Phoenix Elementary

10621666120703

Principal's Name: Rick Santos

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

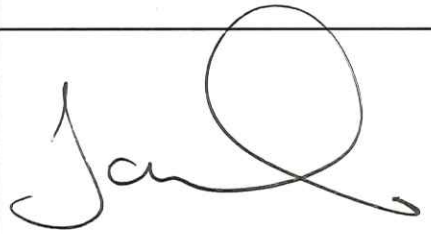
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Rick Santos	X				
2. Chairperson - Tammie Nickles				X	
3. Alina Sepeda				X	
4. Precious Zubia			X		
5. Katreena Baker		X			
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
☐ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: Phoenix Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Rick Santos**		4/20/26
SSC Chairperson	**Tammie Nickles**		4/20/26

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 2026/27

Phoenix Elementary - 0098

ON-SITE ALLOCATION

3010	Title I	$5,796	*
7090	LCFF Supplemental & Concentration	$16,128	
7091	LCFF for English Learners	$2,300	
3182	Comprehensive Support and Improvement	$444,206	**
TOTAL 2026/27 ON-SITE ALLOCATION		**$468,430**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$168
	Program Budget	$5,628
	Total Title I Allocation	$5,796

ESSA Assistance Status: Comprehensive Support and Improvement (CSI)

January 30, 2026
Revised April 27, 2026

Phoenix Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		0 %	2024-2025	**1.1 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		33.3 %	2025-2026	**34.4 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		31.5 %	2025-2026	**32.6 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		51.9 %	2025-2026	**53 %** ↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		7.4 %	2025-2026	**8.5 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		100 %	2025-2026	**100 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		41.5 %	2025-2026	**42.6 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.4 %	2025-2026	**61.5 %** ↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		5.7 %	2025-2026	**6.8 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-212.4 pts	-158.3 pts	2024-2025	**-143.3 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		4.8 %	2024-2025	**9.8 %** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-264 pts	-181.8 pts	2024-2025	**-166.8 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		5 %	2024-2025	**10 %** ↑
Goal 2	Chronic Absenteeism - (Hispanic)	25.1 %	30.2 %	2024-2025	**29.6 %** ↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)	25.3 %	36.8 %	2024-2025	**36.2 %** ↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		48.4 %	2024-2025	**47.8 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	24.4 %	52.7 %	2025-2026	**52.1 %** ↓

Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	98.9 %	100 %	2025-2026	**100 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	90.7 %	78 %	2025-2026	**79.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		93 %	2025-2026	**95 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	25.07 %	17.5 %	2025-2026	**17.17 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Student performance in English Language Arts (ELA) and Mathematics, as measured by Smarter Balanced Assessment Consortium (SBAC), indicates significant gaps in meeting academic standards. The current data reveals that students are performing below proficiency levels, particularly, in math where the average distance from the standard is -181 points. The low percentage of students meeting or exceeding standards suggests the need for targeted interventions to support academic growth.

The issue primarily affects students in grades assessed by the SBAC with a direct impact on their academic progression, college readiness, and future career opportunities. Teachers and administrators are also affected, as these performance gaps reflect broader instructional and resource challenges.

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

1. Gaps in Foundational Skills
2. Lack of Targeted Academic Interventions
3. Limited Student Engagement and Motivation
4. Professional Development and Instructional Gaps

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.

1. Continued usage of Just Right Readers in grades 1-2.
2. Creating specific academic intervention structures into the instructional day for RTI supports.
3. Supporting families with chronic absenteeism by helping remove transportation barriers and basic needs
4. Orton-Gillingham training for teachers in grades 1-3 and both SPED classrooms, ILT support of 4-6th grade teachers.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Language Arts Support and Intervention (RTI)

Partially Implemented

This action was was partially implemented due to the focus on specific moves in order to pare down the focus for depth over breadth. CFA cycles and the data analysis behind Claims and Targets were the primary focus. Funding sources for literacy paras took most of the year to establish and hire.

Math Support and Intervention

Partially Implemented

This action was partially implemented due to the shift in focus of CFA cycles and planning for Claims and Targets.

Student Engagement Opportunities

Partially Implemented

This action was partially implemented. Club contracts, Guidelines for Success Assemblies, Dojo Store and Excellent Attendance parties occurred regularly throughout the year. Meaningful Jobs and organized sports did not happen due to no staff showing interest in taking up the contracts for these activities.

Social-Emotional Learning and Support

Partially Implemented

This action was partially implemented. Some PL around Restorative Practices and Second Step curriculum occurred infrequently throughout the year due to the wide variety of areas of focus that were required. Dojo Store, parent communications and monthly staff meetings did occur. Girls Club, Mentoring Program, and Flex with Phoenix did not occur because of the lack of girls on our campus, funding for outside mentors and lack of clarity around the Flex program. DESSA did not happen this year due to access not being given to the site despite multiple requests for access.

Decrease Chronic Absenteeism

Fully Implemented

This action was fully implemented to meet the desired student outcomes. CWAS spearheaded multiple attendance initiatives including home visits of chronically absent students and school-wide attendance incentives.

Decrease Suspensions

Partially Implemented

This action was partially implemented. Admin and CSSW did not consistently have parent meetings with all students that exhibited Tier 3 behaviors. Mentoring cohorts did not occur. 5Star has still not been implemented, but still planned.

Building Communities Among Staff

Partially Implemented

This action was partially implemented. ILT did not meet as regularly as it could have. The proposed School Leadership Group never came to fruition.

Increase Parent Engagement

Partially Implemented

This action was partially implemented. Parent engagement activities did not increase to two per week. Babysitters were not provided because there was no identifiable space to house them. The 5Star program has not been implemented yet.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Language Arts Support and Intervention (RTI)

Effective

The actions of utilizing PLC+ integration strategies and CFA Cycles were effective. Students met all target goals for all metrics as evidenced by increase in scores from the goal of -212.4 DFS to -158.3 DFS.

Math Support and Intervention

Effective

The actions utilizing PLC+ integration strategies and CFA Cycles were effective. Students met all target goals for all metrics as evidenced by increase in scores from the goal of -264 DFS to -181.8 DFS.

Student Engagement Opportunities

Effective

The actions of incorporating daily club offerings, Dojo Store, Guidelines for Success Assemblies, and Excellent Attendance Pizza Parties were effective. All students participated in student engagement activities.

Social-Emotional Learning and Support

Effective

The actions of incorporating professional learning around Restorative Practices, weekly/daily class meetings, calm down corners in every classroom and Class Dojo-based Positive Behavior Intervention Supports were effective. All students participated in Social-Emotional learning on site.

Decrease Chronic Absenteeism

Partially Effective

The actions of implementing an attendance incentive program and home visits were partially effective. Individual students with chronic absenteeism experienced a decrease in absenteeism while others experienced an increase.

Decrease Suspensions

Effective

The actions of processing students through Tier 2 and 3 TST/SST's for increased individualized supports were effective. Student suspensions rates dropped below the target goal 25.07% to 17.5% of the previous year.

Building Communities Among Staff

Effective

The actions were effective. Climate and Culture Team work supported positive survey data amongst staff. Because we were able to narrow in on schoolwide expectations for all students and staff.

Increase Parent Engagement

Effective

The actions of engaging with parents through individual orientations, school-wide events, and a wide variety of communication platforms were effective. Parent surveys were at 100% satisfaction rate.

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.

Major changes include creating more support structures for whole school and individual grades that demonstrate a particularly higher need than the site norm. The purchase of particular programs, computers, and supplies will help support and extend the current learning happening in the classrooms. The primary effect of these changes will be to move all students to be reading by the end of first grade and the creation of an intervention plan for those still struggling before their third grade year. Those students that are Tier II/III in primary grades will be further supported in class through targeted and intensive reading intervention practices, small-groups, pull-out interventions, and Common Formative Assessment (CFA) cycles to regularly refresh and assess for fluency, prosody and literacy needs.

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:

Feedback and Suggestions include:

- Incentives for students moving from Extrinsic to Intrinsic as we address behavior and motivation of incoming and current students
- Continued collaboration and direction of school climate
- Increase the amount of field trips and out of school experiences for students
- Increase the amount of extracurricular activities for students, i.e. clubs and athletics

ELAC:

We do not have an ELAC because we have less than 21 English Language Learners. However, prior to each SSC meeting, we designate time for parents of EL students to meet with admin and share feedback to be included in the pending SSC meeting.

Staff:

Feedback and Suggestions include:

- Supplemental Contracts for afterschool reading intervention.
- Additional Team Building opportunities for staff.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Language Arts Support and Intervention (RTI)

Action Details

Literacy Intervention

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school site throughout the year, there is a school-wide focus on the Recursive standards in ELA 2026-2027.

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

By the end of the 2026-2027 school year, Phoenix will have increased the overall ELA SBAC scores of students grades 3-6 by 10% and a 5% increase in overall ELA i-Ready scores in grades 1 and 2.

- Teachers will utilize ELA scope and sequence and Common Core Companion.
- PLC'S will collaborate, create a common assessments, and align ELA./Math instruction to content standards.
- Quarterly Pre and Post Focus Standards Assessment (CFA's) will be designed by Teacher PLC's.
- Administrative Team Continues cycle of review around Problem of Practice (PLC + (Clarity, Engagement and Feedback), Accountable Communities-4 Grounding Questions.)
- Administrative Team instructional walks utilizing the IPG Data collection tool for calibration of teams to provide feedback
- Tier 1: Implementation of GVC daily in the classroom, First Grade Literacy strategies, close reading strategies, complex text, research-based practices, as well as Clarity, Engagement and Feedback for students. Also, the school-wide use of Just Right Reader Resources (Student Personalized books as well as program provided lesson plans)
- Tier 2: Provide levels of support for struggling learners (identified through i-Ready, BAS, CFA's and teacher observation) will be addressed through the combination of in-class targeted support in the classroom (RTI).
- Tier 3: Students not demonstrating growth will be brought to the SST process to determine if non-identified RSP services are appropriate.
- Supplemental contracts for teachers/instructional aids to support intervention and extra support for students.
- After-school tutoring opportunities for students in grades 1-6 significantly below grade level on Foundational Skill Assessment; CFA's; I-Ready through supplemental contracts for teachers/instructional aids
- Purchases in technology including tablets, equipment, buildings, and machines to support literacy.
- Purchase of school-wide Just Right Reader Program.
- Incentives for recognizing and encouraging student achievement growth in literacy and mathematics.
- PL in utilizing FIAB and IAB's

Direct Instructional Services

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)
- Teacher on Special Assignment
- Technology to support literacy
- Materials and Supplies to support literacy
- Equipment lease Ricoh
- Poster maker
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, COST team meetings, and monthly SST's/IEP's.
- After-school tutoring for students in grades 1-6 significantly below grade level on Foundation Skills Assessment , CFA's, fluency, and I-Ready through supplemental contracts for teachers.
- Certificated Tutor and tutoring services (CSI)
- Purchase of Just Right Reader program and resources grades 1-6.
- Incentives for students for achievement in literacy.
- Direct Services - Food Services for professional learning of teachers and parent engagement
- Purchase Orders provided to support student/parent engagement/activities and staff professional learning

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.

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

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

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

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

1. Offering reading intervention classes.

2. Offering after-school tutorial.

3. Incorporating more hands-on classroom activities.

4. Get more EL students involved in school-wide activities/events.

5. Culturally relevant topics in Parent Lab with translation

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

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

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support: Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.**
- **Professional Development: Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.**
- **Educational Materials: The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.**
- **Assemblies and workshops with guests who reflect the community and these specific student populations.**
- **Parental Involvement Initiatives: Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.**
- **Assessments and Data Analysis: Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.**

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- Teacher Subs for PL and Planning Days
- Materials and Supplies to support learning
- Admin Subs
- Ricoh Copier

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum**: We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
2. **Targeted Academic Support**: We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
3. **Mentorship Programs**: We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
4. **Professional Development for Educators**: Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
5. **Family and Community Engagement**: We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
6. **Extracurricular Activities**: We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parenting Lab is hosted every Friday in the Phoenix Cafeteria where parents receive education on a variety of topics including how to best support their student's academic growth from the home standpoint. This regular connection to school and staff creates a natural relationship that develops over time and becomes deeper and more genuine in nature. This, in turn, supports and allows for conversations that would otherwise not occur. Two-way communication between home and school continues to be naturally developed as an integral part of our program through daily ParentSquare communication. Parents will be invited to all school activities and have classroom happenings shared on a regular basis. Parent Lab and Coffee Hour will offer regular forums for communications in and out of school. Feedback from live-streamed and recorded parent events are continued to be incorporated into future offerings. Family Culture and Climate Survey data will also be utilized to adjust offerings as the year progresses. A bi-weekly newsletter to families highlighting both current happenings and upcoming events will begin in the 26-27 school year. Parent participation in SSC will continue to be a parity-driven experience. Child Welfare and Attendance Specialist will continue to be utilized as a bridge between school and home with most vulnerable populations.

Professional Learning

Describe Professional Learning related to this action.

Professional learning to address literacy needs will be developed collaboratively with staff including the possibility of Cullinan, Orton-Gillingham, Heggerty, etc. Training will be provided in conjunction with the Just Right Reader and Summit K12 purchases. Processing time will be provided via sub release days and supplemental contracts. Professional learning to be provided by collaboration with site-based literacy coach and the Department of Curriculum, Instruction and Professional Learning. Specific learning around how to embed dedicated RTI time site-wide led by literacy coach.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 will achieve these changes in knowledge and learning by:

1. **Classroom Walks using District IPG (Instructional Practice Guide)**: Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)

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 will shape these behaviors through the use of:

1. **District Assessments**: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed)

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 ultimately hope to see for our students:

1. **Continued improvement in SBAC results**
2. **Further gains in ELA (25% last year), Math (31% last year)**
3. **Decrease in distance from standard ELA -212.4 to -158.3**
4. **Decrease in distance from standard in Math -264 to -181.3**
5. **All students will be reading by first grade.**

2. **Classroom Walks using Site-Created Monitoring Tool**: Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)
3. **Data provided by Professional Learning Communities (PLCs)**: Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group**: Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

2. **BAS (Benchmark Assessment System)**: Administering BAS to assess students' reading levels and comprehension, guiding targeted interventions and differentiated instruction to address literacy gaps. (Teachers, Quarterly)
3. **DIBBELS (Dynamic Indicators of Basic Early Literacy Skills)**: Using DIBBELS assessments to evaluate early literacy skills, helping to identify students at risk for reading difficulties and providing appropriate support. (Teachers, Quarterly)
4. **I-Ready**: Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
5. **Site-Created Common Assessments**: Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)
6. **Ongoing Professional Development**: Offering professional development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest best practices and strategies for improving student learning. (Monthly, As Needed)
7. **Peer Observations and Feedback**: Encouraging teachers to engage in peer observations to share insights, provide constructive feedback, and collaboratively problem-solve challenges related to instruction and student learning. (Teachers, Semi-Annually)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

6. All students who are still struggling will have intervention plans established before third grade.

Outcomes monitored by Principal, VP, and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math Support and Intervention

Action Details

Literacy Intervention

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

- Teachers will work through assessment cycles by creating CFA/CSA's, analyzing data, and planning for response.
- Teachers will implement a consistent method for teaching and assessing fluency in mathematics.
- IAB and I-READY will be used to assess student progress and adjust instruction where applicable.
- Continue school-wide use of the Mathematical Practices
- PLC'S will collaborate, create a common assessment, and align math instruction to content standards
- Administrative Team will continue cycle of review around Problem of Practice (PLC + -Clarity, Engagement and Feedback; Professional Learning Communities-4 Grounding Questions.)
- Administrative Team instructional walks utilizing the IPG Data collection tool for calibration of teams to provide feedback
- Paraprofessionals to provide math fact fluency support in the classroom.
- Admin. walkthroughs and calibration.
- Reflex and ST Math purchases to support math fact fluency.

Direct Instructional Services

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, and monthly SST's/IEP's.
- Materials and Supplies to support mathematics
- Equipment lease (Ricoh)
- Poster maker
- Reflex Math - Online math fluency subscription
- ST Math--Spatial-Temporal Math Reasoning subscription
- Math Fact Fluency charts

- Supplemental contracts for instructional aids/classified to support intervention and extra support for students.
- After-school tutoring for students in grades 1-6 significantly below grade level through supplemental contracts for teachers.
- Purchase technology including tablets, equipment, buildings, and machines to support mathematics.
- Purchase additional manipulatives and other mathematic physical resources for student learning.
- Incentives purchased to support student achievement in mathematics.
- Direct Services - Food Services for professional learning of teachers and parent engagement
- Graphics-direct services for additional materials such as charts, booklets, and other resources necessary to support baseline, differentiation, and intervention of math instruction.
- Presentation to parents in Parenting Lab for math supports by math and literacy coach.

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.

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

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

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

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

1. Offering reading/math intervention classes.

2. Offering after-school tutorial.

3. Incorporate more written language into classes.

4. Get more EL students involved in school-wide activities/events.

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

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

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

8. Culturally relevant topics in Parent Lab with translation

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

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

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

Title I Funded Initiatives:

1. **Tier 2 and Tier 3 Math Interventions**
    - **Blended Learning Model** (GO Math Personal Trainer, Reflex Math for fluency, targeted small group instruction)
    - **Daily fluency practice for foundational skills** for students requiring Tier 3 intervention
2. **Professional Development (PD) for Teachers and Staff**
    - **Thriving YOUniversity** to support with coaching around instructional strategies effective in Tier III settings with all populations.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- Teacher Subs for PL and Planning Days
- Materials and Supplies to support learning
- Admin Subs
- Ricoh Copier

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

1. Targeted Instructional Supports

Differentiated Instruction

- Teachers will use **Universal Design for Learning (UDL)** strategies to provide multiple ways for students to engage, process, and demonstrate learning.
- **Scaffolded instruction** and accommodated assignments will be provided as needed.

Inclusion Strategies

- Special Education teachers and General Education teachers will collaborate through **Co-Teaching Models** (e.g., parallel teaching, station teaching) to ensure students with disabilities receive direct instruction alongside peers.

Small Group and Individualized Support

- **Tier 2 & Tier 3 intervention** will be provided through targeted small group instruction.
- Use of **evidence-based intervention programs** for literacy and math tailored to the specific needs of students with disabilities.

Assistive Technology Integration

- Access to **speech-to-text software, audiobooks, enlarged text, text-to-speech tools, adaptive keyboards, AAC Devices and specialized learning apps** to support diverse learning needs.

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2. Assessment & Data-Driven Instruction

Frequent Monitoring & Data Review

- Implementation of **progress monitoring tools (I-Ready, IAB, CFA/CSA)** to track growth and adjust instruction.
- Special Education and General Education teams will meet regularly to review **Individualized Education Plan (IEP) goals** and assess student progress.

Individualized Education Plan (IEP) Implementation

- **Annual IEP meetings** will include collaboration with parents, teachers, and specialists to set and review student goals.
- **Accommodations** will be consistently implemented as per each student's IEP.

Functional Behavior Assessments (FBA) & Behavior Intervention Plans (BIP)

- For students needing additional behavioral supports, a **multi-tiered system of supports (MTSS)** will be used to implement **positive behavioral interventions and supports (PBIS)**.

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3. Professional Development for Staff

Specialized Training for Teachers & Staff

- Ongoing **Professional Development (PD)** in **Specially Designed Instruction (SDI), Multi-Tiered Systems of Support (MTSS), and Social-Emotional Learning (SEL)** strategies.
- **Training in behavior management and de-escalation strategies** for supporting students with emotional and behavioral disabilities.

Professional Learning Communities (PLCs)

- Regular collaboration between Special Education and General Education teachers to align instruction, intervention, and assessment strategies.
- **Focused PD on co-teaching models** to strengthen inclusive education practices.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parenting Lab is hosted every Friday in the Phoenix Cafeteria where parents receive education on a variety of topics including how to best support their student's academic growth from the home standpoint. This regular connection to school and staff creates a natural relationship that develops over time and becomes deeper and more genuine in nature. This, in turn, supports and allows for conversations that would otherwise not occur. Two-way communication between home and school continues to be naturally developed as an integral part of our program through daily ParentSquare communication. Parents will be invited to all school activities and have classroom happenings shared on a regular basis. Parent Lab and Coffee Hour will offer regular forums for communications in and out of school. Feedback from live-streamed and recorded parent events are continued to be incorporated into future offerings. Family Culture and Climate Survey data will also be utilized to adjust offerings as the year progresses. A bi-weekly newsletter to families highlighting both current happenings and upcoming events will begin in the 26-27 school year. Parent participation in SSC will continue to be a parity-driven experience. Child Welfare and Attendance Specialist will continue to be utilized as a bridge between school and home with most vulnerable populations.

Professional Learning

Describe Professional Learning related to this action.

Professional learning to address math and literacy needs will be developed collaboratively with staff including ST Math and Reflex Math. Processing time will be provided via sub release days and supplemental contracts for site and off-site Project Based Learning opportunities. Professional learning to be provided by collaboration with site-based literacy coach and the Department of Curriculum, Instruction and Professional Learning. Specific learning around how to embed dedicated RTI time site-wide led by literacy and math coach.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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

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

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

We will achieve these changes in knowledge and learning by:

1. **Classroom Walks using District IPG (Instructional Practice Guide)**: Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)
2. **Classroom Walks using Site-Created Monitoring Tool**: Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)
3. **Data provided by Professional Learning Communities (PLCs)**: Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Adherence to the Common Core Standards**: Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
5. **Data provided by Instructional Lead Teacher Group**: Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
6. **Student Assessment Data**: Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)

Shape these behaviors...

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

We will shape these behaviors through the use of:

1. **District Assessments**: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed)
2. **I-Ready**: Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
3. **Site-Created Common Assessments**: Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)
4. **Ongoing Professional Development**: Offering professional development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest best practices and strategies for improving student learning. (Monthly, As Needed)
5. **Peer Observations and Feedback**: Encouraging teachers to engage in peer observations to share insights, provide constructive feedback, and collaboratively problem-solve challenges related to instruction and student learning. (Teachers, Semi-Annually)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

And ultimately achieve these impacts.

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

We will ultimately hope to see for our students:

1. **Continued improvement in SBAC results**

2. Further gains in ELA (25% last year), Math (31% last year)

3. Decrease in distance from standard ELA -212.4 to -158.3

4. Decrease in distance from standard in Math -264 to -181.3

5. All students will be reading by first grade.

6. All students who are still struggling will have intervention plans established before third grade.

Outcomes monitored by Principal, VP, and teachers.

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

2026-2027 SPSA Budget Goal Subtotal

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

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food or Incentives*	2,836.00
G1A1	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4375	3.5 hour Certificated Tutor **Budget lines for personnel include salaries and related benefits	50,925.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			Materials & Supplies* No Food or Incentives*	12,571.00
G1A1	ESSA-CSI	Instruction	Subagreements			Moreno Institute : Tutoring Contract - Moreno Institute/TBD	58,000.00
G1A1	ESSA-CSI	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	1.0000		139,581.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	2,300.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology	2,500.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Technology	9,365.00

$278,078.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Social-Emotional Learning and Support/Prop 28

Action Details

Life Skills

By the end of the 2026-2027 school year, 100% of students will be in the Typical Range, as determined by site and Department of Prevention and Intervention SEL personnel-created criteria, and assessed by site-created, real-time data systems in conjunction with the Department for Prevention and Intervention. This will be corroborated with individualized SMART goals for every student that are created at the time of intake and orientation.

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

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

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

- A wide variety of extra-curricular engagements will be offered including Illustration Club, Career Day, Beginners Music, Chess Club, Leadership Group, Gaming Club, Art Club, Architectural Design and Lego Club, Coding Club and other club topics addressing STEAM areas.
- Professional learning for the use of Restorative Practices for the entire staff to be utilized in grades 1-6th to address Safe/Civil Educational setting to support the social-emotional domains for students in 1-6th grade. (Restorative Justice: Building/Restoring Relationships).
- Professional learning for the use of Second Step curriculum for teachers to be utilized in grades 1-6th to create a Safe/Civil Educational Setting and support the social-emotional domains.
- FUSD provided Career Ready/Grade Level Assembly
- Career-Ready Field Trips
- Class Meeting
- Calm Down Corners
- 2x10 quarterly outreach
- Second Step/SEL weekly lessons (1-6)
- Olweus Anti-Bullying Programming
- Guideline for Success Assemblies
- Monthly Climate Culture Meeting
- Class Dojo Points and parent messaging application (Positive Behavior Inventions System-PBIS)
- Weekly Class Dojo store
- Utilizing the PLC process with TST Team: Social worker, Behavior Interventionist, Registered Behavior Technician, safety team, school psychologist and admin.

Direct Instructional Services

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

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

Tier I supports

- Daily Class Meetings
- Weekly Second Step Curriculum
- Weekly Dojo Store (Token Economy)
- Monthly/Weekly perfect attendance awards/celebrations
- Daily incentive using token economy rewards.
- Weekly team building activities to support peer/peer, peer/staff relationships
- Daily behavior charts (2-way communication with Parent/Guardian)
- Young Men's Alliance with Farber
- Weekly Parent Support Group Meetings

Tier II supports

- In-class time-away areas (independent de-escalation area within classroom setting)
- Restorative practices/Conflict resolution strategies with staff support
- Peer mediation
- Monthly SST/Comprehensive review meets with Parent
- Behavior Support Plan

Tier III supports

- Behavior Intervention Plan
- Reflection room referrals
- Restorative circles
- Materials and Supplies needed:
- BIS- individual and group social skills building
- Clinical social worker - individual and group counseling
- School psychologist- individual and group counseling

Materials and other items required/needed to support students safety and continued reinforcement of Positive Behavior level and school-wide activities & events on Social-Emotional Needs
Books and other reference materials as well as other consumable supplies for Social-Emotional Learning
Graphics - Direct services for additional materials such as certificates and other resources necessary to support student engagement, safety, behavior and social-emotional needs.
Direct Services for Food Services for students/parent engagement and activities
Purchase orders to vendors to support student/parent engagement activities.
Funds to provide students incentives focused on the 6 pillars of character such as prizes, monthly rallies, and quarterly Fun Works Assemblies. Incentives will be purchased from outside vendors.

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.

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

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

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

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

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

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

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

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

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

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

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support: Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.**
- **Professional Development: Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.**

- **Educational Materials: The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.**
- **Assemblies and workshops with guests who reflect the community and these specific student populations.**
- **Parental Involvement Initiatives: Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.**
- **Assessments and Data Analysis: Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.**

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- Teacher Subs for PL and Planning Days
- Materials and Supplies to support learning
- Admin Subs
- Ricoh Copier

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum**: We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
2. **Targeted Academic Support**: We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
3. **Mentorship Programs**: We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
4. **Professional Development for Educators**: Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.

5. **Family and Community Engagement**: We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
6. **Extracurricular Activities**: We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parenting Lab is hosted every Friday in the Phoenix Cafeteria where parents receive education on a variety of topics including how to best support their student's academic growth from the home standpoint. This regular connection to school and staff creates a natural relationship that develops over time and becomes deeper and more genuine in nature. This, in turn, supports and allows for conversations that would otherwise not occur. Two-way communication between home and school continues to be naturally developed as an integral part of our program through daily ParentSquare communication. Parents will be invited to all school activities and have classroom happenings shared on a regular basis. Parent Lab and Coffee Hour will offer regular forums for communications in and out of school. Feedback from live-streamed and recorded parent events are continued to be incorporated into future offerings. Family Culture and Climate Survey data will also be utilized to adjust offerings as the year progresses. A bi-weekly newsletter to families highlighting both current happenings and upcoming events will begin in the 26-27 school year. Parent participation in SSC will continue to be a parity-driven experience. Child Welfare and Attendance Specialist will continue to be utilized as a bridge between school and home with most vulnerable populations.

Professional Learning

Describe Professional Learning related to this action.

Professional learning to address math and literacy needs will be developed collaboratively with staff including ST Math and Reflex Math. Processing time will be provided via sub release days and supplemental contracts for site and off-site Project Based Learning opportunities. Professional learning to be provided by collaboration with site-based literacy coach and the Department of Curriculum, Instruction and Professional Learning. Specific learning around how to embed dedicated RTI time site-wide led by literacy and math coach.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence ☑ Moderate 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 will achieve these changes in knowledge and learning by:

1. **Classroom Walks using District IPG (Instructional Practice Guide)**: Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)
2. **Classroom Walks using Site-Created Monitoring Tool**: Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)
3. **Data provided by Professional Learning Communities (PLCs)**: Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group**: Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
5. **Student Assessment Data**: Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

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 will shape these behaviors through the use of:

1. **District Assessments**: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed)
2. **I-Ready**: Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
3. **Site-Created Common Assessments**: Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

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 ultimately hope to see for our students:

1. **Continued improvement in SBAC results**

2. Further gains in ELA (25% last year), Math (31% last year)

3. Decrease in distance from standard ELA -212.4 to -158.3

4. Decrease in distance from standard in Math -264 to -181.3

5. All students will be reading by first grade.

6. All students who are still struggling will have intervention plans established before third grade.

Outcomes monitored by Principal, VP, and teachers.

Outcomes to be monitored by Principal, VP and teachers

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

Health & Wellness

By the end of the 2026-2027 school year, Phoenix's daily attendance rate will increase from the current 96.4% to 99% as measured and tracked via internal systems.

During the 2025-2026 school year at Phoenix Elementary 22.8% of enrolled students were defined as chronically absent. Current daily attendance has improved to 96.4%. Phoenix will develop an attendance incentive program to increase the attendance rates, reduce the percentage of students defined as chronically absent (defined by the educational code as a student with less than 90% attendance, and 3+ truancy violations), and enhance the time spent in class engaged and on-task.

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

Direct Instructional Services

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

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

Targeted CSI Approach:

- The School Child Welfare Attendance Specialist will work in tandem with our Social Worker to support parents and students with an absenteeism rate between 5 - 9.99% (Tier 2) and students displaying Chronic Absenteeism,10% or higher,(Tier 3) through phone calls, and home visits.

- Substitutes to provide coverage for teachers to attend TST meetings or attend professional learning/planning around student attendance and/or school-related activities on attendance.
- Partnering with educational partners from site and district level to identify root causes for chronic absenteeism data.
- Professional Learning rooted in the work specifically correlated to the CSI-identified student groups (Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities).
- Supplemental Contracts (After-school tutoring)
- Actions regarding the use of data, plan implementation, monitoring using Power BI data and 5-Star, and evaluation of improvement efforts.
- CSI Monthly Huddle to progress monitoring using Power BI Data.
- Club supplies such as art supplies, board games, award certificates
- Weekly Parenting Labs
- Career Day
- Mentoring Services

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.

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

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

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

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

1. Offering reading intervention classes.

2. Offering after-school tutorial.

3. Incorporating more hands-on classroom activities.

4. Get more EL students involved in school-wide activities/events.

5. Culturally relevant topics in Parent Lab with translation

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

- All actions targeted for EL/Foster/At-risk students.
- Use of visuals and realia when teaching ELA/Math lessons.

- Integrated EL strategies will be used to support students in all content areas.
- Re-designation Goal Setting report will be utilized to monitor growth and gaps for EL students.
- Teachers will provide on-going data charts with our EL students to identify gaps in meeting Re-designation criteria.

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support: Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.**
- **Professional Development: Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.**
- **Educational Materials: The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.**
- **Assemblies and workshops with guests who reflect the community and these specific student populations.**
- **Parental Involvement Initiatives: Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.**
- **Assessments and Data Analysis: Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.**

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- Teacher Subs for PL and Planning Days
- Materials and Supplies to support learning
- Admin Subs
- Ricoh Copier

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum**: We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
2. **Targeted Academic Support**: We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
3. **Mentorship Programs**: We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
4. **Professional Development for Educators**: Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
5. **Family and Community Engagement**: We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
6. **Extracurricular Activities**: We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parenting Lab is hosted every Friday in the Phoenix Cafeteria where parents receive education on a variety of topics including how to best support their student's academic growth from the home standpoint. This regular connection to school and staff creates a natural relationship that develops over time and becomes deeper and more genuine in nature. This, in turn, supports and allows for conversations that would otherwise not occur. Two-way communication between home and school continues to be naturally developed as an integral part of our program through daily ParentSquare communication. Parents will be invited to all school activities and have classroom happenings shared on a regular basis. Parent Lab and Coffee Hour will offer regular forums for communications in and out of school. Feedback from live-streamed and recorded parent events are continued to be incorporated into future offerings. Family Culture and Climate Survey data will also be utilized to adjust offerings as the year progresses. A bi-weekly newsletter to families highlighting both current happenings and upcoming events will begin in the 26-27 school year. Parent participation in SSC will continue to be a parity-driven experience. Child Welfare and Attendance Specialist will continue to be utilized as a bridge between school and home with most vulnerable populations.

Professional Learning

Describe Professional Learning related to this action.

Professional learning to address math and literacy needs will be developed collaboratively with staff including ST Math and Reflex Math. Processing time will be provided via sub release days and supplemental contracts for site and off-site Project Based Learning opportunities. Professional learning to be provided by collaboration with site-based literacy coach and the Department of Curriculum, Instruction and Professional Learning. Specific learning around how to embed dedicated RTI time site-wide led by literacy and math coach.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 will achieve these changes in knowledge and learning by:

1. **Classroom Walks using District IPG (Instructional Practice Guide)**: Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)
2. **Classroom Walks using Site-Created Monitoring Tool**: Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)

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 will shape these behaviors through the use of:

1. **District Assessments**: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed)
2. **I-Ready**: Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
3. **Site-Created Common Assessments**: Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)

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 ultimately hope to see for our students:

1. **Continued improvement in SBAC results**

2. Further gains in ELA (25% last year), Math (31% last year)
3. Decrease in distance from standard ELA -212.4 to -158.3
4. Decrease in distance from standard in Math -264 to -181.3

5. All students will be reading by first grade.

6. All students who are still struggling will have intervention plans established before third grade.

Outcomes monitored by Principal, VP, and teachers.

3. **Data provided by Professional Learning Communities (PLCs)**: Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group**: Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
5. **Student Assessment Data**: Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

4. **SBAC (Smarter Balanced Assessment Consortium)**: Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY)
5. **Adherence to the Common Core Standards**: Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
6. **Adherence to the District Scope and Sequence**: Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Suspensions

Action Details

College & Career Readiness

By the end of the 2026-2027 school year, suspensions per 100 will be reduced by 50% from 17.5% in 2025-2026 to 8.5% in 2026-2027.

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

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

Direct Instructional Services

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

2-hour Orientation/welcome meeting during enrollment.

ISET meetings, Student Success Teams

Weekly Parent labs,

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

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

Students will conduct presentations at Parent Meetings or Event gatherings.

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

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

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

Materials Needed:

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

Targeted CSI Approach

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

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.

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

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

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

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

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

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

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

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

- Counseling and interventions will be offered in students' primary language when available
- HSL/Social worker will ensure that students and parents are able to access any resources/information that is not in their primary language.
- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring so the site can create an action plan to decrease the suspension rate of EL's.

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support: Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.**
- **Professional Development: Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.**
- **Educational Materials: The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.**
- **Assemblies and workshops with guests who reflect the community and these specific student populations.**
- **Parental Involvement Initiatives: Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.**
- **Assessments and Data Analysis: Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.**

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- **Culturally Responsive Instructional Materials: Funds will be allocated to purchase resources that reflect the diverse cultural backgrounds of our students, ensuring that instructional materials are inclusive and relevant to the experiences of African American students.**
- **Professional Development for Educators: Title 7090/7091 funds will be used to provide teachers and staff with training on culturally responsive teaching practices, equity, and best strategies for supporting African American students' academic and social-emotional development.**
- **Mentoring and Academic Support Programs: We plan to use these funds to establish or expand mentoring programs, where students can receive guidance and support from role models, peers, or faculty who can help navigate academic and social challenges.**
- **Extracurricular Activities and Enrichment: Funds will be used to support student involvement in extracurricular programs, such as leadership training, college preparation, and community-building events, that provide African American students with opportunities to grow academically, socially, and professionally.**
- **Family Engagement Initiatives: Funds will be allocated to strengthen partnerships with families by organizing events and workshops that engage parents and guardians, creating a strong community support system for students.**

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum**: We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
2. **Targeted Academic Support**: We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
3. **Mentorship Programs**: We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
4. **Professional Development for Educators**: Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
5. **Family and Community Engagement**: We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
6. **Extracurricular Activities**: We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parenting Lab is hosted every Friday in the Phoenix Cafeteria where parents receive education on a variety of topics including how to best support their student's academic growth from the home standpoint. This regular connection to school and staff creates a natural relationship that develops over time and becomes deeper and more genuine in nature. This, in turn, supports and allows for conversations that would otherwise not occur. Two-way communication between home and school continues to be naturally developed as an integral part of our program through daily ParentSquare communication. Parents will be invited to all school activities and have classroom happenings shared on a regular basis. Parent Lab and Coffee Hour will offer regular forums for communications in and out of school. Feedback from live-streamed and recorded parent events are continued to be incorporated into future offerings. Family Culture and Climate Survey data will also be utilized to adjust offerings as the year progresses. A bi-weekly newsletter to families highlighting both current happenings and upcoming events will begin in the 26-27 school year. Parent participation in SSC will continue to be a parity-driven experience. Child Welfare and Attendance Specialist will continue to be utilized as a bridge between school and home with most vulnerable populations.

Professional Learning

Describe Professional Learning related to this action.

Professional learning to address math and literacy needs will be developed collaboratively with staff including ST Math and Reflex Math. Processing time will be provided via sub release days and supplemental contracts for site and off-site Project Based Learning opportunities. Professional learning to be provided by collaboration with site-based literacy coach and the Department of Curriculum, Instruction and Professional Learning. Specific learning around how to embed dedicated RTI time site-wide led by literacy and math coach.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 will achieve these changes in knowledge and learning by:

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 will shape these behaviors through the use of:

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 ultimately hope to see for our students:

1. **Continued improvement in SBAC results**

1. **Classroom Walks using District IPG (Instructional Practice Guide)**: Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)
2. **Classroom Walks using Site-Created Monitoring Tool**: Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)
3. **Data provided by Professional Learning Communities (PLCs)**: Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group**: Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
5. **Student Assessment Data**: Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

1. **District Assessments**: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed)
2. **I-Ready**: Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
3. **Site-Created Common Assessments**: Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)
4. **SBAC (Smarter Balanced Assessment Consortium)**: Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY)
5. **Adherence to the Common Core Standards**: Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
6. **Adherence to the District Scope and Sequence**: Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

2. Further gains in ELA (25% last year), Math (31% last year)
3. Decrease in distance from standard ELA -212.4 to -158.3
4. Decrease in distance from standard in Math -264 to -181.3

5. All students will be reading by first grade.

6. All students who are still struggling will have intervention plans established before third grade.

Outcomes monitored by Principal, VP, and teachers.

2026-2027 SPSA Budget Goal Subtotal

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

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	ESSA-CSI	Instruction	Travel			Travel / Conferences / Meetings / PL / Trainings	15,000.00
G2A2	ESSA-CSI	Guidance & Counseling Services	Subagreements			Generation Changers : Generation Changers Mentoring Contract	58,000.00
G2A2	ESSA-CSI	Security	Cls Sup-Sub			Extra Campus Safety Support **Budget lines for personnel include salaries and related benefits	15,976.00
G2A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for PL and Planning Days **Budget lines for personnel include salaries and related benefits	717.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	6,110.00
G2A2	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Subs **Budget lines for personnel include salaries and related benefits	2,000.00
G2A2	Sup & Conc	Instructional Supervision & Admi	Equip Lease			Ricoh Lease	7,301.00
G2A3	ESSA-CSI	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000	8 hour Campus Safety Assistant **Budget lines for personnel include salaries and related benefits	84,788.00

$189,892.00

Phoenix Elementary 2026-2027 - SPSA Draft Edits

Action

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Building Communities Among Staff

Action Details

Effective Staff

Phoenix Elementary works to maintain a staff that is highly qualified and diverse. Staff members will engage in professional learning related to the needs of staff and students. Staff will be trained on effective strategies for working with students affected by trauma. By the end of the 2026-2027 school year 100% of the Phoenix Elementary staff will have opportunities through the site and district to engage in professional learning opportunities that will continue to build staff capacity, focus on Equity Centered instruction and school climate, and to build a work environment that provides a learning community which ensures high quality instruction and promotes student ownership.

Phoenix will also continue to support and to collaborate through its Instructional Lead Teachers who create plans and facilitate the teacher Professional Learning Groups.

Instructional Lead Teachers will meet regularly with Admin to discuss school-wide academic needs, goals, and data to continually improve student learning and decrease the distance from standards for students.

A school Leadership Group will be assembled to meet weekly with Principal and Vice-Principal to provide input from each Staff group i.e. Paraprofessionals, Teachers, clerical, custodial, SEL, etc.

Allocate resources (time, training, and tools) to support instructional leaders and teacher teams in co-constructing clear instructional “look for's” aligned to schoolwide goals. These indicators will be used to guide regular feedback cycles, collaborative walkthroughs, and data-driven discussions. Progress monitoring benchmarks will be embedded to track shifts in teacher practice and student performance over time. By involving staff in identifying what effective instruction looks like and providing timely feedback aligned to those indicators, we increase consistency and clarity in instruction. This directly impacts student learning by ensuring that all classrooms are moving toward high-leverage practices that support student growth and achievement.

Direct Instructional Services

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

- **Sub-release days to allow staff the opportunity to collaborate/plan/create Lessons and Common Assessments.**
- **PLC's will collaborate, create a common assessment and align ELA/Math instruction to content areas.**

- **Individual and grade-level data chats with administrators after focus standard pre-test assessments to target standards not met by students and strategically plan instruction to meet their needs.**
- **Social Worker, School Psych, BSA and BIS will meet with students individually and in small groups to meet their social emotional and conduct needs.**
- **Student-Centered and Real-World Learning:**
- **Staff will again participate in PL that focuses on students affected by trauma.**
- **District provided Diversity Training.**
- **Continue Restorative Practice PL and consult.**

Student Engagement:

- **Staff will facilitate clubs and extracurricular activities to enhance student.**
- **Student Field Trip and off-site educational opportunities will increase**
- **Student participation and engagement opportunities, such as athletic teams (i.e. Pickleball and Cheerleading) will increase**

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.

Completion of all Cultural Proficiency Modules for all staff members.

Climate and Culture Team meetings with attention to supporting EL students

Extracurricular activities and clubs inclusive to EL students

Social Emotional Training for staff focusing on Trauma of students

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

Instructional Lead Teacher Trainings within Alternative Education Region

Trauma-Informed Practices with Liz Toruno with Thriving YOUniversity.

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support: Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.**

- **Professional Development: Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.**
- **Educational Materials: The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.**
- **Assemblies and workshops with guests who reflect the community and these specific student populations.**
- **Parental Involvement Initiatives: Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.**
- **Assessments and Data Analysis: Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.**

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- **Culturally Responsive Instructional Materials: Funds will be allocated to purchase resources that reflect the diverse cultural backgrounds of our students, ensuring that instructional materials are inclusive and relevant to the experiences of African American students.**
- **Professional Development for Educators: Title 7090/7091 funds will be used to provide teachers and staff with training on culturally responsive teaching practices, equity, and best strategies for supporting African American students' academic and social-emotional development.**
- **Mentoring and Academic Support Programs: We plan to use these funds to establish or expand mentoring programs, where students can receive guidance and support from role models, peers, or faculty who can help navigate academic and social challenges.**
- **Extracurricular Activities and Enrichment: Funds will be used to support student involvement in extracurricular programs, such as leadership training, college preparation, and community-building events, that provide African American students with opportunities to grow academically, socially, and professionally such as the Men's Alliance partnership with Farber.**
- **Family Engagement Initiatives: Funds will be allocated to strengthen partnerships with families by organizing events and workshops that engage parents and guardians, creating a strong community support system for students.**

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum**: We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
2. **Targeted Academic Support**: We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
3. **Mentorship Programs**: We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
4. **Professional Development for Educators**: Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
5. **Family and Community Engagement**: We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
6. **Extracurricular Activities**: We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parenting Lab is hosted every Friday in the Phoenix Cafeteria where parents receive education on a variety of topics including how to best support their student's academic growth from the home standpoint. This regular connection to school and staff creates a natural relationship that develops over time and becomes deeper and more genuine in nature. This, in turn, supports and allows for conversations that would otherwise not occur. Two-way communication between home and school continues to be naturally developed as an integral part of our program through daily ParentSquare communication. Parents will be invited to all school activities and have classroom happenings shared on a regular basis. Parent Lab and Coffee Hour will offer regular forums for communications in and out of school. Feedback from live-streamed and recorded parent events are continued to be incorporated into future offerings. Family Culture and Climate Survey data will also be utilized to adjust offerings as the year progresses. A bi-weekly newsletter to families highlighting both current happenings and upcoming events will begin in the 26-27 school year. Parent participation in SSC will continue to be a parity-driven experience. Child Welfare and Attendance Specialist will continue to be utilized as a bridge between school and home with most vulnerable populations.

Professional Learning

Describe Professional Learning related to this action.

Professional learning to address math and literacy needs will be developed collaboratively with staff including ST Math and Reflex Math. Processing time will be provided via sub release days and supplemental contracts for site and off-site Project Based Learning opportunities. Professional learning to be provided by collaboration with site-based literacy coach and the Department of Curriculum, Instruction and Professional Learning. Specific learning around how to embed dedicated RTI time site-wide led by literacy and math coach.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 will achieve these changes in knowledge and learning by:

1. **Classroom Walks using District IPG (Instructional Practice Guide)**: Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)
2. **Classroom Walks using Site-Created Monitoring Tool**: Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)
3. **Data provided by Professional Learning Communities (PLCs)**: Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)

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 will shape these behaviors through the use of:

1. **District Assessments**: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed)
2. **I-Ready**: Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
3. **Site-Created Common Assessments**: Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)

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 ultimately hope to see for our students:

1. **Continued improvement in SBAC results**

2. Further gains in ELA (25% last year), Math (31% last year)

3. Decrease in distance from standard ELA -212.4 to -158.3

4. Decrease in distance from standard in Math -264 to -181.3

5. All students will be reading by first grade.

6. All students who are still struggling will have intervention plans established before third grade.

Outcomes monitored by Principal, VP, and teachers.

4. **Data provided by Instructional Lead Teacher Group**: Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
5. **Student Assessment Data**: Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

4. **SBAC (Smarter Balanced Assessment Consortium)**: Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY)
5. **Adherence to the Common Core Standards**: Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
6. **Adherence to the District Scope and Sequence**: Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)
7. **Ongoing Professional Development**: Offering professional development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest best practices and strategies for improving student learning. (Monthly, As Needed)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase Parent Engagement

Action Details

Community Engagement

By the end of the 2026-2027 school year, we will increase parent engagement activities to twice a week.

During the 2025-2026 school year 90% of parents participated in using the Class Dojo App to communicate with classroom teacher. Direct messages are sent to parents daily communicating students academic and social emotional progress. The administrative teams sends weekly school messages related to school events. Literature and videos were upload on the Class Dojo App for parent outreach. Additionally, Parent Lab was livestreamed through Microsoft Teams and recorded for upload to YouTube as an additional avenue for reaching families. Parenting lab will continue every Friday during the 2026-2027 school year.

Direct Instructional Services

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
Individual parent meetings with admin to discuss student's academic progress. Weekly parenting labs will have a student academics component outlining where students should be by grade level. For students with SPED services, IEP meetings and testing services as needed/requested. There will also be a SSW component for parents describing on-site and off-site services available to meet the SEL needs of their students.
Parent Engagement
Weekly parenting labs, Back to School, Open House, individual parent meetings with admin to discuss academic progress, attendance, behavior. Materials and supplies needed: Food for parenting labs, Back to School and Open House. We will also continue to recruit families for SSC so that we get more parent voice.

- Incentives will be provided to students who have parents who participate in activities on campus and on the ParentSquare App.
- Orientations completed on date of student enrollment.
- Monthly Excellent Attendance Pizza Party.
- Back to School Presentation and luncheon
- Quarterly Family Gatherings
- Baby Sitting Contract for Parent Lab.
- Winter Program
- Guest Speakers
- Student Presentations for DEI Heritage Months.
- Parent intake meetings with Social Worker
- Graphics - Direct services for additional materials such as certificates and other resources necessary to support parent/student engagement, safety, behavior and social-emotional needs.

- Direct Services for food services for students/parent engagement and activities
- Purchase orders to vendors to support student/parent engagement activities.
- Certificates for parents.
- Flyers
- Parents and students will be involved with the 5 Star system for identification and motivational incentives. This system will be piloted on an elementary level at Phoenix
- Parents and students will be able to follow and participate with the Phoenix Social Media Platforms, X, Facebook and Instagram

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 EL students have equal opportunity to participate in engagement activities.

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

Teachers regularly communicate with parents through Class Dojo

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

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

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support: Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.**
- **Professional Development: Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.**
- **Educational Materials: The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.**
- **Assemblies and workshops with guests who reflect the community and these specific student populations.**
- **Parental Involvement Initiatives: Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.**

- **Assessments and Data Analysis: Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.**

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- **Culturally Responsive Instructional Materials: Funds will be allocated to purchase resources that reflect the diverse cultural backgrounds of our students, ensuring that instructional materials are inclusive and relevant to the experiences of African American students.**
- **Professional Development for Educators: Title 7090/7091 funds will be used to provide teachers and staff with training on culturally responsive teaching practices, equity, and best strategies for supporting African American students' academic and social-emotional development.**
- **Mentoring and Academic Support Programs: We plan to use these funds to establish or expand mentoring programs, where students can receive guidance and support from role models, peers, or faculty who can help navigate academic and social challenges.**
- **Extracurricular Activities and Enrichment: Funds will be used to support student involvement in extracurricular programs, such as leadership training, college preparation, and community-building events, that provide African American students with opportunities to grow academically, socially, and professionally.**
- **Family Engagement Initiatives: Funds will be allocated to strengthen partnerships with families by organizing events and workshops that engage parents and guardians, creating a strong community support system for students.**

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), Students with Disabilities (SWD) White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum**: We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.

2. **Targeted Academic Support**: We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
3. **Mentorship Programs**: We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
4. **Professional Development for Educators**: Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
5. **Family and Community Engagement**: We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
6. **Extracurricular Activities**: We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parenting Lab is hosted every Friday in the Phoenix Cafeteria where parents receive education on a variety of topics including how to best support their student's academic growth from the home standpoint. This regular connection to school and staff creates a natural relationship that develops over time and becomes deeper and more genuine in nature. This, in turn, supports and allows for conversations that would otherwise not occur. Two-way communication between home and school continues to be naturally developed as an integral part of our program through daily ParentSquare communication. Parents will be invited to all school activities and have classroom happenings shared on a regular basis. Parent Lab and Coffee Hour will offer regular forums for communications in and out of school. Feedback from live-streamed and recorded parent events are continued to be incorporated into future offerings. Family Culture and Climate Survey data will also be utilized to adjust offerings as the year progresses. A bi-weekly newsletter to families highlighting both current happenings and upcoming events will begin in the 26-27 school year. Parent participation in SSC will continue to be a parity-driven experience. Child Welfare and Attendance Specialist will continue to be utilized as a bridge between school and home with most vulnerable populations.

Professional Learning

Describe Professional Learning related to this action.

Professional learning to address math and literacy needs will be developed collaboratively with staff including ST Math and Reflex Math. Processing time will be provided via sub release days and supplemental contracts for site and off-site Project Based Learning opportunities. Professional learning to be provided by collaboration with site-based literacy coach and the Department of Curriculum, Instruction and Professional Learning. Specific learning around how to embed dedicated RTI time site-wide led by literacy and math coach.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 will achieve these changes in knowledge and learning by:

1. **Classroom Walks using District IPG (Instructional Practice Guide)**: Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)
2. **Classroom Walks using Site-Created Monitoring Tool**: Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)
3. **Data provided by Professional Learning Communities (PLCs)**: Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group**: Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)

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 will shape these behaviors through the use of:

1. **District Assessments**: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed)
2. **I-Ready**: Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
3. **Adherence to the Common Core Standards**: Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
4. **Adherence to the District Scope and Sequence**: Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)
5. **Ongoing Professional Development**: Offering professional development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest best practices and strategies for improving student learning. (Monthly, As Needed)

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.

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

We will ultimately hope to see for our students:

1. **Continued improvement in SBAC results**

2. Further gains in ELA (25% last year), Math (31% last year)

3. Decrease in distance from standard ELA -212.4 to -158.3
4. Decrease in distance from standard in Math -264 to -181.3
5. All students will be reading by first grade.

6. All students who are still struggling will have intervention plans established before third grade.

Outcomes monitored by Principal, VP, and teachers.

5. **Student Assessment Data**: Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

2026-2027 SPSA Budget Goal Subtotal

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

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies: Parent Engagement*No Food or Incentives*	460.00

$460.00

2026-2027 Budget Detail for Schools

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

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0098	3550	1000	4300	Mat & Supp					G1A1	Materials & Supplies *No Food or Incentives*	2,836.00
060	3010	0098	3550	1000	4400	Nc-Equipment					G1A2	: Technology	2,500.00
060	3010	0098	3550	2495	4300	Mat & Supp					G3A2	Materials & Supplies: Parent Engagement*No Food or Incentives*	460.00
060	3182	0098	3550	1000	1110	Teacher-Regu	Tutor	T004	(New/Open Position)	0.4375	G1A1	3.5 hour Certificated Tutor **Budget lines for personnel include salaries and related benefits	50,925.00
060	3182	0098	3550	1000	4300	Mat & Supp					G1A1	Materials & Supplies* No Food or Incentives*	12,571.00
060	3182	0098	3550	1000	4400	Nc-Equipment					G1A2	: Technology	9,365.00
060	3182	0098	3550	1000	5110	Subagreements					G1A1	Moreno Institute : Tutoring Contract - Moreno Institute/TBD	58,000.00
060	3182	0098	3550	1000	5221	Travel					G2A2	Travel / Conferences / Meetings / PL / Trainings	15,000.00
060	3182	0098	3550	2490	1910	Othr Crt-Reg	Teacher, Spec Assgn	T083	Baker, Katreena	1.0000	G1A1		139,581.00
060	3182	0098	3550	3110	5110	Subagreements					G2A2	Generation Changers : Generation Changers Mentoring Contract	58,000.00
060	3182	0098	3550	8300	2210	Cls Sup-Reg	Assistant,Campus Safety	W061	(New/Open Position)	1.0000	G2A3	8 hour Campus Safety Assistant **Budget lines for personnel include salaries and related benefits	84,788.00
060	3182	0098	3550	8300	2220	Cls Sup-Sub					G2A2	Extra Campus Safety Support **Budget lines for personnel include salaries and related benefits	15,976.00
030	7090	0098	3550	1000	1120	Teacher-Subs					G2A2	Teacher Subs for PL and Planning Days **Budget lines for personnel include salaries and related benefits	717.00
030	7090	0098	3550	1000	4300	Mat & Supp					G2A2	Materials & Supplies	6,110.00
030	7090	0098	3550	2100	1320	Crt Supr-Sub					G2A2	Admin Subs **Budget lines for personnel include salaries and related benefits	2,000.00
030	7090	0098	3550	2100	5621	Equip Lease					G2A2	Ricoh Lease	7,301.00
030	7091	0098	4760	1000	4300	Mat & Supp					G1A1	Materials & Supplies	2,300.00
													$468,430.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$5,796.00
ESSA-CSI	3182	$444,206.00
Sup & Conc	7090	$16,128.00
LCFF: EL	7091	$2,300.00
Grand Total		**$468,430.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$278,078.00
G2 - The Whole Child (SEL and Engagement)	$189,892.00
G3 - Operational Excellence	$460.00
Grand Total	**$468,430.00**