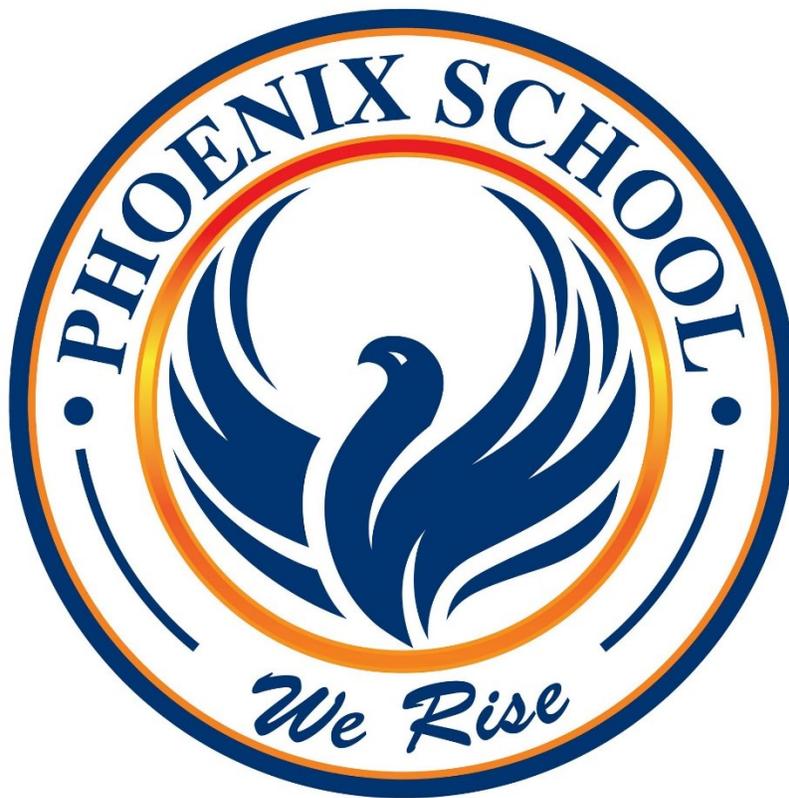


# Phoenix

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Phoenix
<b>Street</b>	500 Airport Way
<b>City, State, Zip</b>	Camarillo, CA 93010
<b>Phone Number</b>	(805) 437-1400
<b>Principal</b>	Cindy Campero
<b>Email Address</b>	ccampero@vcoe.org
<b>School Website</b>	<a href="http://www.vcoe.org/phoenix">http://www.vcoe.org/phoenix</a>
<b>County-District-School (CDS) Code</b>	56-10561-0135780

## 2023-24 District Contact Information

<b>District Name</b>	Ventura County Office of Education
<b>Phone Number</b>	(805) 383-1900
<b>Superintendent</b>	Dr. Cesar Morales
<b>Email Address</b>	cemorales@vcoe.org
<b>District Website</b>	vcoe.org

## 2023-24 School Description and Mission Statement

### Principal's Message

Phoenix School is an exemplary program that incorporates state-of-the-art educational, behavioral, and therapeutic components to address the needs of a population of students with intensive social-emotional needs. Phoenix School is a highly specialized, research-based educational environment designed to support students with social, emotional, and behavioral needs. Utilizing a comprehensive and multidisciplinary service delivery approach, with evidence-based curriculum and

## 2023-24 School Description and Mission Statement

technology, the program specifically addresses students' individualized needs. Students are referred through their district of residence via the Individualized Education Plan (IEP) process and come from the surrounding school districts. Students live at home with their biological families, with foster families, in group homes, or in Licensed Children's Institutions. Phoenix School works collaboratively with Ventura County Behavioral Health (VCBH) to meet the social emotional needs of the students by teaching necessary self-management skills and strategies they need to manage their behavior. Each student has a licensed or intern therapist, known as an Intensive School-Based Therapist (ISBT). Each student receives individual and group counseling weekly. All services provided are in accordance with the student's IEP recommendations. Therapy is designed to help students cope with any social or emotional stressors they may have. The ISBTs along with the educational staff assist students with learning to recognize those stressors and develop strategies to cope with them in order to be successful as they move into adulthood. Classroom instruction is aligned to the California State Standards and 21st century learning skills. Each classroom is structured, has a high staff to student ratio (3:10), and provides differentiated instruction. It is this school's belief that through professional expertise, supported by collaboration between parents, students, teachers, specialists, paraprofessionals, administration, and VCBH, a safe learning environment is created, which leads to positive student outcomes. It is the goal of all Phoenix School staff to help students learn the individual skills needed to return to a less restrictive setting and pursue and attain their goals involving college, career, and community access.

Cindy Campero  
Principal

### School Mission Statement

Phoenix School is a multidisciplinary team of professionals dedicated to supporting students with intensive social-emotional needs. Phoenix utilizes innovative, collaborative, and evidence-based practices leading to successful achievement of academic, therapeutic, and behavioral goals resulting in reintegration to a comprehensive campus or completion of graduation requirements.

### School Vision Statement

Phoenix School will be an innovative and collaborative program where students are safe to successfully learn, persevere, and grow academically, behaviorally, and emotionally.

### School Values

We RISE with Responsibility, Integrity, Self- Control and Empathy.

### District Mission Statement

The Ventura County Office of Education provides quality services and support for lifelong learning opportunities.

### District Vision Statement

All people will benefit from lifelong learning.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	1
Grade 3	1
Grade 4	3
Grade 5	4
Grade 6	6
Grade 7	3
Grade 8	8
Grade 9	9
Grade 10	10
Grade 11	16
Grade 12	20
<b>Total Enrollment</b>	<b>81</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37%
Male	60.5%
Black or African American	3.7%
Hispanic or Latino	60.5%
Two or More Races	4.9%
White	30.9%
English Learners	12.3%
Foster Youth	11.1%
Homeless	6.2%
Migrant	1.2%
Socioeconomically Disadvantaged	53.1%
Students with Disabilities	100%

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.00	49.27	145.10	60.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.42	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	2.30	5.40	2.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	61.40	25.75	12115.80	4.41
<b>Unknown</b>	6.90	48.43	25.50	10.71	18854.30	6.86
<b>Total Teaching Positions</b>	14.30	100.00	238.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.00	96.01	137.80	59.16	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	2.58	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.60	5.87	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	65.60	28.16	11953.10	4.28
<b>Unknown</b>	0.50	3.99	9.80	4.22	15831.90	5.67
<b>Total Teaching Positions</b>	13.50	100.00	232.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.30	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.30</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The governing board desires that the county office instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The board shall adopt instructional materials based on a determination that such materials are aligned with the California State Standards, meet other criteria specified in law, and are an effective learning resource to help students in county-operated programs achieve grade-level competency. To ensure that instructional materials effectively support the county office's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests shall be aligned with the development and evaluation of the county office's curriculum and standards.

The superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the board. This process shall involve teachers in a substantial manner and shall also encourage the participation of Ventura County parents, guardians, and community members. All recommended instructional materials shall be available for public inspection at the county office. Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest in the materials being reviewed, as defined in Administrative Regulation. Complaints concerning instructional materials shall be handled in accordance with law, board policy, and Administrative Regulation 1312.2.

Year and month in which the data were collected

09/25/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	myPerspectives & ELD Companion Pearson (9-12) 2017 StudySync, McGraw-Hill (6-8) 2017 CA Wonders, McGraw-Hill (K-5) 2017 Character Based Literacy 2017	Yes	0%
<b>Mathematics</b>	It's About Time, Interactive Mathematics Program IMP (9-12) 2016 CMP3 (6-8) 2016 EnVision 2.0, Pearson (K-5) 2017	Yes	0%
<b>Science</b>	McGraw Hill CA Inspire Science 6th - 8th SAVVAS Learning Company The Living Earth Biology & Earth Science (9-12) Holt McDougal, Houghton Mifflin Harcourt (K-5); Mystery Science (K-5)	Yes	0%
<b>History-Social Science</b>	American History Reconstruction to the Present CA Houghton Mifflin Harcourt 2018 United States Government CA Houghton Mifflin Harcourt (9-12) 2018 Modern World History CA Houghton Mifflin Harcourt (9-12) 2018	Yes	0%

	Economics Principles in Action SAVVAS (9-12) 2022		
	National Geographic World History: Medieval and Early Modern Times (6-8) 2018		
	National Geographic World History: Ancient Civilizations (6-8) 2018		
	National Geographic United States History (6-8) 2019		
	Savvas California History-Social Science myWorld Interactive (K-5) 2019		
<b>Foreign Language</b>	Qué chévere! 1 EMC Spanish 2018; APEX-Accredited Virtual School	Yes	0%
<b>Health</b>	Glencoe Health McGraw Hill (9-12) 2022	Yes	0%
	Positive Prevention PLUS (5th Post-Secondary) 2021		
<b>Visual and Performing Arts</b>	APEX-Accredited Virtual School		

## School Facility Conditions and Planned Improvements

The Phoenix School in Camarillo is a highly specialized school supporting students with social-emotional and behavioral needs. The school has undergone modernization in the last 7 years. Its facilities have been maintained regularly. The maintenance staff is in continuous communication with the school staff to ensure all areas are safe, clean, and operational.

**Year and month of the most recent FIT report**

11/30/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Periodic pest control treatment has helped to keep the building pest free.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Annual fire sprinkler system testing have been performed. Miscellaneous fire alarm/sprinklers items have been completed and tested. Perimeter fencing modifications have been completed to keep students and staff safe.
<b>Structural:</b> Structural Damage, Roofs	X			Annual roof inspections have been performed. Minor roof leak repair is in progress.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	7	6	47	45	47	46
<b>Mathematics</b> (grades 3-8 and 11)	6	0	35	34	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	38	36	94.74	5.26	5.56
<b>Female</b>	12	11	91.67	8.33	0.00
<b>Male</b>	25	24	96.00	4.00	4.17
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	18	94.74	5.26	5.56
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	13	92.86	7.14	7.69
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	19	90.48	9.52	5.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	36	94.74	5.26	5.56

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	38	36	94.74	5.26	0.00
<b>Female</b>	12	11	91.67	8.33	0.00
<b>Male</b>	25	24	96.00	4.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	18	94.74	5.26	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	13	92.86	7.14	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	19	90.48	9.52	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	36	94.74	5.26	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.35	0.00	3.23	5.00	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	16	80.00	20.00	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	11	91.67	8.33	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	11	78.57	21.43	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	16	80.00	20.00	0.00

## 2022-23 Career Technical Education Programs

All Phoenix School students age 16 and older have an Individual Transition Plan (ITP) developed at their annual IEP meeting. The student, their family, school staff and potentially, community adult agencies all participate in this process that helps to develop goals that will enhance the student's ability to lead a meaningful, productive life as an adult in the areas of vocation, independent living, and education. Some Phoenix School students participate in classes at the VCOE Career Education Center (CEC). Students may attend classes during the school day as part of their regular high school schedule. Students receive high school credit towards their required electives. Attending CEC classes with general education students allows the students to generalize the academic and social/emotional skills they have acquired at Phoenix School. In further preparation for work, Phoenix School has the assistance of a part-time Workability Coach. The coach interviews the students, finds their areas of strengths and interests, and places them in meaningful positions within the community during the school day. Students are often paid for their work. Jobsites have included retail stores at the local outlet mall, the bowling alley, hotels, and restaurants. Phoenix School also offers a Career Exploration class for all high school students. The course focuses on finding school programs that match their personal interests and helping them understand everyday lifestyle needs such as personal finance, family planning, and identifying their career interests.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	31
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	34.55
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	30

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Phoenix School hosts an Annual Back-to-School Night each year. Parents attend the students' Individualized Education Program (IEP) meetings annually and are in regular contact with the students' case manager, Educationally Related Social Emotional Services clinician, and other support providers. Phoenix School does not currently have a parent association, however, an interest has been expressed in a Phoenix School Advisory Committee. Parents and community members attend our Annual Science Night in the spring in which student work is displayed. Parents are asked to participate in the Local Control and Accountability Plan (LCAP) survey annually. Phoenix School encourages participation in the survey by mailing home copies and having copies available at the Annual Science Night. For more information on how to become involved, please contact the school at (805) 437-1400.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	--	20	25	21.9	26.6	21.8	9.4	7.8	8.2
<b>Graduation Rate</b>	--	53.3	75	18	24.7	24.1	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	16	12	75.0
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	11	7	63.6
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	13	9	69.2
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	16	12	75.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	121	103	68	66.0
Female	43	38	30	78.9
Male	74	62	35	56.5
Non-Binary	4	3	3	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	0	0	0.0
Black or African American	6	4	3	75.0
Filipino	1	0	0	0.0
Hispanic or Latino	71	66	45	68.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	3	75.0
White	38	29	17	58.6
English Learners	15	15	8	53.3
Foster Youth	13	9	3	33.3
Homeless	7	7	6	85.7
Socioeconomically Disadvantaged	80	66	49	74.2
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	121	103	68	66.0

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	31.67	39.67	0.20	1.61	1.99	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	39.67	0
Female	37.21	0
Male	41.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	45.07	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	26.32	0
English Learners	40	0
Foster Youth	53.85	0
Homeless	0	0
Socioeconomically Disadvantaged	41.25	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	39.67	0

## 2023-24 School Safety Plan

School Safety Committee and administration review the Phoenix School safety plan yearly. Providing a safe, secure, learning and work environment for our students and staff is a high priority at Phoenix School. The key sections of the School Safety Plan are the following: Board Policy, School Profile, Safety Plan, Timelines, Disaster Plan, Rules and Consequences, Bullying, Sexual Harassment Policy, Behavior Modifications, Enrollment, and Annual Parent Notification. We believe all our students have the inherent right to be safe. School staff members are conscientious and make daily joint efforts to provide a safe, secure, and appealing atmosphere for students at the site. Our educators also receive training in first aid, CPR, blood-borne pathogens, child-abuse reporting, proper lifting techniques, positive-behavior-management techniques, nonviolent crisis-prevention training, restorative justice, training in how to correctly store and dispense student medication, and other issues that may be important to particular classrooms and for educators working with students with very specific needs.

The School Safety Plan is reviewed, updated, and discussed with the school faculty yearly.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	1	1		
Other	10	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	2	2		
Other	9	2		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	6	1	0	0
Other	9	1	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	15		
Mathematics	4	4		
Science	6	2		
Social Science	10	2		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	21		
Mathematics	6	7		
Science	4	8		
Social Science	3	14		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	23	0	0
Mathematics	7	7	0	0
Science	7	5	0	0
Social Science	4	15	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	405

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	94084.29	94084.29	0	82110.96
District	N/A	N/A	66,990.72	
Percent Difference - School Site and District	N/A	N/A	-200.0	-13.0
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	-200.0	0.3

## Fiscal Year 2022-23 Types of Services Funded

- Specialized Academic Instruction
- Occupational Therapy
- Speech and Language Services
- Individual Counseling (Educationally Related Social Emotional Services [ERSES])
- Counseling and Guidance (ERSES)
- Social Work Services (ERSES)
- Intensive Individualized Educational Services
- Behavior Intervention Services
- Collaborative Educational Services (COEDs)

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

A professional-development plan aligned with the Elementary and Secondary Education Act (ESEA) and in support of the priorities in the VCOE Local Education Agency (LEA) Plan and Local Control and Accountability Plan (LCAP) has been developed by the Special Education Department, which ensures that each learning opportunity for department personnel contain the following elements:

- Is an integral part of a broad school wide and department wide educational involvement plan
- Is of high quality and of sustained, intensive and classroom-focused nature so as to have a positive and lasting impact on classroom instruction and teacher performance in the classroom
- Is aligned and directly related to California state standards
- Is regularly and systematically evaluated for impact on increased teacher effectiveness and improved student achievement

All VCOE Special Education Department staff members participate in 12 days of training scheduled on minimum school days. The staff participate in trainings on the use of adopted and supplemental curriculum with a focus on English language arts, social studies, science, mathematics, and health for the mild/moderate student and standard-based curriculum for the extensive support needs population; increasing access to the California standards for students with disabilities and English learners; instructional assessment; increasing access to standards-based instruction for students with social and behavioral challenges; instructional interventions to address California standards for students on the autism spectrum; instructional and behavioral interventions for students who qualify under both autism and emotional disturbance; applying California standards to functional life skills for students transitioning from the classroom to community-based settings; use of technology in the classroom for instruction; behavior and social interventions; CPR; first aid; Restorative Justice; Nonviolent Crisis Intervention (NCPI) strategies; Trauma Informed Care and Suicide Prevention and School Safety/Active Shooter training. A special emphasis has been made to bring staff together in "grade-alike" groupings to share ideas, lesson plans, materials, and strategies related to the use of recent curriculum purchases and the implementation of formative assessments, standards-based report cards, and an electronic data system in the evaluation of student learning. Staff are provided on-going training in use of technology including Securly, Zoom, Google Classroom, G Suite and strategies to engage students.

# Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	12	12