

Phoenix Secondary

10621660120964

Principal's Name: Mark McAleenan

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten 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. Kristen Debbas		X			
4. Beau Burger				X	
5. Breanha Alonso					X
6. Bonnie Zayavong				X	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC.
Date <u>9/23/24</u> .

Required Signatures

School Name: Phoenix Secondary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mark McAleenan		4/29/25
SSC Chairperson	Rogelio Nevarez		4/29/25

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

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

FY 2025/26

Phoenix Secondary - 0102

ON-SITE ALLOCATION

3010	Title I	\$5,459 *
7090	LCFF Supplemental & Concentration	\$28,107
7091	LCFF for English Learners	\$5,152

TOTAL 2025/26 ON-SITE ALLOCATION **\$38,718**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$212
Program Budget	\$5,247
Total Title I Allocation	<u>\$5,459</u>

ESSA Assistance Status: Targeted Support and Improvement (TSI)

Phoenix Secondary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		17.6 %	2023-2024	20 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		17.6 %	2023-2024	20 %
Percentage of students who received at least a D/F at end of semester 1	✓		40 %	2024-2025	35 %
SBAC ELA - Average distance from standard	✓	10 pts	-188.2 pts	2023-2024	-170 pts
SBAC ELA - percentage of students met/exceeded standard	✓	10.9 %	0 %	2023-2024	5 %
SBAC Math - Average distance from standard	✓	10 pts	-215.3 pts	2023-2024	-200.3 pts
SBAC Math - percentage of students met/exceeded standard	✓	10.1 %	1.9 %	2023-2024	6.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Despite 80 point gains on the 2024 SBAC, students are still performing below grade level in ELA and mathematics.
40% of students had one D or F at the end of the fall semester 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Students at Phoenix Secondary enroll with significant gaps in their learning due to a history chronic absenteeism and disciplinary issues resulting in a loss of instructional time. Students continue to have low attendance rates while enrolled at Phoenix due to transportation and familial issues.
- Students have not developed the academic stamina to focus throughout the class period and engage in productive struggle.
- 35% of Phoenix Secondary students are on IEPs or 504 plans due to learning disabilities.
- Students arrive at Phoenix Secondary with transfer grades in the D and F range.
- Students have not developed the literacy skills at their previous schools to access grade level curriculum.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Mandatory lunch time tutorial for students with Ds or Fs.
- Implementation of the Read 180 literacy program campus-wide on a daily basis.
- Quarterly tutorial schedule to provide additional opportunities for students to work on coursework in the classes they have a D or F in. Incentives for students who have maintained Cs or better in all classes. Students must have a 2.0 gpa to participate in our interscholastic sports program.
- Maintain small classes to allow for individualized support.
- Paraprofessionals to provide targeted supports based on students' needs.
- Digital subscriptions to support with literacy development.
- Targeted Support Team meetings to address the needs of students who are struggling behaviorally and academically.
- Attendance Team Meetings and interventions to address chronically absent students.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Academic Interventions

Partially Implemented

- Mandatory tutorial started mid-semester and has been fully implemented since then.
- FUSD canceled the Read 180 funding during semester one causing a 4 month pause in services. Phoenix Secondary now has to pay for the subscription with site funds.
- Attendance Team meetings were impacted by a vacancy semester 1.
- TST meetings are being held on a regular basis.
- Home visits are being conducted for chronically absent students.
- Our Resource Counseling Assistant provides transportation to students who miss the school bus.

Action 2: Students Will Meet Criteria for Readmission

Fully Implemented

- Students participate in Prodigy substance abuse counseling.
- Students participate in Anger Management.

- Students participate in individual counseling.
- Academic support is provided to students with Ds or Fs.
- Students participate in incentive field trips to reinforce positive behavioral changes.

Action 3: Credit Attainment

Fully Implemented

- Individual conference with the academic counselor for transcript review and 4 & 6 year planning.
- Students have an opportunity to complete credit recovery through Edgenuity.
- Students are enrolled concurrently in evening courses at Fresno Adult School for credit recovery.
- Students may attend Intersession and Summer Session for credit recovery.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Academic Interventions

Partially Effective

Literacy development was impacted by the pause in the Read 180 subscription. Academic interventions are in place to support students, however, they must be present to access the support. The new hire in our attendance position will facilitate more effective monitoring of chronically absent students.

Action 2: Students Will Meet Criteria for Readmission

Effective

The behavior modification system at Phoenix Secondary is implemented with fidelity. Students are able to show improved grades, behavior, and attendance resulting in strong majority meeting criteria for readmission from expulsion status.

Action 3: Credit Attainment

Effective

A thorough review of students' transcripts and academic gaps by the academic counselor results in students being placed in the courses and programs they need to be on track to graduate.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Full implementation of Read 180 across all content areas. Continue to strengthen interventions for chronically absent students. Continue with a monthly Cycle of Continuous Improvement to address gaps or adjust interventions.

Section D: 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

Section 2: 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.

SSC:

Continue with lunch tutorial and lunchtime activities to keep students engaged.
Expand opportunities for staff vs student games and Spirit Week activities.

ELAC:

Combined with SSC.

Staff:

Start additional high interest clubs to engage students.

Action 1 :

Academic Interventions

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Computers for 1 to 1 student to device ratio.
- Teachers will receive supplemental curriculum, lab supplies, classroom materials, and other technology to enhance instruction
- Administrators will conduct classroom walkthroughs and lesson observations to ensure consistent, quality instruction
- Encourage use of IABs to align assessments with SBAC and identify critical content areas
- Students will complete and submit assignments through Microsoft TEAMS to bolster their technology skills.
- Contract for iReady and Edcite coordinator.
- Contracts for lunch tutorial teachers and paraprofessional.
- 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 180 will support literacy development.
- Discovery Education will provide online resources for teachers in ELA, Social Science, and Science.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

All of our student groups are underperforming.

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

With Title I funds we plan to support English learner students by purchasing adapted texts and subscriptions to support literacy.

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

With 7090 or 7091 funds we plan to support English learner students by purchasing laptops and headphones.

4. As a site: What are planned actions to support English learner 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 180 will be utilized to improve literacy skills. ELD students will receive 20 minutes of designated instruction on a daily basis.

Student Groups

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

Socio-economically Disadvantaged (SED):

- Digital subscriptions that promote literacy development and provide academic enrichment.

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

Socio-economically Disadvantaged (SED):

- We will fund a lunch time tutorial to support students who are struggling academically.

As a site: What are the planned actions to support this student group?

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

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Higher school-wide GPA as measured by Atlas and monitored by the principal and academic counselor.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increase in school-wide GPA to 2.8.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- More students will find success academically, attend school more consistently, and meet requirements for readmission from expulsion status.

Action 2 :

Students Will Meet Criteria for Readmission

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

All student groups are underperforming.

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

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

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

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

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

- **We will fund a lunch time tutorial to support students who are struggling academically.**

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

- 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, behavior support advisor, and teachers. The Attendance Team meets weekly to address chronic absenteeism and intervene with students.

Progress Monitoring: Outcomes

Reasoning for using this action <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence		
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We expect to see 70% of students meet criteria for readmission. The rate of readmission will be monitored by administration at the end of each semester.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We expect to see 75% of students meet criteria for readmission. The rate of readmission will be monitored by administration at the end of each semester.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We expect to see 80% of students meet criteria for readmission. The rate of readmission will be monitored by administration at the end of each semester.</p>

Action 3 :

Credit Attainment

Action Details:

All students will be provided support to address academic gaps and support their progress towards graduation upon return to a comprehensive site 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

All student group are underperforming.

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

With Title I funds we plan to support English learner students by providing literacy development programs in the classroom.

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

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

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

With 7090 / 7091 we will fund a lunchtime tutorial for struggling students.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

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

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

85% of high school students will earn a minimum of 30 credits by the end of the semester as measured by Atlas reports monitored by the academic counselor and administration.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

90% of high school students will earn a minimum of 30 credits by the end of the semester as measured by Atlas reports monitored by the academic counselor and administration.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

95% of high school students will earn a minimum of 30 credits by the end of the semester as measured by Atlas reports monitored by the academic counselor and administration.

2025-2026 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	Bks & Ref			: Online Subscriptions	3,010.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Computers, equipment, and technology to support instruction.	1,390.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Computers, equipment, and technology to support instruction for our EL students.	5,152.00

\$9,552.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	80.1 %	75.8 %	2024-2025	80.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

With the support of the FUSD College and Career Readiness department, Phoenix Secondary has made significant progress towards creating college and career ready students.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- We have monthly guest speakers from various industries.
- Students complete college and career readiness activities through online platforms.
- Students attend field trips to colleges and workplaces.
- Students complete more than 100 certifications per year.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

All students are receiving quality CTE and college related activities.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: College and Career Readiness Activities

Fully Implemented

Despite being a small campus, we have three full-time CTE teachers offering the following courses to students: Sustainable Agriculture, Design and Marketing, and eSports Digital Media. Our CTE coordinator, Job Developer, and Counselor collaborate to plan industry guest speakers, college field trips, vocational field trips, and hands on activities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: College and Career Readiness Activities

Effective

- Students are able to complete certifications for workplace readiness.
- Students are assisted with obtaining IDs and bank accounts.
- Students attended the Tulare Ag Expo and participated in hands on activities.
- Students created projects for Idea Fest.
- Students held a Farmer's Market and sold \$1,000 worth of plants that were grown on campus.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to expand opportunities for students to explore various job sectors.

Section D: 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.

SSC:

Bring hands on demonstrations to campus to allow students to experience different job sectors.

ELAC:

Combined with SSC.

Staff:

Resume Farmer's market and Food Distribution.

Action 1 :

College and Career Readiness Activities

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- CTE field trips
- Guest speakers from various industries
- Field Trips to vocational programs
- Field Trips to colleges and universities
- Mileage reimbursement
- Parking fees
- Agriculture tools, equipment, safety gear, materials, and supplies
- Clothing purchases for work experience
- Transportation costs to work experience
- Fees for California IDs and drivers' licenses
- Support for students to open bank accounts
- Birth Certificate and Social Security Card fees
- Application fees
- Visits to various job sites to provide exposure to careers
- Career Fair expenses
- Workforce readiness certifications
- A4 student incentives
- A4 field trip expenses
- Technology for CTE courses

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

All student groups are underperforming.

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

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

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

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

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

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

Student Groups

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

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

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

With 7090/7091 funds we will fund a lunchtime tutorial for struggling students.

As a site: What are the planned actions to support this student group?

All students will be exposed to college and career options through visits, guest speakers, counseling activities, and other CTE experiences. Students will have the opportunity to earn certifications and explore various career pathways.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

The CTE coordinator, Job Developer, and Counselor will implement college and career activities for all students.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

CTE activity participation will be monitored by the CTE Coordinator and Job Developer on a quarterly basis.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Students will have the opportunity to learn about various career pathways, gain exposure to FUSD CTE pathways, and complete certifications / job readiness. Certification completion will be monitored by CTE teachers.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		77.9 %	2023-2024	85.3 %
Chronic Absenteeism - (Socioeconomically Disadvantaged)	✓	70.8 %	78.8 %	2023-2024	85.2 %
Suspension Rate	✓	30.57 %	37.9 %	2023-2024	30.57 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Despite extensive efforts to address Chronic Absenteeism, the daily attendance rate is significantly below pre-Covid rates.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Phoenix Secondary serves students from all over Fresno, but is located in on the extreme southeast border of FUSD boundaries.
- Families often lack reliable transportation.
- There is no Fresno Area Express bus stop within a mile of the campus.
- Unstable housing and other family dynamics impact daily attendance.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Phoenix staff will provide transportation using a school vehicle when a student/parent reaches out for assistance.
- Phoenix staff provide hygiene products, laundry support, and clothes for students in need.
- FAX passes are provided to students who live excessively far from a Phoenix school bus stop.

- The attendance team discusses students who are chronically absent and provides interventions including parent conferences, home visits, and SARB referrals.
- Engage students through high interest clubs.
- Engage student in the interscholastic sports program.
- Three Spirit Weeks full of fun activities for students and staff.
- Student store for students with perfect attendance for the week.
- Incentive field trips for students with good attendance, behavior, and grades.
- Incentive barbecues for students with good attendance, behavior, and grades.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: School-wide participation in clubs and activities

Fully Implemented

- All students participate in high interest clubs.
- All students have opportunities to participate in interscholastic sports.
- All students engage in school-wide assemblies and spirit week activities.
- Students have the opportunity to earn incentives for good attendance and behavior.

Action 2: Truancy Interventions

Not Implemented

- Home visits to connect with chronically absent students.
- Attendance meetings to discuss interventions and monitor progress.
- Direct phone calls from attendance staff for chronically absent students.
- Support with hygiene products and clothing.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: School-wide participation in clubs and activities

Effective

There are numerous opportunities to engage students in school-wide activities.

Action 2: Truancy Interventions

Partially Effective

There were some gaps in truancy prevention due a vacancy in the attendance position. This impacted services semester 1. The attendance team is now meeting weekly and interventions have increased in support of our chronically absent students.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Earlier monitoring and interventions for chronically absent students. Additional high interest clubs will be added.

Section D: 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.

SSC:

Fund additional high interest clubs.

ELAC:

Combined with School Site Council.

Staff:

Add a guitar club and fitness club.

Action 1 :

School-wide participation in clubs and activities

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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. Fees related to cultural celebrations. Recreational equipment to keep students engaged during unstructured time.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

All student groups are underperforming.

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

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

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

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

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

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

Student Groups

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

Socio-economically Disadvantaged (SED): Funding for enrichment opportunities.

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

Socio-economically Disadvantaged (SED): Funding for project based learning such as Idea Fest and other enrichment opportunities.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

1. All teachers will sponsor clubs.
2. Staff will coach 7 interscholastic sports.
3. We will implement three Spirit Weeks to engage students in activities and build community.
4. Enrichment and incentive field trips to promote student engagement.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

At least 50% of students will participate in an interscholastic sport as measured by Atlas engagements and monitored by the TSA

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

100% of students will participate in a club of their choice as monitored by Atlas engagements and monitored by the academic counselor.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will increase average daily attendance by 10% as measured by Atlas dashboard and monitored by the principal.

Action 2 :

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. Students who miss the bus will be picked up.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

All student groups are underperforming.

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

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

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

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

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

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

Student Groups

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

- Funding for enrichment activities to promote school engagement.
- Funding for tutorial to keep students on track academically and help them not feel overwhelmed about their classes.

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

Funding for Project Based Learning to promote student engagement including: Idea Fest, Big Fresno Fair craft projects, Agriculture sale, Tulare Ag Expo, and digital media projects.

As a site: What are the planned actions to support this student group?

- Weekly Attendance Team meetings to identify students who are chronically absent and to track interventions.
- A2A conferences with chronically absent students and their parents.
- Home visits to connect with students who are chronically absent and whose parents have not responded to calls from the school.
- Provide transportation to students who miss the bus or are in an unstable living arrangement using school vehicles.
- Student store incentive for good attendance.

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

By October 2025, 50% of students will participate in an interscholastic sport as measure by Atlas engagements.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

By December 2025, 100% of students will participate in a club.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

By June 2026, average daily attendance will increase by 10%.

2025-2026 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			iReady, Edcite, Coaching, climate/culture Contracts.	6,154.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Coaching, communications, Web and Referee Contracts.	20,553.00
G3A2	Sup & Conc	Instruction	Local Mileag			Mile Reimbursement for Home Visits and Transitional Support.	1,400.00

\$28,107.00

Current Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	98.6 %	96.9 %	2024-2025	98 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Phoenix Secondary has a positive and inclusive culture as evidenced by the 97% favorable rating on the organizational culture as reflected on the Fall Climate and Culture Survey.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- We have quarterly staff celebrations to build community.
- Phoenix Secondary staff attend a retreat in Bass Lake to prepare for the school year and strengthen staff relationships.
- Staff participate in cultural celebrations on a monthly basis.
- The Climate and Culture Team proposes ideas to build community among staff members.
- Staff attend professional opportunities in teams.
- Staff participate in potlucks.
- The School-wide PLC meetings provides and opportunity for staff to share ideas and voice concerns about aspects of school systems.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We will continue each of the actions above to sustain a positive culture and continue to explore new ways to grow as a school community.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Building Community Among Staff Members

Fully Implemented

The Phoenix Secondary staff is a strong and cohesive team with good communication and a high level of trust.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Building Community Among Staff Members

Effective

The combined effect of each of our community building activities has created positive working relationships and a high performing team.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

There are no significant changes planned for next year.

Section D: 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.

SSC:

Continue with quarterly staff celebrations and the holiday food drive.

ELAC:

Combined with SSC

Staff:

Implement additional food distributions. Continue with staff retreat.

Action 1 :

Building Community Among Staff Members

Action Details:

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

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

Student Groups

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

Socio-economically Disadvantaged (SED):

Goal 4 is focused on staff.

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

Socio-economically Disadvantaged (SED):

Goal 4 is focused on staff.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Goal 4 is focused on staff.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We expect to see a high level of participation in staff celebrations and potlucks.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We expect 80% of staff to attend the July staff retreat.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will continue to see favorable responses on the staff climate and culture survey. We expect a high level of retention. We do not anticipate any staff members leaving at the end of the school year except in the case of a promotion.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
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Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Phoenix Secondary serves students from all over the city of Fresno, which makes it difficult for parents to attend school events due the location of the school.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Parents often lack reliable transportation.
- There is no FAX bus that serves stops within a mile and a half of the campus.
- Parents /guardians often have significant health issues.
- Parents' work schedules are restrictive.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- We provide transportation to parents for IEPs and orientation.
- We provide FAX passes to families in need.
- We provide food distribution on a quarterly basis.
- Our Back to School celebration gives parents an opportunity to walk classrooms and meet our staff.
- We host three family luncheons each school year and raffle off prizes.
- We have parent representation on the School Site Council.
- We send important messages and information about events to parents through Parent Square.

Section B: Investigation

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Partnering with families for student success

Fully Implemented

We have several opportunities for parents to be involved in school events and their child's education.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Partnering with families for student success

Effective

We have high level of parent participation at our Back to School event and our Family Luncheon.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will work to increase parent involvement and support at sporting events through Parent Square invitations.

Section D: 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.

SSC:

Members suggested to invite parents to sporting events with weekly reminders through Parent Square.

ELAC:

Combined with SSC.

Staff:

Staff proposed additional food distributions and to resume the farmers' market.

Action 1 :

Partnering with families for student success

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

Socio-economically Disadvantaged (SED):

Funding for parent events and communication by mail.

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

Socio-economically Disadvantaged (SED):

Reimburse mileage for staff members to connect with families on home visits.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

- Transportation is provided to families to attend school meetings when necessary.
- Holiday meals are provided to low income families.
- Hygiene products are provided to students of families in need.
- Clothing is provided to students from socio-economically disadvantaged families.
- 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.
- Use Parent Square to communicate with families.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We expect to see more parents attend our sporting events as measured by Raptor sign ins and monitored by the Climate and Culture Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We expect to see increased participation in our Back to School Luncheon as measured by a sign in sheet and monitored by the office manager.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We expect to see 80% favorable rating on a family survey administered at the December family luncheon and awards assembly and monitored by the school social workers.

2025-2026 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, envelopes. *No Food or Incentives*	1,059.00

\$1,059.00

2025-2026 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	Bks & Ref			: Online Subscriptions	3,010.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Computers, equipment, and technology to support instruction.	1,390.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Computers, equipment, and technology to support instruction for our EL students.	5,152.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			iReady, Edcite, Coaching, climate/culture Contracts.	6,154.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Coaching, communications, Web and Referee Contracts.	20,553.00
G3A2	Sup & Conc	Instruction	Local Mileag			Mile Reimbursement for Home Visits and Transitional Support.	1,400.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Communication, stamps, paper, bulletin boards, envelopes. *No Food or Incentives*	1,059.00

\$38,718.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$5,459.00
Sup & Conc	7090	\$28,107.00
LCFF: EL	7091	\$5,152.00
Grand Total		\$38,718.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$9,552.00
G3 - Increase student engagement in their school and community	\$28,107.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,059.00
Grand Total	\$38,718.00