

Phoenix Secondary

10621660120964

Principal's Name: Mark McAleenan

Principal's Signature: 

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

Title I SWP

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

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 – Mark McAleenan	X				
2. Chairperson - Rogelio Nevarez		X			
3. Kristen Debbas		X			
4. Beau Burger				X	
5. Mildred Ingram				X	
6. Madison Burnside				X	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date 4/29/25.

Phoenix Secondary

Title I SWP

Required Signatures

School Name: Phoenix Secondary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mark McAleenan		4-20-26
SSC Chairperson	Rogelio Nevarez		4-20-2026

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

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

FY 2026/27

Phoenix Secondary - 0102

ON-SITE ALLOCATION

3010	Title I	\$6,180 *
7090	LCFF Supplemental & Concentration	\$22,536
7091	LCFF for English Learners	\$5,124

TOTAL 2026/27 ON-SITE ALLOCATION

\$33,840

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$240
Program Budget	\$5,940
Total Title I Allocation	\$6,180

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Phoenix Secondary 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	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	1.1 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	1.1 %	↑
Goal 1	CCI - Percentage of students who completed A-G (ALL)		0 %	2024-2025	2 %	↑
Goal 1	ELPAC - percentage of students who scored 4		0 %	2024-2025	1.1 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	20 %	16.7 %	2024-2025	17.8 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	20 %	18.2 %	2024-2025	19.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		25 %	2025-2026	26.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		25 %	2025-2026	26.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		28.6 %	2025-2026	29.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		28.6 %	2025-2026	29.7 %	↑
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		63.2 %	2025-2026	64.3 %	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		2.2 %	2024-2025	7.2 %	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		0 %	2024-2025	5 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	85.3 %	83.6 %	2025-2026	83 %	↓
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	98 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		77 %	2025-2026	79 %	↑

Goal 2	Suspension Rate - (African American)		45.7 %	2024-2025	45.37 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	30.57 %	33 %	2025-2026	32.67 %	↓

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.

- Chronic absenteeism continues to be a concern impacting academic growth. Average daily attendance has not rebounded from the declines experienced after the COVID pandemic.
- Students showed modest growth on SBAC, but we are not seeing students meet or exceed standards due to gaps in learning prior to enrolling at Phoenix Secondary.
- 37% of students had one D or F at the semester which is an improvement of 3%.

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

- 40% of Phoenix Secondary students are on an IEP or 504 due to learning disabilities.
- An increasing number of students are English Learners with some arriving in the United States less than two years ago.
- 20% of Phoenix Secondary students are homeless or foster youth experiencing housing and caregiver instability.
- Students enroll at Phoenix Secondary with transfer grades in the D and F range.
- Students at Phoenix Secondary enroll with significant gaps in their learning due to a history of chronic absenteeism and disciplinary issues resulting in a loss of instructional time.
- Students continue to have low attendance rates due to transportation issues, transiency, and familial issues.

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.

- Targeted Support Team meetings will address students struggling with academic or behavioral issues.
- Implementation of Read 180, an online literacy intervention, for all students on a daily basis.
- Mandatory lunch tutorial for all students with an F.
- Quarterly tutorial schedule to provide academic support students with a D or F and incentivize students earning Cs or better in all classes.
- Attendance Team Meetings will identify interventions to address chronically absent students.
- Paraprofessionals to provide targeted supports based on student needs.
- Small class sizes to allow individualized supports.
- Foster and homeless youth will meet weekly with the Project Access CSSW.

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.

Academic Interventions

Fully Implemented

- Mandatory lunch tutorial has been implemented Monday through Thursday for all students with an F.
- Quarterly tutorial schedules allow for additional support for students with a D or F.
- A 3.5 hour para vacancy was filled for the first time in two years allowing for more academic support in the morning.
- TST and Attendance Team Meetings are being conducted to support struggling students.

Students Will Meet Criteria for Readmission

Fully Implemented

- Students participate in Anger Management.
- Students participate in Prodigy substance abuse counseling.
- Academic support is provided to students with Ds or Fs.
- Enrichment field trips are an incentive for students who demonstrate good behavior and attendance.

Credit Attainment

Fully Implemented

- Students are concurrently enrolled in evening courses at Fresno Adult School for credit recovery.
- Students have the opportunity for credit recovery through Edgenuity courses at Phoenix Secondary.
- The academic counselor conducts an individual conference with each high school student for transcript review and to complete 4 year plans.

College and Career Readiness Activities

Fully Implemented

- Students had the opportunity to visit vocational education programs at Fresno City College.
- Students visited Fresno State.
- Students visited job sites to learn about careers such as the Air National Guard.
- Students visited the Tulare World Agriculture Expo and completed hands on activities such as welding.
- Multiple guest speakers held school-wide assemblies exposing students to various careers.
- Students participated in Idea Fest earning first place honors.
- Students completed projects for the Big Fresno Fair winning best in class in multiple divisions.

School-wide participation in clubs and activities

Fully Implemented

- 100% of students are members of a club that is sponsored or co-sponsored by a teacher.

- More than 50% of students are members of one of our 7 interscholastic sports teams. Others participate as scorekeepers, photographers, or the school mascot.
- Monthly school-wide assemblies celebrate cultural diversity and competence.
- All students have the opportunity to qualify for enrichment field trips which include visits to historical museums, cultural museums, and national parks.

Truancy Interventions

Fully Implemented

- Clothes and hygiene products are provided to students in need.
- Rides are provided to students who miss the bus and contact the school.
- Home visits are conducted for students who are not attending.
- Direct phone calls are made to parents of students with uncleared absences.
- Weekly meetings are held to discuss students who are not attending school consistently.
- Referrals are made to SARB when school site interventions have not resulted in improved attendance.

Building Community Among Staff Members

Fully Implemented

- 30 staff were able to attend a 2 day professional learning conference and team building experience in Bass Lake.
- We have quarterly staff celebrations to build community.
- We have quarterly staff potlucks to build connectedness.
- Our ILT, CCT, and Safety Team will all attend professional learning conferences this year.
- The school-wide PLC meetings provide opportunities for staff to share ideas and voice concerns about systems on campus.

Partnering with families for student success

Fully Implemented

- We have 3 family luncheons each school year that include academic and athletic award presentations.
- Regular communication is provided to parents through Parent Square.
- Parents are encouraged to attend athletic events to support their child.
- We have quarterly food distributions for Phoenix families and the surrounding community.
- Progress reports are mailed to each family four times per year.
- We provide transportation for families for enrollment or to attend meetings such as IEPs.

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.

Academic Interventions

Partially Effective

Students show academic growth and improved GPAs when compared to their previous school sites. Chronic absenteeism continues to negatively impact students' growth. Individual students show strong growth in their reading levels on multiple measures.

Students Will Meet Criteria for Readmission

Partially Effective

Roughly two thirds of students meet criteria for readmission at their first opportunity to be cleared from expulsion status. This is significant because they must be passing all their classes, have no suspensions, and good attendance. This is all in addition to completing mandated services such as anger management, substance abuse counseling, or individual counseling. Our goal is to reach 75% eligibility for readmission at the first opportunity.

Credit Attainment

Partially Effective

Phoenix Secondary has a strong track record of high school students earning credits for the classes they are enrolled in. A thorough review of students' transcripts and academic gaps by the academic counselor results in students being placed in the courses and programs they need to be on track to graduate. The challenge comes with supporting credit deficient students within the confines of a community day master schedule. There are limited opportunities for credit recovery which include students voluntarily attending night school or summer school.

College and Career Readiness Activities

Effective

Phoenix Secondary has a robust program exposing students to college and career activities. Phoenix offers 3 CTE courses: Sustainable Agriculture, eSports Creative Media, and Design and Marketing. In addition, students have the opportunity to complete career readiness certifications. All students participate in Stop the Bleed and many also complete CPR certifications. Students also have the opportunity to visit colleges and job sites.

School-wide participation in clubs and activities

Effective

Phoenix Secondary has 3 Spirit Weeks each year involving student and staff activities. All students participate in clubs. All students have the opportunity to participate in monthly assemblies and cultural celebrations. All students have the opportunity to participate in interscholastic sports.

Truancy Interventions

Partially Effective

Despite numerous layers of truancy interventions, we are still struggling with low daily attendance rates and high levels of chronic absenteeism. There are several supports in place and incentives that are provided for good attendance. We just initiated a new weekly raffle to promote daily attendance. It is too early to measure the impact.

Building Community Among Staff Members

Effective

- Phoenix Secondary had a 96% favorable rating on the fall staff climate and culture survey.
- There are no staff vacancies.
- At this point, there are no staff members leaving Phoenix Secondary for the 2026-2027 school year.

Partnering with families for student success

Effective

There is a high level of participation in our Back to School Program and family luncheons. We serve a catered lunch and raffle prizes to incentivize participation. Food is distributed to families on a quarterly basis. Parents receive a daily report on their students' behavior. Progress reports are mailed home quarterly.

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.

- We will expand opportunities for student engagement through additional partnerships with local businesses and universities.
- We will expand our incentive program to address chronic absenteeism.
- We are planning to repurpose an FTE to hire a CWA to work with habitually truant students and their families.

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:

- Expand weekly attendance incentives and include higher interest prizes that can be earned over time.
- Incorporate additional guest speakers from high interest industry sectors and athletes.
- Purchase additional gym equipment for clubs, PE, and activities.
- Provide sub release days to allow teachers to observe classrooms at comprehensive sites.

ELAC:

Combined with SSC.

Staff:

- Establish additional partnerships with businesses and universities in the community.
- Reinstitute the annual career fair with an activity sheet.
- Purchase more advanced computers with sufficient memory to run the programs students need access to.

 Action

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

Academic Interventions

Action Details

Literacy Intervention

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

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):

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

English Learner Students

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

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

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

All of our student groups are underperforming.

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

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

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

With 7090 or 7091 funds we plan to support English learner students by purchasing laptops and headphones. We will purchase translation devices for students with limited English proficiency to access curriculum.

4. As a site: What are planned actions to support English learner students?

The ELPAC coordinator will conduct individual goal setting with EL students. Computers and headphones will be available to support EL students in the classroom. Students will have access to EL adapted texts and a wide-range of literature at various Lexile levels through Newsela. Read 180 will be utilized to improve literacy skills. ELD students will receive 20 minutes of designated instruction on a daily basis.

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

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

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

Family Engagement

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

We will host a Back to School Family Luncheon during which parents will have the opportunity to meet their children's teachers and learn about the academic instruction in each class. Progress reports will be mailed to each family. We will host family luncheons each semester for our academic awards presentation. Parent Square will be utilized to inform parents of upcoming events and important reminders.

Professional Learning

Describe Professional Learning related to this action.

The Instructional Leadership Team will provide training to the staff on high leverage instructional strategies. Teachers will attend conferences to learn best practices. Core teachers have common prep periods to afford time for PLC collaboration and planning. Additional professional learning opportunities will be provided during three Buyback Days.

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.

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

- Increase in school-wide GPA to 2.8.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

- More students will find success academically, attend school more consistently, and meet requirements for readmission from expulsion status.
- Students will be on track to graduate.

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

Credit Attainment

Action Details

College & Career Readiness

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

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):

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

English Learner Students

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

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

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

All student group are underperforming.

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

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

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

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

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

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

We will host a Back to School Family Luncheon during which parents will have the opportunity to meet their children's teachers and learn about the academic instruction in each class. Progress reports will be mailed to each family. We will host family luncheons each semester for our academic awards presentation. Parent Square will be utilized to inform parents of upcoming events and important reminders.

Professional Learning

Describe Professional Learning related to this action.

The Instructional Leadership Team will provide training to the staff on high leverage instructional strategies. Teachers will attend conferences to learn best practices. Core teachers have common prep periods to afford time for PLC collaboration and planning. Additional professional learning opportunities will be provided during three Buyback Days.

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.

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

Students Will Meet Criteria for Readmission

Action Details

Life Skills

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

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):

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

English Learner Students

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

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

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

All student groups are underperforming.

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

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

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

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

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

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

Parents will attend an orientation meeting to learn about the school and how to support their students. Parents will be provided a daily update on their student's behavior and classroom productivity. Parents will be called directly if there are any uncleared absences. Progress reports will be mailed home.

Professional Learning

Describe Professional Learning related to this action.

Ongoing training will be provided on trauma informed practices. The ILT will attend the Innovative Schools Summit to learn instructional practices to share with their departments. The safety team will attend the National Safe Schools Conference. The school social workers will attend professional learning on social emotional interventions. Advanced CPI training will be provided to relevant staff.

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 expect to see 70% of students meet criteria for readmission. The rate of readmission will be monitored by administration at the end of each semester.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

We expect to see 75% of students meet criteria for readmission. The rate of readmission will be monitored by administration at the end of each semester.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We expect to see 80% of students meet criteria for readmission. The rate of readmission will be monitored by administration at the end of each semester.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online Subscriptions	3,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Computers, Equipment, and Technology to support instruction.	2,180.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Computers, equipment, and technology to support instruction for our EL students.	5,124.00

\$10,304.00

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

College and Career Readiness Activities

Action Details

College & Career Readiness

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

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):

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

- A4 student incentives
- A4 field trip expenses
- Technology for CTE courses

English Learner Students

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

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

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

All student groups are underperforming.

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

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

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

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

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

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

Student Groups

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

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

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

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

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

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

Family Engagement

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

Parents will be advised of enrichment opportunities and events at the school. Parents will be invited to 4 food distribution days. We will host a Back to School Family Luncheon during which parents will have the opportunity to meet their children's teachers and learn about the academic instruction in each class. Progress reports will be mailed to each family. We will host family luncheons each semester for our academic awards presentation. Parent Square will be utilized to inform parents of upcoming events and important reminders.

Professional Learning

Describe Professional Learning related to this action.

CTE teachers will attend professional learning conferences related to their subject area. The Instructional Leadership Team will provide training to the staff on high leverage instructional strategies. Teachers will attend conferences to learn best practices. Core teachers have common prep periods to afford time for PLC collaboration and planning. Additional professional learning opportunities will be provided during three Buyback Days.

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.

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.

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.

The CTE coordinator and Counselor will implement college and career activities for all students. We will have guest speakers from various fields present to all students.

CTE activity participation will be monitored by the CTE Coordinator and Job Developer on a quarterly basis. We will conduct visits to colleges and various job sites.

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

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

School-wide participation in clubs and activities

Action Details

Life Skills

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

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):

Sports equipment, sports uniforms, art supplies, field trips, extra pay contracts for coaches / referees, club materials / supplies, and mileage reimbursement. Contract for the athletic director. Contract for Web page and Phoenix Flyer coordinator to publicize and celebrate school events. Credential/Classified supplemental contracts to expand lunchtime activities. Fees related to cultural celebrations. Recreational equipment to keep students engaged during unstructured time.

English Learner Students

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

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

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

All student groups are underperforming.

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

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

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

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

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

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

Student Groups

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

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

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

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

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

Parents will be encouraged to attend sporting events, Idea Fest, and to visit the Fair to see their students' projects on display.

Professional Learning

Describe Professional Learning related to this action.

The Climate and Culture Team will attend training on best practices related to School Climate.

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. At least 50% of students will participate in an interscholastic sport as measured by Atlas engagements and monitored by the TSA.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. 100% of students will participate in a club of their choice as monitored by Atlas engagements and monitored by the academic counselor.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will increase average daily attendance by 10% as measured by Atlas dashboard and monitored by the principal.

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

Increase Attendance and Reduce Chronic Absenteeism

Action Details

Health & Wellness

Phoenix Secondary will coordinate truancy interventions through a weekly meeting that includes: site administration, school social workers, and the attendance technician. Incentives will be provided for good attendance including: items from the Phoenix student store, reward activities, and other incentives. Intensive case management of chronically absent students will be conducted through the TST structure. Truancy interventions will include: daily parent calls, home visits by Phoenix Secondary staff, home visits by the School Resource Officer, A2AConferences, reports to probation, and referrals to SARB. Students who are habitually truant will be progress monitored during the weekly Attendance Team Meeting. Students who miss the bus will be picked up if they contact the school.

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):

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

English Learner Students

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

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

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

All student groups are underperforming.

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

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

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

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

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

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

Student Groups

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

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

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

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

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

- Weekly Attendance Team meetings to identify students who are chronically absent and to track interventions.
- A2A conferences with chronically absent students and their parents.
- Home visits to connect with students who are chronically absent and whose parents have not responded to calls from the school.

- Provide transportation to students who miss the bus or are in an unstable living arrangement using school vehicles.
- Student store incentive for good attendance.

Family Engagement

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

Direct calls will be made to parents when there are unexcused absences. Home visits will be conducted when students are not attending and we are unable to make contact with the parents. Referrals to community resources will be made as needed.

Professional Learning

Describe Professional Learning related to this action.

Members of the truancy team will attend the CASCWA conference to learn best practices regarding chronic absenteeism.

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.

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

Medium-Term (Change in Behavior or

Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

Prop 28 Increasing Student Experiences With Visual and Performing Arts

Action Details

Community Engagement

Phoenix Secondary Academy will continue to utilize Prop 28 funds to expand students' access to enrichment opportunities through visual and performing arts classes, assemblies, museum visits, clubs, projects, and performances.

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):

- Students will have expanded opportunities within our VAPA course Design and Marketing through additional supplies for projects.
- Students will be able to engage in Project Based Learning by designing projects for the fair and Idea Fest.
- Students will engage in video production through our eSports Creative Media CTE class.
- Students will have the opportunity to attend musical and dance performances on campus and in the community.
- Students will be able to visit art museums.
- Students will learn instruments through music clubs.
- Students will be exposed to various dance and music genres through school-wide assemblies.
- Students will learn how to create paintings, drawings, and 3 D products through campus clubs and activities.
- Extra pay contracts for teachers to expand students' opportunities for VAPA activities.

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.

English Learners will meet with our bilingual counselor to receive information about VAPA courses, activities, and clubs on campus. All EL students will join a club and have opportunities to experience multiple VAPA programs.

Student Groups

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

N/A

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

N/A

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

N/A

Family Engagement

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

- Families will be encouraged to visit the Fair to view students' art projects.
- Families will be encouraged to visit Idea Fest to view students' projects.

Professional Learning

Describe Professional Learning related to this action.

Our TSA, elective, and CTE teachers will attend professional learning on incorporating visual and performing arts.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ 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.

By October 2026, 70% of students will have experienced VAPA activities as monitored in Atlas engagements.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

By December 2026, 80% of students will have opportunities to experience VAPA activities as measured in Atlas engagements.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

By June 2027, 100% of students will have experienced VAPA activities as measured by Atlas engagements. We are hopeful this will motivate students to continue to pursue VAPA courses and activities as they further their education while reducing chronic absenteeism.

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

Building Community Among Staff Members

Action Details

Effective Staff

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

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

English Learner Students

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

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

Student Groups

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

N/A

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

N/A

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

N/A

Family Engagement

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

Staff have an opportunity to interact with families at 3 family events and food distributions.

Professional Learning

Describe Professional Learning related to this action.

Staff will attend conferences as teams in order to build connections and opportunities to collaborate.

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We expect to see a high level of participation in staff celebrations and potlucks. Staff satisfaction will remain in the high 90% range as measured by Panorama Survey.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We expect 80% of staff to attend the July staff retreat. Staff will participate in activities with students during the three Spirit Weeks.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will continue to see favorable responses on the staff climate and culture survey in the high 90% range. We expect a high level of retention. We will retain all current staff for next school year except in the case of a staff member being laid off. .

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

Partnering with families for student success

Action Details

Community Engagement

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

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

English Learner Students

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

Funding for parent events and communication by mail.

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

- Transportation is provided to families to attend school meetings when necessary.
- Holiday meals are provided to low income families.
- Hygiene products are provided to students of families in need.
- Clothing is provided to students from socio-economically disadvantaged families.
- Referrals to community resources are provided to families as needed.
- All school supplies and technology are provided to students at no cost.
- Athletic equipment and uniforms are provided to students at no cost.
- Use Parent Square to communicate with families.

Family Engagement

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

Phoenix will host several family events including a Back to School luncheon, food distributions, and academic / athletic awards assemblies.

Professional Learning

Describe Professional Learning related to this action.

The Climate and Culture team will attend training on how to engage families.

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0102 Phoenix Secondary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			iReady, Edcite, Coaching, Climate/culture Contracts. **Budget lines for personnel include salaries and related benefits	6,136.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Coaching, Communication, Web, Sport Official, Tutorial Contracts **Budget lines for personnel include salaries and related benefits	15,400.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Communication, stamps, paper, bulletin board, envelope, City bus passes for transportation. * No food or Incentives*	1,000.00
G3A2	Sup & Conc	Instruction	Local Mileag			Mile Reimbursement for Home Visits and Transition Support.	1,000.00

\$23,536.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0102 Phoenix Secondary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0102	3550	1000	4200	Bks & Ref					G1A1	Online Subscriptions	3,000.00
060	3010	0102	3550	1000	4400	Nc-Equipment					G1A1	Computers, Equipment, and Technology to support instruction.	2,180.00
060	3010	0102	3550	2495	4300	Mat & Supp					G3A2	Parent Communication, stamps, paper, bulletin board, envelope, City bus passes for transportation. * No food or Incentives*	1,000.00
030	7090	0102	3550	1000	1160	Teacher-Supp					G3A1	iReady, Edcite, Coaching, Climate/culture Contracts. **Budget lines for personnel include salaries and related benefits	6,136.00
030	7090	0102	3550	1000	2960	Oth Cls-Supp					G3A1	Coaching, Communication, Web, Sport Official, Tutorial Contracts **Budget lines for personnel include salaries and related benefits	15,400.00
030	7090	0102	3550	1000	5211	Local Mileag					G3A2	Mile Reimbursement for Home Visits and Transition Support.	1,000.00
030	7091	0102	4760	1000	4400	Nc-Equipment					G1A1	Computers, equipment, and technology to support instruction for our EL students.	5,124.00
													\$33,840.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$6,180.00
Sup & Conc	7090	\$22,536.00
LCFF: EL	7091	\$5,124.00
Grand Total		\$33,840.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$10,304.00
G3 - Operational Excellence	\$23,536.00
Grand Total	\$33,840.00