Practice (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 Tenet #1-3.
- Quarterly Pre and Post Focus Standard assessment (CFAs)
- Professional learning for the use of Collaborative Conversation strategies to be utilized in grades K-6th to deepen understanding in the content area.

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 k-6 to monitor focus standards, set goals, and identify interventions
- Classroom Supervision Feedback using Instructional Practice Guides
- Weekly AC meeting schedules will be adjusted to allow Administrator to collaborate with the AC team using "Foundations" and IPG to monitor effectiveness;
- On-going formative assessment about in recursive Math Standard #1-3
- Calendar Focus Standard CFAs to include assessment and data reflection.

Owner(s):

- Administrators
- Lead Teachers, AC Teams, VP and Principal

Timeline:

6 week CFA data analysis -reflection through AC agenda and ILT

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):

- 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
- Poster maker
- Reflex Math - Online math fluency subscription
- Go Math Curriculum
- Purchase Orders provided to Vendors such as Savemart, Smart and Final, Costco, etc. 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 k-6 significantly below grade level through supplemental contracts for teachers.
- Purchase technology including tablets, equipment, buildings, and machines to support mathematics.
- Incentives for students for 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:

- 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.
- Home School Liaisons to support and communicate with parents regarding student academic progress, redesignation and/or concerns.

Specify enhanced services for low-performing student groups:

- - 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 k-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 SED, EL, and African American students
 - Incentives and awards presented to African American students, EL and SWD who achieve academic growth on CFA's, or I-Ready

2022-2023 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	Sup & Conc	Instruction	Nc-Equipment			: Technology to support literacy or math (Goal 1 Action 1,2) Laptops, poster maker, usb, or headphones	6,203.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Copier Maint			Ricoh Lease	7,040.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies to target ELL subgroups (Warehouse, Office Depot, GW)	2,400.00
G1A1	One-time School	Instruction	Teacher-Supp			Grade Level Planning/Before or Afterschool Tutoring	4,665.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology to support literacy or math (Goal 1 Action 1,2) Laptops, poster maker, usb, or headphones	1,700.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Material and Supplies (GW, Office Depot, Warehouse) **No Food or Incentives** "supports all goals and actions"	951.00

\$22,959.00

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	✓		100 %	2021-2022	100 %

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.

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

- Exposure to Careers-3rd Grade
- Chaffee Zoo
- Fresno Art Museum School
- Bricks for Kids 2x per year
- School Career Day
- Fresno Parcs-Science Exposure to Careers - 4th Grade
- Field Trip Fresno Chaffee Zoo
- 4th grade Link Up Concert School Career Day
- Fresno Parcs-
- Science Exposure to Careers -5th and 6th
- Trip to Fresno City College
- School Kids Invent and STEM5
- Fresno Parcs- Science
- 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.

Exposure to Careers - 3rd Grade There was no disproportionality found within any student group. Exposure to Careers - 4th Grade There was no disproportionality found within any student group. Exposure to Careers - 6th Grade There was no disproportionality found within any student group.

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 the 2021-2022 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 2022-23 SPSA.

Actions that were funded last year will continue to be a focus for the 2022-2023 school year.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Continue with current services: Materials and supplies Awards Recognition (Academic, Student of the Month) Guidelines for Success activities and recognition Supplemental contracts for NTAs to support students

2 ELAC:

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

3 Staff:

Students have the opportunity to be exposed to many careers at their interest level.

Action 1

Title: Student Engagement Opportunities

Action Details:

All students in grades K-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, History Day, Career Day, Science Fair, 4th-grade recorders, Beginners Music, Chess Club, Leadership Group, Gaming Club, Art Club, Girl's 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

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

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:

- 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.

Specify enhanced services for low-performing student groups:

All students will have an opportunity to participate in clubs/activities that support positive interaction with teachers/staff and peers.

Use of HSL for parent communication of Goal 2 activities for parents of SWD, African American and At-Risk students.

Action 2

Title: Social-Emotional Learning and Support

Action Details:

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 K-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 K-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 K-6th to address Safe/Civil Educational setting to support the social-emotional domains for students in K-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 K-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 (k-6)
- Girls Group

- Second Step/SEL weekly lessons (k-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
- Mentor program

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 (k-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
- Quarterly review of reflection room data/pattern/trends
- Monthly monitoring of behaviors entries on atlas

Owner(s):

- Teachers
- Admin, ILT, School Climate Culture Team

Timeline:

- Weekly
- Monthly
- Weekly (Admin) Monthly (C/C Team)

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

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
- STOIC/CHAMPS
- School-wide Behavioral Level System
- 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 (k-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 intervention plan

Tier III supports

- Behavior Support Plan
- reflection room referrals
- 1-on-1 mentoring
- Restorative circle
- individual counseling (School psychologist/social worker)
- Individual Threat Assessment
- Materials and Supplies needed:

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:

All actions targeted for EL/Foster/At-risk 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)

Specify enhanced services for low-performing student groups:

All actions targeted for Foster/At-risk students. School site Social worker will support students/student families inside and outside school site setting.

- Home visits
- 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.

2022-2023 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	One-time School	Instruction	Ins Aide-Sup			After school intervention support	4,185.00

\$4,185.00

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	✓		9.38 %	2021-2022	5.78 %
Suspension Rate - Semester 1	✓		3.23 %	2021-2022	1.9 %

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 the California dashboard Chronic Absenteeism attendance percentages has changed significantly over the past 2 years from 2.9% in 2020-2021 to 25% during the 2021-2022 school year.

Actions include positive attendance incentives for students and families (recognition and rewards). This has had some impact on the attendance of students. Quarterly bike and scooter give away for excellent attendance. Monthly student and parent pizza luncheon

SSW meets with parents to discuss student attendance and provide support/solutions to parents. 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 student

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

The target for this goal was not met.

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

One factor that leads to the increase in the percentage of chronic absenteeism is the transition from distance learning and the students' ability to attend class at home during the 2020-2021 year. During the 2021-2022 school year the hybrid and virtual models were eliminated and required students to return to campus.

Data from the Power BI and California DashBoard show the following % for significant subgroups.

African American- 20%
Hispanic/Latino-68%
Students with Disabilities-37%
Socioeconomically Disadvantaged-97 %

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school site throughout 2021-2022 of 31.1% met criteria for chronic absenteeism, this disproportionality affects African American, Hispanic/Latino, Students with Disabilities, and Socioeconomically Disadvantaged subgroups.

Suspensions students with 1 or more

One factor that leads to the decrease in suspension is the transition to distance learning and the students' ability to attend class at home. Our site anticipates that there will be a slight increase in suspension once students return to on-campus instruction.

African American- 20%
Hispanic/Latino-68%
Students with Disabilities-37%
Socioeconomically Disadvantaged-97 %

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school site throughout the year, the suspension rate of 2020-2022 3.13 %

disproportionality affects African American, Hispanic, Students with Disabilities and Socioeconomically Disadvantaged subgroups.

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 2022-23 SPSA.

Monthly CSI Huddle with Department of Equity and Access and Fresno County Office of Education partners. Identify problem of practice, root cause analysis and created aim statement for chronic absenteeism and suspension data CSI Targeted Plan- Sub-release days will allow teachers the opportunity to collaborate/plan/observe the SEL needs of students. Restructure the Re-engagement to provide de-escalation techniques. Review and identify resource inequities. 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 aims goal.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School provides enough incentives for attendance

2 ELAC:

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

3 Staff:

Continue to focus on SEL and self-regulation techniques.

Action 1

Title: ADA Attendance Student Support & Chronic Absenteeism

Action Details:

During the 2020-2021 school year at Phoenix Elementary 2.9% of enrolled students were defined as chronically absent, during the 2021-2022 school year this percentage significantly increase to 25% 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 bike or scooter raffle.
- 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):

- HSL/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.

Specify enhanced services for EL students:

- All actions targeted for EL/Foster Youth/At-risk 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.

Specify enhanced services for low-performing student groups:

- 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

- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring EL students.

plan to improve low-performing students who have chronic absenteeism.

Action 2

Title: Suspensions per 100

Action Details:

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
- 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.

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-Principals 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.

CenCal Mentoring to support building relationships.

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:

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.
- 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.

Specify enhanced services for low-performing student groups:

- 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.

2022-2023 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	In-House Instructional Staff Deve	Teacher-Subs			Subs for Teacher Development and Professional Learning **No IEPs** "supports all goals and actions".	3,438.00
G3A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Sub for admin when out for PL	603.00
G3A1	Sup & Conc	Instructional Supervision & Admir	Travel			: Travel for Admin professional learning	500.00

\$4,541.00

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	✓		98.15 %	2021-2022	99.25 %

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 -The school site will retain high-quality staff and seek to hire quality staff that reflects the diversity of our community.

Staff Survey – Overall Positive in Organizational Culture Domain

Monthly Climate and Culture Meetings

Classified and Certificated included ILT

Monthly meeting with Lead Teachers Weekly PLC-

Grade levels teams meet weekly to collaborate, create common assessments and align ELA/MATH instruction to content areas

Regional ILT Professional Learning as identified by FUSD Region Staff completed 3 modules of Cultural Proficiency training.

Staff participation in LGBTQ training. Professional Development on Social Emotional Strategies

Monthly Culture Focus

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

Staff Survey- Organizational Culture Domain

Factors that contributed to the disproportionality of groups can include the challenge of staff out due to illness and maintaining health safety guidelines.

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 the 2021-2022 SPSA Goal 4 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 2022-23 SPSA.

N/A

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:
Staff is welcoming.

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

3 Staff:
Creating a sense of belonging is important on at Phoenix.

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.

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

Owner(s):
All Staff

Timeline:
Spring 2023 survey results

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

- **Student Academics:** Sub-release days to allow staff the opportunity to collaborate/plan/observe the SEL needs of students. PLC will collaborate, create a common assessment and align ELA 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.
- **Student-Centered and Real-World Learning:** Staff will participate in PL that focuses on students affected by trauma. District provided Diversity Training
- **Student Engagement:** Staff will facilitate clubs and extracurricular activities to enhance student.

Specify Professional Development or Staff Services to support EL students:
Completion of all Cultural Proficiency Modules for all staff members.

Specify Professional Development or Staff Services to support low-performing student groups:
Completion of all Cultural Proficiency Modules for all staff members

Climate Culture meeting once per month.

Book study

PLC training provided by PLC Institute at Work

2022-2023 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	Sup & Conc	Instruction	Mat & Supp			Material and Supplies for Student and Staff Engagement (Office Depot, Warehouse, GW) *Supports All Goals & Actions	3,254.00

\$3,254.00

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	✓		93.94 %	2021-2022	98.04 %

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.

The following actions were implemented during the 2021-2022 school year in order to meet this goal.

- Orientation with the principal, social worker, and teacher upon enrollment
- Daily Class Dojo parent communication by the teacher regarding student academic and behavior progress
- Weekly parent Class Dojo Incentive for parents who actively engage with site on Class Dojo App.
- Monthly parent and student luncheon for Excellence Attendance
- Weekly school highlights on Class Dojo
- Parent Lab topics on Class Dojo
- Parent Certificates
- Flyers
- Back to School Day Luncheon

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

Due to district health guidelines parent contact on site was limited.

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 the 2021-2022 SPSA Goal 5 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 2022-23 SPSA.

Continue with Parenting Lab on campus

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Continue with current services: Materials and supplies Awards Recognition (Academic, Guidelines for Success and Attendance Activities and recognition)

2 ELAC:

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

3 Staff:

School provides many opportunities for parents to be part of campus.

Action 1

Title: Family and student support

Action Details:

During the 2021-2022 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. Due to the social distance guidelines parents were unable to attend weekly parenting meetings. Literature and videos were upload on the Class Dojo App for parent outreach. Parenting lab will resume every Friday during the 2022-2023 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 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.

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

- 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
- Winter Program
- Guest Speakers
- Student Presentations for Black History Month and Peach Blossom
- 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

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

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

All school flyers will be sent in students home language.

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

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

2022-2023 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	Mat & Supp			Materials and Supplies for parent involvement **No Food or Incentives** (GW, Office Depot, stamps, flyers, and orientation packets)	102.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies (Warehouse, Office Depot, GW) Also supports G1A1,G3A1, and G4A1	1,700.00

\$1,802.00

2022-2023 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	Sup & Conc	Instruction	Nc-Equipment			: Technology to support literacy or math (Goal 1 Action 1,2) Laptops, poster maker, usb, or headphones	6,203.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Copier Maint			Ricoh Lease	7,040.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies to target ELL subgroups (Warehouse, Office Depot, GW)	2,400.00
G1A1	One-time School	Instruction	Teacher-Supp			Grade Level Planning/Before or Afterschool Tutoring	4,665.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology to support literacy or math (Goal 1 Action 1,2) Laptops, poster maker, usb, or headphones	1,700.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Material and Supplies (GW, Office Depot, Warehouse) **No Food or Incentives** "supports all goals and actions"	951.00
G2A1	One-time School	Instruction	Ins Aide-Sup			After school intervention support	4,185.00
G3A1	ESSA-CSI	In-House Instructional Staff Deve	Teacher-Subs			Subs for Teacher Development and Professional Learning **No IEPs** "supports all goals and actions".	3,438.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub for admin when out for PL	603.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Travel			: Travel for Admin professional learning	500.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies for Student and Staff Engagement (Office Depot, Warehouse, GW) *Supports All Goals & Actions	3,254.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent involvement **No Food or Incentives** (GW, Office Depot, stamps, flyers, and orientation packets)	102.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies (Warehouse, Office Depot, GW) Also supports G1A1,G3A1, and G4A1	1,700.00

\$36,741.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$1,053.00
ESSA-CSI	3182	\$3,438.00
Sup & Conc	7090	\$19,300.00
LCFF: EL	7091	\$2,400.00
One-time School	7099	\$10,550.00
Grand Total		\$36,741.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$22,959.00
G2 - Expand student-centered and real-world learning experiences	\$4,185.00
G3 - Increase student engagement in their school and community	\$4,541.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$3,254.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,802.00
Grand Total	\$36,741.00