

Phoenix Secondary

10621660120964

Principal's Name: Mark McAleenan

Principal's Signature:

A handwritten signature in black ink, appearing to read 'M McAleenan', with a horizontal line extending to the right.

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


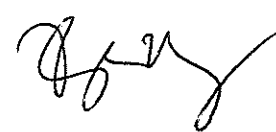
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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	Secondary Student
1. Principal - Mark McAleenan	X				
2. Chairperson - Rogelio Nevarez			X		
3. Crystal Malcher				X	
4. Sarai Lopez-Vasquez					X
5. Kristen Debbas		X			
6. Beau Burger				X	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date <u>9/20/17</u> .

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	Mark McAleenan		4/7/22
SSC Chairperson	Rogelio Nevarez		4/7/22

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 Secondary - 0102

ON-SITE ALLOCATION

3010	Title I	\$3,992 *
7090	LCFF Supplemental & Concentration	\$21,726
7091	LCFF for English Learners	\$4,590
3182	Comprehensive Support and Improvement	\$10,696 **
7099 ESSER III (learning loss/COVID impact, one-time funds)		<u>\$7,100</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$48,104

* 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	\$112
Remaining Title I funds are at the discretion of the School Site Council	<u>\$3,880</u>
Total Title I Allocation	<u>\$3,992</u>

** 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 Secondary 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	✓		7.14 %	2021-2022	8.24 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		0 %	2021-2022	1.1 %

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 have fully implemented the actions on Goal 1 with the exception of the advisory period. It was determined that we were experiencing enough changes in bringing students back from distance learning that we should focus on that process rather than introducing a new initiative.

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

We did not experience disproportionality among certain groups. The overwhelming majority of students at Phoenix Secondary are significantly below grade level due to history of lost instructional time at previous school sites due to chronic absenteeism and behavioral issues impacting instructional time. A disproportionate number of Phoenix Secondary students are special education students and students with a 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).

The budget and expenditures for Goal 1 were as stated with the exception of the lunch tutorial. Only one extra pay contract was issued for the lunch tutorial due to the other teacher being on an extended leave.

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.

We will be purchasing multiple new online subscriptions based on feedback from our Instructional Leadership Team. The subscriptions include Read Live, a literacy program. We will also purchase Quill for writing and grammar instruction. In addition, we will purchase Discovery Education for instructional materials in social science, ELA, and science.

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:	2 ELAC:	3 Staff:
The SSC expressed support for renewing the Yondr contract to reduce distractions in the classroom.	Combined with the SSC.	Purchase the following: Newsela, Gizmos, Yondr, Discovery Education, Quill, Gizmos, and Read Live.

Action 1

Title: Academic Interventions

Action Details:

Phoenix Secondary will continue to utilize iReady testing to identify the individual learning needs of each student and provide core academic teachers with the data needed to provide targeted support. iReady testing will measure student's progress towards acquisition of grade level skills through multiple test administrations. Teachers will use iReady 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. Students who are struggling will be provided support through out 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 an 80 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.

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 F list will be reviewed weekly by the counselor and distributed to the tutorial teacher for pull in support.

The iReady coordinator will provide test results to core teachers following each administration.

Owner(s):

School Counselor, iReady Coordinator, Tutorial teachers, IEP case managers

Timeline:

1. Weekly grade reports
2. iReady assessment results

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

- Computers for 1 to 1 student to device ratio for implementation of the Personalized Learning Initiative
- Teachers will receive supplemental curriculum, lab supplies, classroom materials, and other technology to enhance instruction
- Students will complete and submit assignments through Microsoft TEAMS to bolster their technology skills.
- Contract for iReady coordinator.

- Contracts for lunch tutorial teachers.
- Gizmos subscription to support science and math instruction.
- Newsela contract to provide lexile level differentiation to support students' literacy skills in multiple content areas.
- Read Live will support literacy development.
- Discovery Education will provide online resources for teachers in ELA, Social Science, and Science.
- Yondr contract to reduce classroom distractions and support student engagement by eliminating cell phone use during the instructional day.

Specify enhanced services for EL students:

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 Live will be utilized to improve literacy skills.

Specify enhanced services for low-performing student groups:

- Tutorial sections for students struggling academically
- Lunchtime tutorial with a SPED credentialed teacher and another credentialed teacher.
- Academic goal setting for all students.
- Quarterly progress chats with SPED students related to IEP goals.

Action 2

Title: Students Will Meet Criteria for Readmission

Action Details:

Phoenix Secondary will implement a school-wide behavior modification system to prepare students for readmission hearings conducted at the end of each semester. The system promotes of school appropriate behaviors. All teachers are trained to implement the system in their classrooms. The Reengagement Center provides an intervention for students who are struggling to follow classroom and common area rules. The safety assistants and Reengagement teacher will determine whether students are ready to return to class. All students will have an extensive intake process in order to identify appropriate behavioral and social emotional services which may include: individual counseling, group counseling, and anger management sessions. Incentive activities will reinforce positive behavioral changes in students. Students will be working to achieve a 2.0 gpa or higher, a level 3 or 4, 90% attendance, and avoid being suspended. 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, attendance, and arrests. 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 school social workers, VP, and TSA provide 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.

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 2022 Readmission results.

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

- Counseling services
- Behavior Modification
- Reengagement Center
- Provide free clothing to students

- Provide hygiene products
- Home visits to address truancy
- Incentives to promote improvement in grades, attendance, and behavior.

Specify enhanced services for EL students:

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.

Specify enhanced services for low-performing student groups:

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:	<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

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 2022 and June 2023.

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

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

Specify enhanced services for EL students:

Bilingual guidance counseling is available to students and their families. The office staff is comprised of 4

Specify enhanced services for low-performing student groups:

- Bilingual counseling and school social work services.

bilingual staff who are able to support parents and students. Both school social workers provide bilingual services to students and families.

- Lunchtime tutorial with a SPED credentialed teacher and a Spanish speaking credentialed teacher.
- Tutorial sections for students who are struggling academically.

2022-2023 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.	2,992.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Site coordinator for iReady providing proctoring support, data analysis, and interventions for teachers to address the needs of underperforming students. No IEPs.	5,199.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Digital subscriptions and online academic interventions. Discovery Education, Read Live, Newsela, Yondr, and Explore Learning.	2,949.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Computers and technology to support classroom instruction.	2,548.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Purchase online literacy content, books, and digital library	1,124.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom materials and supplies.	2,952.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials for EL students including online subscriptions and computers.	4,590.00

\$22,354.00

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	✓		85.71 %	2021-2022	86.81 %

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.

Students have participated in career readiness and exploration activities. Students have been completing Imago lessons. A career fair was not held semester one. We are working on a Career Fair and on campus career presentations for semester 2 now that Covid restrictions have eased.

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

There were no inequities noted under this category. Career readiness activities and real world experiences are provided to all students.

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).

Students were able to participate in the first annual Beautify Fresno event. Our students and staff spent time cleaning up and planting at the Yo'Ville Community Garden in West Fresno. Our students will also be participating in the Idea Fest celebration of Project Based Learning. Both of these events are new events and were not planned for in the SPSA development last spring.

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.

We will resume in person College Tours, Vocational Program tours, and industry visits next 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 to support students in obtaining employment and credits for work experience.

2 ELAC:
Combine with SSC.

3 Staff:
Create additional opportunities to visit different industries / career pathways in the Fresno area.

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 two career days featuring industry professionals that will meet with students and provide information on career preparation and workplace opportunities. 100% of graduating seniors will enroll in post secondary or vocational training. 11th and 12th grade students will tour vocational education programs at Fresno City College. Phoenix Secondary will offer a CTE course in Sustainable Agriculture. The Men's Alliance and Women's alliance program will assist students in developing skills needed for the workforce. 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.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Job Developer, Workforce Experience Coordinator, TSA, Counselor, CTE teacher, and technology teacher

Timeline:

June 2023

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

- Field Trips to the CTE fair
- Field Trips to vocational programs
- Field Trips to colleges and universities
- Mileage reimbursement
- Parking fees
- Agriculture tools, equipment, safety gear, materials, and supplies
- Clothing purchases for work experience
- Transportation costs to work experience
- Fees for California IDs and support for students to open bank accounts
- Birth Certificate and Social Security Card fees
- Application fees
- Visits to various job sites to provide exposure to careers
- Career Fair expenses

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

All EL students will engage in college and career readiness activities which promote literacy, communication skills, and exposure to future opportunities. EL students will be included in the Si Se Puede conference at Fresno State.

- African American Student Conference at Fresno State.
- Si Se Puede Conference at Fresno State.
- Project Based Learning for all SDC 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	✓		67.35 %	2021-2022	66.75 %
Suspension Rate - Semester 1	✓		39.62 %	2021-2022	39.29 %

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 qualifying under Chronic Absenteeism, truancy is a primary focus. Our CSI Guiding Coalition has been meeting monthly to conduct a root cause analysis, develop goals, and initiate action steps. The Coalition determined that positive relationships and reducing transportation barriers would be high leverage actions to increase attendance. We began the 2021-2022 school year at 60% attendance coming off of the Covid closure. Through diligent efforts to create positive relationships with students and to reduce transportation issues our daily attendance rate reached 80% by the end of semester. Our goal is to move to 85% in semester 2 of 2021-2022 and 90% for the 2022-2023 school year.

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

Students at Phoenix Secondary come from all over Fresno. Parents of our students often lack reliable transportation. If a student misses the school bus, there are limited options to attending school. There is no FAX public transportation within a mile and a half of our campus. We have begun providing transportation when students/parents call using our school van.

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).

Students who feel connected to the school are more likely to attend often. As a result, all students are involved in clubs. Roughly half of our students compete in one of our interscholastic sports. We were not able to field a flag football team this year, but have competed in volleyball, boys and girls basketball, and track. This spring we will also have a mushball.

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.

We are planning to add equipment to allow us compete in soccer next year including: goals, bleachers, and benches for the teams.

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:	2 ELAC:	3 Staff:
Initiate various campus beautification efforts including: banners, murals, benches, and other items.	Combined with SSC.	Purchase goals, bleachers, and benches for the PE and sports teams to utilize.

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 Leadership Club will sponsor three Spirit Weeks to promote school-wide engagement and promote healthy student and staff relationships. Lunchtime activities will include: clubs, intramural sports, and spirit week activities. Phoenix Secondary will provide Outdoor Education field trips to expose students to new activities and build their self efficacy. Subject specific field trips to History Revisited, 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 and staff will participate in the youth day of service through Beautify Fresno. Students will also participate in Project Based Learning culminating in the Idea Fest Showcase at Chukchansi Stadium.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Counselor, TSA, club sponsors, and coaches.

Timeline:

Data will be compiled quarterly.

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

Sports equipment, sports uniforms, art supplies, field trips, extra pay contracts for coaches / referees, club materials / supplies, and mileage reimbursement. Contract for the athletic director. Contract for Web page and Phoenix Flyer coordinator to publicize and celebrate school events. Credential/Classified supplemental contracts to expand lunchtime activities. Art supplies to support the two pottery wheels. Art and construction materials for the Project Based Learning.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- All students participate in club and lunch time activities to promote engagement in the education process.
- Coaches conduct outreach to new students to promote involvement in sports.

Action 2

Title: Truancy Interventions

Action Details:

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.

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
- Administrators

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 van used for students to be transported to school.

Specify enhanced services for EL students:

- All three front office staff are bilingual.
- Both school social workers and the guidance counselor provide bilingual services.
- Home visits and parent conferences are conducted in Spanish

Specify enhanced services for low-performing student groups:

- Professional Learning, conferences, and travel to improve interventions for chronic absenteeism.
- Intensive case management
- Removing barriers to attendance
- Transportation support

2022-2023 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.	9,977.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified coaching and referee contracts.	7,673.00
G3A2	One-time School	Instruction	Travel			: Professional learning conference fees, travel, and hotel. CASCWA, ACSA	7,100.00

\$24,750.00

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	✓		96.19 %	2021-2022	97.29 %

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 please to report the overwhelming number of staff with a favorable view of our organizational culture as measure on the staff survey from the fall of 2021. Staff continue to display collegial attitudes and a high level of cooperation. We are not anticipating any staff openings for the 2022-2023 school year. We have only had one teaching vacancy over in the past two years in our CTE class. We have moved from CTE Construction to CTE Agriculture in the hopes of providing more stability to the program.

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).

Department PLCs were made optional through negotiations between FTA and FUSD for the 2022-2023 school year. We have utilized the additional Buyback days to provide relevant professional learning on a variety of topics. The ILT and Climate and Culture Team have continued to provide leadership on campus initiatives.

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.

We will move forward with the establishment of a Sunshine Club to build community among the staff. We will continue with monthly birthday celebrations. The school newsletter will continue to highlight staff members periodically. We will continue with end of the semester staff celebrations and periodic potlucks.

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 to attract diverse staff and staff with bilingual capabilities.

2 ELAC:

Combined with SSC.

3 Staff:

Start a Sunshine Club and continue honoring staff and students during their birthday month.

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 related to cultural proficiency and supporting LGBTQ+ students. 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. We will hold monthly birthday celebrations for staff and students. Teachers will be invited to share concerns and ideas during the Cycle of Continuous Improvement portion of each monthly staff meeting.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- Staff survey.

All staff

Survey results reviewed spring 2023.

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

- **Student Academic: Teachers will participate in 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.**

Specify Professional Development or Staff Services to support EL students:

Specify Professional Development or Staff Services to support low-performing student groups:

- Academic advising provided to students and parents by our bilingual counselor.
- Barriers to school success are addressed by two bilingual school social workers.

- Mandatory lunch tutorial for students who are failing courses.
- Monthly academic intervention / tutorial schedule for students to receive additional support with a specific

- 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.

- 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.

We have had strong responses on our family surveys for the past few years. We will continue to work diligently to foster positive relationships with parents from the moment the student enrolls. Parents are contacted daily if their student is absent. School messenger is utilized on a regular basis to inform parents of events or holidays. All parents are invited to campus three times for Back to School, Semester 1 awards luncheon, and Semester 2 awards luncheon. Parents receive a daily report on their students' behavior and productivity on campus. Parents are also invited to our Career Fair. We continue to mail out progress reports in addition to the quarter and semester grade reports. A newsletter is mailed home twice per month to inform families of campus activities.

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).

We did not hold a Career Fair semester 1, but are working on one for semester 2. We were able to hold our first two family events and are planning one for the end of the school year. We continue to hold Targeted Support Team meetings for students who are struggling academically or behaviorally.

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:

Consider app based communication with parents through text that might include a daily behavior report.

2 ELAC:

Combined with SSC.

3 Staff:

Continue providing holiday meals to families at Thanksgiving.

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. School Messenger will be utilized to provide parents with information about upcoming events. Progress reports are mailed to each family.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

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

- Mr. Vasquez
- Ms. Delao and Mrs. Damas
- Mrs. Vitolas
- Mr. Nevarez

- Reviewed quarterly
- Reviewed monthly
- Reviewed in December and June
- Administered Fall 2022 and reviewed in Spring 2023

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:

- **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.

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

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

- 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.

2022-2023 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 food or incentives.	1,000.00

\$1,000.00

2022-2023 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.	2,992.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Site coordinator for iReady providing proctoring support, data analysis, and interventions for teachers to address the needs of underperforming students. No IEPs.	5,199.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Digital subscriptions and online academic interventions. Discovery Education, Read Live, Newsela, Yondr, and Explore Learning.	2,949.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Computers and technology to support classroom instruction.	2,548.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Purchase online literacy content, books, and digital library	1,124.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom materials and supplies.	2,952.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials for EL students including online subscriptions and computers.	4,590.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Coaching and climate & culture contracts.	9,977.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified coaching and referee contracts.	7,673.00
G3A2	One-time School	Instruction	Travel			: Professional learning conference fees, travel, and hotel. CASCWA, ACSA	7,100.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent communication, stamps, paper, bulletin boards, and envelopes. No food or incentives.	1,000.00

\$48,104.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,992.00
ESSA-CSI	3182	\$10,696.00
Sup & Conc	7090	\$21,726.00
LCFF: EL	7091	\$4,590.00
One-time School	7099	\$7,100.00
Grand Total		\$48,104.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$22,354.00
G3 - Increase student engagement in their school and community	\$24,750.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,000.00
Grand Total	\$48,104.00