

Farber School of Credit Attainment

10621661030584

Principal's Name: Carson Wood

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Carson Wood', written over a horizontal line.

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

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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 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.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

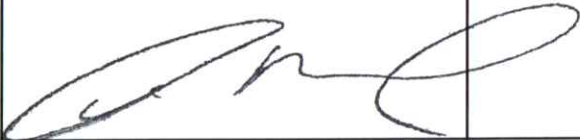
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Carson Wood	X				
2. Chairperson - Shaun Brown		X			
3. Secretary - Lily Mukai		X			
4. Juana Sue		X			
5. Toni Fiori		X			
6. Sky Sweet		X			
7. Meliza Gonzalez		X			
8. Wendy Cisneros				X	
9. Alice Perez-Vega				X	
10. Leiloni Logan				X	
11. Nacoriea Leslie					X
12. Jesus Maldonado Martinez					X
13. Jany Lee			X		
14. Margarita Gonzalez			X		

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.X ELAC voted to consolidate with the SSC. Date 10-16-24.**Required Signatures**

Farber School Credit Attainment

Title I SWP/CSI

School Name: Farber School Credit Attainment			
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	Carson Wood		10-16-24
SSC Chairperson	Shawn Brown		10/16/2024

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
 - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
 - School site/team works to complete a root cause analysis and determine areas of focus.
 - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
 - CSI Designee(s) assigned to school site to support CCI data monitoring.
 - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book(s)
 - i-Ready Teacher Toolbox (supporting differentiate instruction)
 - Restorative Practices New/Refresher Course(s)

Farber School of Credit Attainment 2025-2026 - SPSA Draft Edits

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
Percentage of students who received at least a D/F at end of semester 1	✓		22.8 %	2024-2025	19.8 %
SBAC ELA - Average distance from standard	✓	0 pts	-262.2 pts	2023-2024	-247.2 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-271.6 pts	2023-2024	-256.6 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-260.2 pts	2023-2024	-245.2 pts
SBAC ELA - Average distance from standard (Long-Term English Learner)	✓		-269.3 pts	2023-2024	-254.3 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-261.7 pts	2023-2024	-246.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	9 %	8.6 %	2023-2024	13.6 %
SBAC Math - Average distance from standard	✓	0 pts	-297.4 pts	2023-2024	-282.4 pts
SBAC Math - Average distance from standard (English Learner)	✓		-315.3 pts	2023-2024	-300.3 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-292.2 pts	2023-2024	-277.2 pts
SBAC Math - Average distance from standard (Long-Term English Learner)	✓		-321.8 pts	2023-2024	-306.8 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-297.8 pts	2023-2024	-282.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	1.1 %	2.1 %	2023-2024	7.1 %

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

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

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

Problem of Practice:

The majority of Credit Attainment students are not meeting or exceeding standards on the ELA and Math SBAC assessments.

- The 23-24 SBAC ELA data reflects that 91% of the 11th grade students are not meeting or exceeding standards.
- The 23-24 SBAC Math data reflects that 98% of the 11th grade students are not meeting or exceeding standards.

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

Implementation of assessments and assessment data are not being analyzed by PLC's and teachers to drive instructional decisions.

Some Credit Attainment teachers may lack a deep understanding of certain academic skills/standards that are required for students to be academically successful.

Some parents are not able to navigate the educational system in order to know how to support their students' education.

Chronic absenteeism negatively impacts students' academic achievement as well as district interim and SBAC assessment result

Panorama Survey Data shows that there was a drop in 5 of the 6 domains: Student Wellness, Student-Centered and Real World Learning Experiences, Organizational Environment, Academic and Social Emotional Learning as well as Student Engagement.

There is not enough counseling resources for students.

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.

Assessment data needs to be analyzed by PLC's and next steps for reteaching needs to be implemented.

- Improve tier one instruction to build reading fluency, comprehension strategies and skills and vocabulary development.
- More effective tier 2 and 3 interventions in foundational reading skills, comprehension and vocabulary with targeted progress monitoring.
- Improved tier one instruction in number sense and problem solving.

The instructional leadership team as well as all teachers need to understand the differences of each Farber program, but to also understand and identify commonalities to between each program in order to determine specific program needs towards common objectives that will positively impact students' academic progress as well as district and state assessment results.

There is a need for teachers to provide engaging lessons that are relevant to students' everyday lives.

Counselors need to put students in grade level courses their 11th grade year so students are better prepared for the SBAC assessments.

Resource Counseling Assistant

Some Credit Attainment teachers may need content specific professional learning in order to completely understand the high leverage standards that students must know in order to be academically successful in the classwork as well as their interim and state assessments.

Parent meetings for parents to learn about how they can support their student to be academically successful and to help them understand that chronic absenteeism negatively effects a student's ability to be academically successful.

There is a need for more CSSWs to support the social emotional needs of students.

There is a need for students to have access to FUSD bus transportation to and from Farber. Not having FUSD transportation is an inequity to Farber students. Students come to Farber from all comprehensive high schools around the district. FUSD provides city bus passes; however, many families will not allow their student, to ride public transportation to and from school due to safety concerns, and often parents are working and cannot provide transportation.

Section B: Investigation

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

Action 1: SBAC

Partially Implemented

The actions were partially implemented due to administration not being able to conduct classroom walks as frequently as they should have to ensure that good instruction was taking place and that students were engaged in their learning.

The actions were partially implemented because PLC's were not analyzing data as a team or individually to identify gaps in learning for students.

The actions were partially implemented because CWA's were not spending enough time making home visits to students with chronic absences.

The actions were partially implemented because the counseling team was been unable to meet with students as regularly as needed.

Due to so many students needing to recover credit deficiencies, in so limited time, full implementation of course instruction was modified to a quarterly time frame covering the highest priority of content standards limiting students ability to practice foundational skills in grade level appropriate courses that were undeveloped upon enrolling at Farber.

Action 2: Increase A-G eligibility

Partially Implemented

Master Schedule was designed in accordance to Graduation requirements with A-G courses approved by College and Career Dept.

There was a increase in CTE Pathway courses that satisfy the "G" Area (College Preparatory Electives) Such courses include: Public Safety, Cyber Security, ROP Marketing.

In the Credit Attainment program there is a lack of Foreign Language options satisfying the "E" Area (Language Other Than English or LOTE).

Area "F" courses in the Credit Attainment program are limited to only Multimedia class as a direct instruction experience.

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

Action 1: SBAC

Partially Effective

The actions were partially implemented due to administration not being able to conduct classroom walks as frequently as they should have to ensure that good instruction was taking place and that students were engaged in their learning.

The actions were partially implemented because PLC's were not analyzing data as a team or individually to identify gaps in learning for students.

The actions were partially implemented because CWA's were not spending enough time making home visits to students with chronic absences.

The actions were partially implemented because the counseling team was been unable to meet with students as regularly as needed.

Master Schedule was designed in accordance to Graduation requirements with A-G courses approved by College and Career Dept. However, not all students were placed in current grade level courses, limiting access to the necessary rigor they will be expected to assess on through SBAC.

Action 2: Increase A-G eligibility

Partially Effective

There was a increase in CTE Pathway courses that satisfy the "G" Area (College Preparatory Electives) Such courses include: Public Safety, Cyber Security, ROP Marketing. All teachers of these courses have only had industry experience with slim to no background in teaching pedagogy. Only one was offered a coach to support teaching strategies. This is still a work in progress.

In the Credit Attainment program there is a lack of Foreign Language options satisfying the "E" Area (Language Other Than English or LOTE). In order to satisfy that requirement on student transcripts, students would have had to already have passed a Foreign Language course from previous school sites or be provided a schedule that includes an Art course satisfying Area "F" (Visual and Performing Arts).

Area "F" courses in the Credit Attainment program are limited to only Multimedia class as a direct instruction experience. All other arts course are provided through Edgenuity platform, limiting students the full experience to master and build engagement and cross curricular collaboration with core teachers in order to support literacy on a holistic level.

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

- Focus on PLC's developing effective CFA's and analyzing the data to determine next steps for instruction.
- PLC's will focus on analyzing SBAC and district interim assessment data, and within content areas, teachers will identify student gaps and determine how to improve tier 1 instruction and implement tier 2 interventions.
- PLC's will focus on high leverage content standards.
- CWAS' will be connecting more with families to discuss attendance and provide resources as needed.
- Create a tiered system of support for social emotional needs.
- Resource Counseling Assistant.
- Be more intentional with CTE pathways to develop according to teacher ability to recruit and retain student interests and produce technical and career driven skill sets.

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:	ELAC:	Staff:
1. Credit Attainment opportunities for students 2. Field Trips that promote college and career Preparation and Recruitment.	More Parent Communication promoting and recruiting ELAC participation that include incentives to draw community input. Information and Resources for Parents regarding ELPAC and	Library use for Workshops and Class Projects/Research. Continue to lean on community partnerships to help develop Civic Engagement and quality Project Based Learning experiences.

3. Teacher Professional Development opportunities to enhance classroom tools and engagement 4. Expand Elective Options 5. Guest Speakers that support PBL enrichment and other College and Career pathways 6. Work with local businesses/trades to support internships/apprenticeships. 7. More intentional recruitment for CTE pathways. 8. Possible Career 2x a year. Once each semester. 9. General safety class - intro to CTE pathways.	Academic goals. Afterschool Tutoring for EL students still classified as EL 1's or 2's. More frequent meetings with students explaining and preparing for Re-Classification.	Staff Development opportunities through on site/off site Professional Learning and Conferences. Grow more Elective Options that students would be interested in and relate to. Attendance Support and Incentives for positive gains. Digital Educational Tools and Resources- Licensing and Access. Continue to invest in the latest technology and refresh opportunities. Meaningful use of time with PLC's and PD offerings. Analyze data with PLC to best determine goals. Conduct test prep with students in Advisory lessons and communicate with them in advance of the importance of doing their best on tests. Create higher level questions to gauge learning. Use of DBQ's to help students delve deeper. Restructure PLC Breakouts to fit needs of Grade Level, Program & Content Area.
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Action 1 :

Decrease distance from standard for ELA

Action Details:

The average distance from standard in ELA was -262.2. 8.6% of students tested meeting or exceeding standards.

Action Steps:

- Focus on PLC's developing effective CFA's and analyzing the data to determine next steps for instruction.
- PLC's will focus on analyzing SBAC, i-Ready and EdCite interim assessment data, and within content areas, teachers will identify student gaps and determine how to improve tier 1 instruction and implement tier 2 interventions.
- Our CWAS' will be connecting with families of students who have chronic absences to discuss barriers that prevent student from coming to school and to provide resources as needed.
- Students will be enrolled in extended learning sessions as needed.
- Provide Kagan training to staff in support of student learning.
- Tutorial for students as needed
- Provide more counseling resources to students.
- A focus on social emotional needs will support academic progress. The Panorama Survey Data shows that there was a drop in the domains of Student Wellness, Student-Centered and Real World Learning Experiences as well as School Environment which negatively impacts academic progress.

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

Books and access codes are purchased for Fresno City College adopted curriculum for Dual Enrollment courses.

Mentor coaching

Fresno City College Instructor

Provide materials and supplies, technology, equipment maintenance, transportation, local mileage, teacher and staff subs or supplemental contracts to support goals.

Tier 1 - Credit Attainment scheduling and course sequencing using the GVC making sure classes are student centered with quality first instruction based on standards, student goal setting, checking for understanding, implementation of PLC+ Foundations, and use of formative assessments to drive instructional decisions. Making sure students have supports put into place so they get the help they need before falling behind in their classes.

Tier 2 - Provide extra opportunities for students to attain credits (Extended Learning Summer Sessions, Extended Learning Winter Sessions, After School Extended Learning Opportunities).

Tier 2 - Provide opportunities for student acceleration in courses, providing the opportunity for possible early graduation.

Tier 3 - Site transition team will determine appropriate placement.

Tier 3 - Students will be referred for an SST meeting to determine intervention supports.

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

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Teachers knowing who their EL/RFEP Monitoring students are so they can provide interventions to them more effectively
13. Teachers can participate in EL trainings as provided by the district and other agencies.
14. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.
15. ELPAC Data
16. Technology as needed: tablets, headphones, hotspots
17. Identify chronic absenteeism

- 18. EL - If EL/RFEP and SpEd - Create a communication loop between ISGI and teachers focused on transitioning and receiving low-performing EL/ SpEd students.
- 19. Review data on low-performing EL students at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.
- 20. Kagan training for all staff to support with student learning

Student Groups

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

Socio-economically Disadvantaged (SED):

With Title 1 funds we plan to support the Socio-economically disadvantaged student group which accounts for over 91% of Farber Credit Attainment students, by purchasing:

- Dual enrollment student materials/supplies
- Kagan training/materials
- Adobe Site licenses and other Ed-tech licenses
- Orientation folders/materials
- Technology for students (computers, headphones, etc.)
- Travel and Conferences - PLC, CCIS, ACSA, DEI, RAPSA, CASCWA, Linked Learning and other Professional Learning opportunities that support the academic needs of student groups.

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

Socio-economically Disadvantaged (SED):

With 7090/7091 we plan to support the Socio-economically disadvantaged student group which accounts for over 93% of Farber Credit Attainment students by purchasing:

- Materials and supplies for Back to School and Open House.
- Travel and Conferences - PLC, CCIS, ACSA, CASCWA, Solution Tree and other Professional Learning opportunities that support the academic needs of student groups.
- Reading intervention materials/program
- Technology and Ed-tech site licenses
- Maintenance and Repairs for student computers
- Substitutes for teacher planning days
- Student Study Trips
- Extra contracts for teacher who will provide extra support for students
- Resource Counseling Assistant
- Kagan training/materials

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

Socio-economically Disadvantaged (SED):

Teachers will work with grade level and/or content alike groups to discuss and determine what good first instruction looks like and to implement strategies that will support good first instruction.

Teachers will implement Kagan strategies in the classroom.

ILT will work with PLC's to create effective formative assessments and to analyze these, as well as district interim and SBAC assessments to determine next steps for instruction.

Site administration will work with Attendance Team to create a targeted approach to address chronic absenteeism and improve attendance.

Site Administration will do weekly classroom walks

Site administration, Wellness Team, ILT, Literacy Coach will work with teachers to support implementation of Tier 1, 2 and 3 multi-tiered systems of support.

Provide more counseling resources to students.

Progress Monitoring: Outcomes

Reasoning for using this action			☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see			
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 3rd month of school we expect to see an improvement in attendance which will support the improvement of students' academic progress resulting in an increase in credits earned. Outcomes will be measured by classroom walk-throughs by principal, VP, and teachers. Principal, counselors, VP's and teachers will monitor students' academic progress. VP's, Attendance Team and teachers will monitor student attendance.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 6th month of school, we want to see an improvement in the number of students in Credit Attainment taking the iReady and EdCite diagnostic assessments. More students will meet their stretch growth by 10% comparing last year's iReady and EdCite scores to this year's. Outcomes measured by District benchmark, iReady and EdCite Diagnostic assessments, SBAC Interim assessments. Outcomes monitored by Principal, VP's, teachers and grade level PLCs.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. By the end of the school year, we hope to see SBAC results distance from meeting standards in ELA decrease. Outcomes measured by growth from distance from standard. Outcomes monitored by Principal, VP's and teachers.			

Action 2 :

Decrease distance from standard for Math

Action Details:

The average distance form standard in Math was -297.4 2.1%of students tested met or exceeded standards.

Actions Steps:

Focus on PLC's developing effective CFA's and analyzing the data to determine next steps for instruction.

PLC's will focus on analyzing SBAC and district interim assessment data, and within content areas, teachers will identify student gaps and determine how to improve tier 1 instruction and implement tier 2 interventions.

Our CWAS' will be connecting with families of students who have chronic absences to discuss barriers that prevent student from coming to school and to provide resources as needed.

Use math intervention program to support the GVC.

Students will be enrolled in extended learning sessions as needed.

Training and implementation of Kagan strategies in the classroom

Tutorial for students as needed

Provide more counseling resources to students.

Ensure all 11th grade students have access to Algebra II to help decrease the distant from standard on the 11th grade SBAC math assessment.

A focus on social emotional needs will support academic progress. The Panorama Climate & Culture Survey Data shows that there was a drop in the domains of Student Wellness, Student-Centered and Real World Learning Experiences as well as School Environment which negatively impacts academic progress.

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

Books and access codes are purchased for Fresno City College adopted curriculum for Dual Enrollment courses.

Mentor coaching

Fresno City College Instructor

Provide materials and supplies, technology, equipment maintenance, transportation, local mileage, teacher and staff subs or supplemental contracts to support goals.

Tier 1 - Credit Attainment scheduling and course sequencing using the GVC making sure classes are student centered with quality first teaching based on standards, student goal setting, checking for understanding, implementation of PLC+ Foundations, and use of formative assessments to drive instructional decisions. Making sure students have supports put into place so they get the help they need before falling behind in their classes.

Tier 2 - Provide extra opportunities for students to attain credits (Extended Learning Summer Sessions, Extended Learning Winter Sessions, After School Extended Learning Opportunities).

Tier 2 - Provide opportunities for student acceleration in courses, providing the opportunity for possible early graduation.

Tier 3 - Site transition team will determine appropriate placement.

Tier 3 - Students will be referred for an SST meeting to determine intervention supports.

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

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons

2. Activate Background Knowledge.

3. After school extended learning opportunities

4. Make instruction accessible with teacher/mentor coach support

5. Use home language strategically

- 6. Parent Communication
- 7. Academic Counseling
- 8. Opportunities for students to feel more connected to school through school-wide activities
- 9. Parent Conferences
- 10. School Social Worker Referral as needed
- 11. Utilize instructional strategies that focus on improving EL students' language acquisition
- 12. Teachers knowing who their EL/RFEP Monitoring students are so they can provide interventions to them more effectively
- 13. Teachers can participate in EL trainings as provided by the district and other agencies.
- 14. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.
- 15. ELPAC Data
- 16. Technology as needed: tablets, headphones, hotspots
- 17. Identify chronic absenteeism
- 18. EL - If EL/RFEP and SpEd - Create a communication loop between ISGI and teachers focused on transitioning and receiving low-performing EL/ SpEd students.
- 19. Review data on low-performing EL students at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.
- 20. Training and implementation of Kagan strategies.

Student Groups

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

Socio-economically Disadvantaged (SED):

With Title 1 funds we plan to support the Socio-economically disadvantaged student group which accounts for over 91% of Farber Credit Attainment students, by purchasing:

- Dual enrollment student materials/supplies
- Adobe Site licenses and other Ed-tech licenses
- Orientation folders/materials
- Technology for students (computers, headphones, etc.)
- Travel and Conferences - PLC, CCIS, ACSA, DEI, RAPSA, CASCWA, Linked Learning and other Professional Learning opportunities that support the academic needs of student groups.
- Kagan training/materials

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

Socio-economically Disadvantaged (SED):

With 7090/7091 we plan to support the Socio-economically disadvantaged student group which accounts for over 93% of Farber Credit Attainment students by purchasing:

- Materials and supplies for Back to School and Open House.
- Travel and Conferences - PLC, CCIS, ACSA, CASCWA, Solution Tree and other Professional Learning opportunities that support the academic needs of student groups.
- Reading intervention materials/program

- Technology and Ed-tech site licenses
- Maintenance and Repairs for student computers
- Substitutes for teacher planning days
- Student Study Trips
- Extra contracts for teacher who will provide extra support for students
- Resource Counseling Assistant
- Kagan training/materials

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

Socio-economically Disadvantaged (SED):

Teachers will work with grade level and/or content alike groups to discuss and determine what good first instruction looks like and to implement strategies that will support good first instruction.

ILT will work with PLC's to create effective formative assessments and to analyze these, as well as district interim and SBAC assessments to determine next steps for instruction.

Site administration will work with CWAS' to create a targeted approach to address chronic absenteeism and improve attendance.

Site Administration will do weekly classroom walks

Site administration, Wellness Team, ILT, Literacy Coach will work with teachers to support implementation of Tier 1, 2 and 3 multi-tiered systems of support.

Provide more counseling resources to students.

Training and implementation of Kagan strategies

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 3rd month of school we expect to see an improvement in attendance which will support the improvement of students' academic progress resulting in an increase in the number of credits earned. Outcomes will be measured by classroom walk-throughs by principal, VP, and teachers. Principal, counselors, VP's and teachers will monitor students' academic progress. VP's, Attendance Team and teachers will monitor student attendance.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 6th month of school, we want to see an improvement in the number of students in Credit Attainment taking the iReady and EdCite diagnostic assessments. More students will meet their stretch growth by 10% comparing last year's iReady and EdCite scores to this year's. Outcomes will be measured by: District benchmark, iReady and EdCite Diagnostic assessments, SBAC Interim assessments. Outcomes monitored by Principal, VP's, teachers and grade level PLCs.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. By the end of the school year, the SBAC results will decrease the distance from meeting standards in Math. Outcomes will be measured by the decrease from distance from standard. Outcomes monitored by Principal, VP's and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Farber School of Credit Attainment (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplementals	21,456.00
G1A2	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for PL. Also supports G1A1.	37,652.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	40,000.00

\$99,108.00

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

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared	✓		1.9 %	2023-2024	5.4 %
CCI - percentage of students who are Prepared (English Learner)	✓	2.1 %	1.1 %	2023-2024	4.6 %
CCI - percentage of students who are Prepared (Hispanic)	✓	4.9 %	2.4 %	2023-2024	5.9 %
CCI - percentage of students who are Prepared (Long-Term English Learner)	✓		1.1 %	2023-2024	4.6 %
CCI - percentage of students who are Prepared (Socioeconomically Disadvantaged)	✓	4.4 %	1.9 %	2023-2024	5.4 %
CCI - percentage of students who are Prepared (Students w/ Disabilities)	✓	1.1 %	0 %	2023-2024	3.5 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	77.5 %	79.8 %	2024-2025	80.9 %
Graduation Rate	✓	46 %	49.3 %	2023-2024	50.4 %
Graduation Rate (English Learner)	✓	52 %	45.3 %	2023-2024	46.4 %
Graduation Rate (Hispanic)	✓	46.1 %	50.5 %	2023-2024	51.6 %
Graduation Rate (Long-Term English Learner)	✓		42.7 %	2023-2024	43.8 %
Graduation Rate (Socioeconomically Disadvantaged)	✓	46.3 %	49.6 %	2023-2024	50.7 %
Graduation Rate (Students w/ Disabilities)	✓		59.6 %	2023-2024	60.7 %

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

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

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

Problem of Practice:

The 24-25 school year was a baseline year to implement and begin growing student centered and real-world learning experiences which include CTE and college opportunities for Farber Students.

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

- Not all students had the option of participating in a CTE course due to the number of core content classes students needed to recover.
- Some students were on partial schedules and were not able to participate in CTE courses.
- There are not enough sections of Dual Enrollment courses offered.
- There are not enough opportunities for student study trips to various colleges and trade schools.
- Classes are not always student-centered.
- There are not enough counseling/MTSS resources available to students.

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.

Offer more sections of Dual Enrollment.

Resource Counseling Assistant

More study trips that pertain to the various CTE pathways.

Civic Engagement Projects and Resources

Project Based Learning Opportunities and Resources

More trips to community colleges, universities, as well as various trade schools.

Job Developer to provide more opportunities for students to be connected with job resources by having businesses/organizations come on campus, having guest speakers, field trips, creating surveys for students' employment interests, etc.

Teachers will work with grade level and/or content alike groups to discuss and determine what good first instruction looks like and to implement strategies that will support good first instruction that incorporate higher levels of student engagement utilizing UDL and Kagan strategies, etc.

Increasing differentiation in classrooms.

Increasing student participation, student voice, inquiry-based instruction, flexible seating, etc.

Transportation to provide more college and career opportunities for students.

CTE equipment and supports

Continue to build/increase the student-centered Community Food Pantry partnering with CenCal Food Bank

Eduprotocol - PL and Books

Increased Community Partnerships

Increase co-curricular projects/opportunities for students

Project Leads

Utilize CSI manager and AMA Dept. more frequently to support pulling authentic data specific to site needs.

Cross Functional (CF) pivot team, which includes dept representatives such as but not limited to: CIPL, SpEd, DPI, EL, HR, AMA, etc.

Professional Learning for site leaders and teachers focused on CSI identified student groups.

Section B: Investigation

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

Action 1: Graduation Rate

Partially Implemented

Flexible and Priority Scheduling for Seniors to get back on track for Graduation.
Night School Opportunities to recover credits and to support CSI goals.
ROP courses to support hands-on and college/career.
Piloted a Cyber Security program as part of a CTE program.
Piloted Public Service course as part of a CTE program and allowed another Elective option supporting yet another opportunity for students to earn credits toward graduation as addressed in CSI goals.
Summer School Offerings - 4 Sessions

Action 2: Increase the number of students on-track for graduation

Partially Implemented

Due to student deficiency of credits, multiple credit attainment and flexible scheduling options were provided to meet the needs of student unique circumstances. Seniors were provided priority scheduling which included a full 5-6 class schedule.
Independent Studies options were provided for students with extenuating circumstances that prohibited them from attending class on a daily basis. This was run by a single teacher who would work diligently to ensure all students were in communication and fully understood goals and expectations/criteria for success.
Night School Classes were opened in the 2nd, 3rd, and 4th Quarters to allow more access to Credit Recovery course through Edgenuity platform.
Teacher supplemental contracts were offered to support outside "Independent Studies" like course through Edgenuity to support Credit Recovery clean up of partial credits.
More Civic Engagement Certifications through Project/Problem Based Learning (PBL).
Dual Enrollment courses were offered provided more variety for Elective options, Challenging material, and Post Secondary College Credits.
A number of Direct Instruction courses offered in the Fall, pivoted to Edgenuity in the Spring to support credit recovery and graduation track goals as stipulated in CSI.
CWA was hired to support Attendance Needs.
Restructuring of Staffing and Facilities to meet the Social Emotional and Health needs of students to help keep them connected with school.

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

Action 1: Graduation Rate

Partially Effective

The graduation rate increased for the 2023-2024 school year with a 49.3% graduation rate which is up from the 44.9% for the 2022-2023 school year.

Due to student deficiency of credits, multiple credit attainment and flexible scheduling options were provided to meet the needs of student unique circumstances. Seniors were provided priority scheduling which included a full 5-6 class schedule.

Independent Studies options were provided for students with extenuating circumstances that prohibited them from attending class on a daily basis. This was run by a single teacher who would work diligently to ensure all students were in communication and fully understood goals and expectations/criteria for success.

Night School Classes were opened in the 2nd, 3rd, and 4th Quarters to allow more access to Credit Recovery course through Edgenuity platform. Due to a lack of consistent teacher/parent/student communication and goal setting expectations, recruitment and retention rates dwindled as the year went on.

ROP and Civic Engagement Opportunities were offered to help keep students "Hooked" on school projects and encouraged to take skills sets beyond High School diploma.

Piloted a Cyber Security program as part of a CTE program. Due to teacher having slim to no background in teaching pedagogy, retention and retainment of students wanting to continue course for the full school year was a challenge. Often times, students would request a change of course because they saw the potential of completing an Edgenuity course that satisfied AG Graduation requirements as a much more attractive offer.. Teacher was offered mentors and coaches including an Instructional coach to support the development of teaching strategies. Partnerships were made with local Senior Citizen homes to promote the "Seniors Helping Seniors" project, allowing students conduct course work off campus and in the community. This is still a work in progress.

Piloted Public Service course as part of a CTE program and allowed another Elective option supporting yet another opportunity for students to earn credits toward graduation as addressed in CSI goals. Due to teacher having slim to no background in teaching pedagogy, limited space to hold classroom and necessary public safety materials securely, as well as the time of day the course was offered (afterschool during Night School session Tuesday and Thursday from 3:15-4:30pm) recruitment and retainment of students wanting to continue course for the full school year was a challenge.

Summer School Offerings- 4 Sessions on campus everyday using Edgenuity Platform. Appropriate number of staffing and course offerings were made available with a heavy emphasis on constant communication with students and families to encourage daily attendance and progress monitoring goals. Admin on campus played a vital role in ensuring adequate technology needs were met so not to present barriers to student success. Frequent staff check-ins were conducted to inform and provide teachers with necessary information and resources to support student needs.

Action 2: Increase the number of students on-track for graduation

Partially Effective

Due to student deficiency of credits, multiple credit attainment and flexible scheduling options were provided to meet the needs of student unique circumstances. Seniors were provided priority scheduling which included a full 5-6 class schedule.

Independent Studies options were provided for students with extenuating circumstances that prohibited them from attending class on a daily basis. This was run by a single teacher who would work diligently to ensure all students were in communication and fully understood goals and expectations/criteria for success.

Night School Classes were opened in the 2nd, 3rd, and 4th Quarters to allow more access to Credit Recovery course through Edgenuity platform.

Teacher supplemental contracts were offered to support outside "Credit Recovery" courses through Edgenuity to support clean up of partial credits and CSI goals.

A number of Direct Instruction courses offered in the Fall, pivoted to Edgenuity in the Spring to support credit recovery and graduation track goals as stipulated in CSI. There was a need to begin the school year with more Direct Instruction in order to support gains in literacy and foundational skills. With teachers having the autonomy to offer partial credits in a continuation setting, not all course requirements were satisfied by the end of each Quarter/Semester.

Teachers were provided training and mentors to support embedding more Civic Engagement Projects within Direct Instruction courses. Students who completed an entire project which included extensive research, survey, presentation with feedback and public display at Civic Engagement Center Event held at Tower Theater were offered an additional 5 credits through Community Leadership to support Elective credit earnings.

Dual Enrollment courses were offered each semester to allow students an additional opportunity to earn Elective credits, push their academic potential, and gain a head start on College Credit Earnings inspiring students to gain a sense of urgency to meet graduation goals and encourage Post Secondary options. 2023-24 experienced approx. 90% pass rate.

Attendance was a constant challenge. Without the necessary number of attendance staffing to support the high levels of chronic absenteeism, many students and parents were not re-engaged in a timely enough manner. The Office Assistant also served as the primary Attendance Clerk and a CWA was hired to support home visits for chronic truanancies. Home School Liaison nor a full time Attendance Clerk was part of the staffing for Credit Attainment program in 2023-24 school year.

Students with High Level Social Emotional needs were being serviced by a limited amount of qualified staff and lack of confidential space. A full time Clinical Social worker, prodigy counselor for substance abuse, and part time School Psychologist who was only on our campus one day a week. Facility renovations and improvements provided Wellness Team members along with SpEd the necessary confidential space to better meet the needs of our students. Not having the mental or physical supports to help keep students in a state of focus hinders opportunities for class time and allowing students to gain credit earning momentum.

Health Needs were tended to by assigned RN who was shared with other sites and not full time. An office space was made available in the Main Office to better support Nurse and student needs. Students who voiced concerned with health while on campus were subject to having office staff call home to excuse them from school when nurse was pulled to cover another site. Without a qualified health physician to assess health needs and keep students at school further hinders access to being in class to earn necessary credits.

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

Higher level instructional strategies that are student centered must be implemented in classrooms in order to increase student engagement as well as improve academic progress towards graduation.

A goal is to increase CTE opportunities for students, however, the Cybersecurity CTE course will be eliminated so that there can be a focus on growing the three remaining CTE courses.

Also, the number of students participating in Dual Enrollment courses will increase by offering more Dual Enrollment sections.

Creating a master schedule that focuses on all Farber students being able to participate in CTE and/or Dual Enrollment opportunities will have a positive effect on Farber's 25-26 graduation rate.

Offering more study trips to various businesses/organizations

More guest speakers/presentations from businesses/organizations

Increase the # of community partnerships

Increase overall number and variety of Certifications offered through CTE Pathways (ie. Stop the Bleed, Fork Lift, Google, etc)

Increase Civic Engagement opportunities for students

Implement Project-Based Learning

Implement co-curricular opportunities/projects

Job Listing board (physical and/or electronic)

Hire a Resource Counseling Assistant

Full time and Fully staffed Wellness center to support Social Emotional Needs keeping students focused on school endeavors. Continue to improve upon streamlining referrals and requests in order to best meet the needs of students keeping them in a positive head space to stay focused on the learning and earning of credits.

Full time and Fully staffed Health staff to support Student Health needs keeping them healthy to continue attending school. Having staff connect with teacher and students to present information and resources on staying in good health.

Restructure Attendance caseloads and tasks to meet the chronic absenteeism rates in a more efficient and timely manner, helping students to re-engage with school and take advantage of the intended student centered and real-world learning experiences.

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:	ELAC:	Staff:
1. Credit Attainment opportunities for students 2. Field Trips that promote college and career Preparation and Recruitment. 3. Teacher Professional Development opportunities to enhance classroom tools and engagement 4. Expand Elective Options 5. Guest Speakers that support PBL enrichment and other College and Career pathways	More Parent Communication promoting and recruiting ELAC participation that include incentives to draw community input. Information and Resources for Parents regarding ELPAC and Academic goals. Afterschool Tutoring for EL students still classified as EL1's or 2's. More frequent meetings with students explaining and preparing for Re-Classification. Early identification of skills and EL Levels in order to promote and implement ongoing interventions. Incentives to celebrate growth, re-classification, academic Gains.	Library become a "maker's space" in which students learn how to use 21st century teched such as 3D Printers and Pod Casting. Continue to lean on community partnerships to help develop Civic Engagement and quality Project Based Learning experiences. Staff Development opportunities through on site/off site Professional Learning and Conferences. Grow more Elective Options that students would be interested in and relate to. Attendance Support and Incentives for positive gains. Digital Educational Tools and Resources- Licensing and Access. Continue to invest in the latest technology and refresh opportunities. Field Trips that promote college and career Preparation and Recruitment. Guest Speakers that support PBL enrichment and other College and Career pathways

Action 1 :

Increase the # of students prepared for college and career

Action Details:

For the 2024-2025 school year, 1.4% of Credit Attainment students were prepared for college and career. To increase this, we plan to:

- Have more opportunities for students to attend student studytrips to various businesses/industries.
- Have more opportunities for students to visit a variety of colleges, universities and trade schools, with virtual options for colleges we are not able to physically take students to.
- Have the job developer plan and calendar monthly career presentations from a variety of businesses/industries.
- Have the job developer create a job listings board (physical and electronic) that provides information to students about businesses that are hiring.
- Have a master schedule that provides more opportunities for all students to participate in CTE courses.
- Provide college enrollment workshops.
- Increase the number of students enrolled in Dual Enrollment.

Increase the number of students completing CTE pathways.

Increase the number of students receiving the Seal of Biliteracy.

Increase apprenticeships and work-based learning certifications.

Provide more counseling resources to students.

Ensure that higher level instructional strategies, that are student centered are implemented in classrooms in order to increase student engagement as well as improve academic progress towards graduation.

Training staff on Kagan strategies

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

Books and access codes are purchased for Fresno City College adopted curriculum for Dual Enrollment courses.

Mentor coaching

Fresno City College Instructor

Eduprotocols - PL Learning and Books

Provide materials and supplies, technology, equipment maintenance, transportation, local mileage, teacher and staff subs or supplemental contracts to support goals.

Tier 1 - Independent Study scheduling and course sequencing using the GVC making sure the classes are student centered with quality first teaching based on standards, student goal setting, checking for understanding, implementation of PLC+ Foundations, and use of formative assessments to drive instructional decisions. Making sure students have supports put into place so they get the help they need before falling behind in their classes.

Tier 1 - Teachers need to make sure that learning incorporates real-world learning experiences so students can make connections to what they know and how the learning can be applied to their life.

Tier 2 - provide extra opportunities for students to attain credits (Extended Learning Summer Sessions, Extended Learning Winter Sessions, After School Extended Learning Opportunities) so their schedule during the school year can allow for more CTE and/or Dual Enrollment opportunities.

Tier 2 - provide opportunities for student acceleration in courses, providing the opportunity for possible early graduation.

Tier 3 - site transition team will determine appropriate placement.

Tier 3 - students will be referred for an SST meeting to determine intervention supports.

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

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences

- 10. School Social Worker Referral as needed
- 11.Utilize instructional strategies that focus on improving EL students' language acquisition
- 12. Teachers knowing who their EL students are so they can provide interventions to them more effectively
- 13. Teachers can participate in EL trainings as provided bythe district and other agencies.
- 14. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessaryinterventions or programs.
- 15. ELPAC Data
- 16. Technologyas needed: tablets, headphones, hotspots
- 17. Identifychronic absenteeism
- 18. EL - If EL and SpEd - Create a communication loop between ISGI and teachers focused on transitioning and receiving low-performing EL/ SpEd students.
- 19. Review data on low-performing EL students at every grading period. The Leadership Team evaluates data and prescribes the necessaryinterventions or programs.
- 20. Training and implementation of Kagan strategies

Student Groups

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

Socio-economically Disadvantaged (SED):

With Title 1 funds we plan to support the Socio-economically disadvantaged student group which accounts for over 93% of Farber Independent Study students, by providing:

- Dual enrollment student materials/supplies
- Adobe Site licenses and other Ed-tech licenses
- Eduprotocols - PL Books
- Orientation folders/materials
- Technology for students (computers, headphones, etc.)
- Travel and Conferences - PLC, CCIS, ACSA, DEI, RAPSA, CASCWA, Linked Learning and other Professional Learning opportunities that support the academic needs of student groups
- Kagan training/materials

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

Socio-economically Disadvantaged (SED):

Using 7090/7091 funds we plan to support the Socio-economically disadvantaged student group which accounts for over 93% of Farber Independent Study students, by providing:

- Materials and supplies for Back to School and Open House.
- Travel and Conferences - PLC, CCIS, ACSA, CASCWA, Solution Tree and other Professional Learning opportunities that support the academic needs of student groups.
- Reading intervention materials/program
- Technology and Ed-tech site licenses
- Maintenance and Repairs for student computers
- Substitutes for teacher planning days
- Student Study Trips
- Extra contracts for teacher who will provide extra support for students

- Hydroponics Equipment and Supplies
- Resource Counseling Assistant
- Kagan training/materials

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

Socio-economically Disadvantaged (SED):

Teachers will work with grade level and/or content alike groups to discuss and determine what good first instruction looks like and to implement strategies that will support good first instruction.

ILT will work with PLC's to create effective formative assessments and to analyze these, as well as district interim and SBAC assessments to determine next steps for instruction.

Site administration will work with CWAS' to create a targeted approach to address chronic absenteeism and improve attendance.

Site Administration will do weekly classroom walks

Site administration, Wellness Team, ILT, Literacy Coach will work with teachers to support implementation of Tier 1, 2 and 3 multi-tiered systems of support.

Provide more counseling resources to students.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

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

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

By the end of the the 3rd month of school, we expect to see an increased number of student centered classrooms as well as an increased number of real-world learning experiences/opportunities for college and career.

Outcomes will be measured by classroom walk-throughs by principal, VP, and teachers.

Principal, VP's, Wellness Team, Counselors, Attendance Team and teachers will monitor outcomes.

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 the end of the Climate and Culture Survey window, we want to see an increase in the number of students and parents who feel the there are more student centered and real-world learning experiences that promote post secondary college and career opportunities.

Outcomes will be measured by classroom walk-throughs by the administration team, Panorama Data, dashboard data.

Principal, VP's, Wellness Team, Counselors, Attendance Team and teachers will monitor outcome

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 the end of the school year, we hope to see an increased number of students prepared for post secondary college and career opportunities.

Outcomes will be measured by improved attendance, improved academic progress with more students on track for graduation and who are prepared for post-secondary college and career opportunities as measured by CCR dashboard indicator.

Principal's, VP's, Wellness Team, Counselors, Attendance team, and teachers will monitor outcomes.

Action 2 :

Increase the Graduation Rate

Action Details:

- Action:
- PLC's will focus on analyzing SBAC and district interim assessment data, and within content areas, teachers will identify student gaps and determine how to improve tier 1 instruction and implement tier 2 interventions.
 - Our Attendance Team will be connecting with families of students who have chronic absences to discuss barriers that prevent student from coming to school and to provide resources as needed.
 - Students will be enrolled in extended learning sessions as needed.
 - A focus on social emotional needs to support academic progress.
 - Provide more counseling resources to students
 - Provide more year-round supports to increase credit attainment access such as night school, Saturday School.
 - Provide tutoring for students.
 - Utilize Edgenuity to support general ed, SpEd, EL and CTE student needs.
 - Training and implementation of Kagan strategies

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

- Books and access codes are purchased for Fresno City College adopted curriculum for Dual Enrollment courses.
- Mentor coaching
- Provide materials and supplies, technology, equipment maintenance, transportation, local mileage, teacher and staff subs or supplemental contracts to support goals.
- Eduprotocols - PL and Books

- We are a CSI school, and will be incorporating the following Tier 1, Tier 2 and Tier 3 instructional services to students to improve the graduation rate.
- Tier 1 - Credit Attainment scheduling and course sequencing using the GVC making sure the classes are student centered with quality first teaching based on standards, student goal setting, checking for understanding, implementation of PLC+ Foundations, and use of formative assessments to drive instructional decisions. Making sure students have supports put into place so they get the help they need before falling behind in their classes.
 - Tier 1 - Teachers need to make sure that learning incorporates real-world learning experiences so students can make connections to what they know and how the learning can be applied to their life.
 - Tier 1 - Counselors create a personalized schedule to maximize students' potential for graduation.
 - Tier 2 - Provide extra opportunities for students to attain credits (Extended Learning Summer Sessions, Extended Learning Winter Sessions, After School Extended Learning Opportunities) so their schedule during the school year can allow for more CTE and/or Dual Enrollment opportunities.
 - Tier 2 - Provide opportunities for student acceleration in courses, providing the opportunity for possible early graduation.
 - Tier 3 - Site transition team will determine appropriate placement.
 - Tier 3 - Students will be referred for an SST meeting to determine intervention supports.

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

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Teachers knowing who their EL students are so they can provide interventions to them more effectively
13. Teachers can participate in EL trainings as provided by the district and other agencies.
14. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.
15. ELPAC Data
16. Technology as needed: tablets, headphones, hotspots
17. Identify chronic absenteeism
18. EL - If EL and SpEd - Create a communication loop between ISGI and teachers focused on transitioning and receiving low-performing EL/ SpEd students.
19. Review data on low-performing EL students at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.
20. Kagan strategies

Student Groups

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

Socio-economically Disadvantaged (SED):

With Title 1 funds we plan to support the Socio-economically disadvantaged student group which accounts for over 91% of Farber Credit Attainment students, by providing:

- Dual enrollment student materials/supplies
- Adobe Site licenses and other Ed-tech licenses
- Eduprotocols - PL Books
- Orientation folders/materials
- Technology for students (computers, headphones, etc.)
- Travel and Conferences - PLC, CCIS, ACSA, DEI, RAPSA, CASCWA, Linked Learning and other Professional Learning opportunities that support the academic needs of students
- Kagan training/materials

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

Socio-economically Disadvantaged (SED):

Using 7090/7091 funds we plan to support the Socio-economically disadvantaged student group which accounts for over 91% of Farber Credit Attainment students, by providing:

- Materials and supplies for Back to School and Open House.
- Travel and Conferences - PLC, CCIS, ACSA, CASCWA, Solution Tree and other Professional Learning opportunities that support the academic needs of student groups.
- Reading intervention materials/program
- Technology and Ed-tech site licenses
- Maintenance and Repairs for student computers
- Substitutes for teacher planning days
- Student Study Trips
- Extra contracts for teacher who will provide extra support for students
- Hydroponics Equipment and Supplies
- Resource Counseling Assistant
- Kagan training/materials

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

Socio-economically Disadvantaged (SED):

Teachers will work with grade level and/or content alike groups to discuss and determine what good first instruction looks like and to implement strategies that will support good first instruction.

ILT will work with PLC's to create effective formative assessments and to analyze these, as well as district interim and SBAC assessments to determine next steps for instruction.

Site administration will work with CWAS' to create a targeted approach to address chronic absenteeism and improve attendance.

Site Administration will do weekly classroom walks

Site administration, Wellness Team, ILT, Literacy Coach will work with teachers to support implementation of Tier 1, 2 and 3 multi-tiered systems of support.

Provide more counseling resources to students.

Kagan strategies

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. By the end of the the 3rd month of school, we expect to see an increased number of student centered classrooms as well as an increased number of real-world learning experiences/opportunities for college and career. Outcomes will be measured by classroom walk-throughs by principal, VP, and teachers, the number of college and career presentations scheduled for students as well as the number of students involved in CTE courses. Principal, VP's, Wellness Team, Counselors, Attendance Team and teachers will monitor outcomes.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. By the end of the Climate and Culture Survey window, we want to see an increase in the number of students and parents who feel the there are more student centered and real-world learning experiences that promote post secondary college and career opportunities. Outcomes will be measured by classroom walk-throughs by the administration team, Panorama Data, dashboard data, semester grades, the number of students on track for graduation. Principal, VP's, Wellness Team, Counselors, Attendance Team and teachers will monitor outcomes.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. By the end of the school year, we hope to see an increased number of students prepared for post secondary college and career opportunities. Outcomes will be measured by improved attendance, improved academic progress with more students on track for graduation and who are prepared for post-secondary college and career opportunities as measured by CCR dashboard indicator, the number of students applying for college. Principal's, VP's, Wellness Team, Counselors, Attendance team, and teachers will monitor outcomes.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Farber School of Credit Attainment (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	25,658.00
G2A1	ESSA-CSI	Instruction	Mat & Supp			Materials and Supplies *No Food or Incentives*	8,417.00
G2A1	LCFF: EL	Instruction	Nc-Equipment			Technology	4,896.00
G2A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies *No Food or Incentives*	15,000.00
G2A2	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplementals Night School / Saturday School / Credit Recovery Classes *No IEPs or 504s*	183,900.00
G2A2	ESSA-CSI	Instruction	Bks & Ref			: Student and Staff Books and References	57,000.00
G2A2	ESSA-CSI	Instruction	Nc-Equipment			Technology	44,000.00
G2A2	ESSA-CSI	Attendance & Social Work Services	Crt Pupil-Sup			Summer School CSSW	7,911.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies - Student/Staff/Families	80,000.00

\$426,782.00

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

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Suspension Rate	✓	1.27 %	3.1 %	2023-2024	2.77 %

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

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

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

Farber Credit Attainment gets charged with student suspension data for students who had suspensions during the school year, prior to transitioning to Farber and has had suspensions during the school year prior to enrolling at Farber. Currently, 7 months into the 24-25 school year there have been 44 unique Credit Attainment students suspended with 7 students having more than one suspension. The current # of suspension days is 141.5.

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

Students who are suspended from their prior FUSD high school are often referred to Farber Credit Attainment for fights, drugs, gang related activity, etc. and those suspensions go against Farber's suspension rate.

Suspensions that occur on Farber's campus are most often for fights, drugs, gang related activity.

Combing 3 programs in which 2 of the 3 programs are in-person has served as a cultural shift for our students. Students who once felt safe and comfortable on a smaller campus and now having to navigate with a larger cohort of students while on campus. This sometimes leads to problems as we are no longer able to provide that distance and proximity.

Huge epidemic in vaping that often leaves students emboldened to explore entrepreneurial options while on campus.

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.

Additional Campus Safety Assistants

Safety wands

- Contract with Interquest Canine Service
- Prodigy Substance Abuse Counselor
- Additional CSSW
- SRO
- Probation Officer
- Restorative Practices (RP)
- Alternative to Suspension program
- More sections of Men's/Women's Alliance courses
- More opportunities for Men's/Women's Alliance study trips
- More student engagement opportunities during lunch
- Staff PL opportunities for trauma-informed practices
- CPI Training

Section B: Investigation

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

Action 1: Student Engagement/Extra-Curricular Activities

Partially Implemented

CCD and Leadership students did a great job at planning and hosting a variety of lunch time activities and class competitions in order to help students stay connected with the school.

Club Rush was hosted twice a year (Fall/Spring) in order to help students be part of a community and provide a safe place for them to gather at lunch with like minded students.

Field Trips were few, but were utilized. Some included Men's and Women's Alliance, College Trips with Counseling, Perfect Attendance recognition, Basketball Club that would be led by volunteer coaches to organize pick up games with other smaller schools.

Redesigned Confidential space in Room 7 to support SpEd, Social Emotional, and Specialized services on campus.

Internural Sports were organized by Teacher Sponsors that utilized the back field and basketball courts.

Guest speakers from a variety of colleges, work force connections, military and public service representatives by Workability.

Students could earn Elective credits through the Work Experience Education program.

Student could earn Elective credits through community service hours.

Students were invited by Goal 2 to help chaperone 6th Grade camp at neighborhood Elementaries. Students would log community service hours that would later be rewarded in Elective Credits.

Student Body Officers were elected and represented at District Gatherings and SAB Meetings.

Partnership with Sunrise Rotary Community Service activities (ie Sunrise Rotary Annual Chocolate Run) and Holiday Food Box Give Away.

Staff and Students of the month were voted on by teachers and recognized by Sunrise Rotary Breakfast Meetings.

Career Faire and Carnival Event to celebrate Climate and Culture Survey Participation and the end of Testing Season.

Graduation Cap and Gowns were paid for by the school

Grad Nite was complimentary to the first 100 Graduates with completed permission slips.

Good Behavior Tickets for students were provided by staff member for any positive criteria they wanted. Students would earn a free food item every other Friday and be released from Period 4 class 10 minutes early to enjoy their prize.

CCT hosted at least 2 "Donut Drive-Thrus" to connect with parents as they dropped off students. Often there was a flyer of information or survey QR code attached to the Donut bag to help promote parent involvement.

Academic Celebrations each Quarter "SUFE" (Stand Up For Excellence) recognition

PBL and learning events that connect family and community to school

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

Action 1: Student Engagement/Extra-Curricular Activities

Effective

Although students expressed a desire to be active with the school community, many initiatives planned by student groups experienced a lack of adult support. Some of the same few adults would volunteer and join in on the festivities, leaving a feeling of low moral amongst the student body.

Good Behavior Tickets didn't cost staff members a thing, yet very few were administered in a two week period. Specific themes such as "Attendance improvement" were set by CCT to help encourage staff to acknowledge small gains from students who struggled with chronic absenteeism.

Admin was very active, present, and supportive of all events occurring on campus both physically and financially.

More frequent and consistent advertisement of events and functions.

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

Plenty of time to advertise activities throughout the campus.

More incentives to drive both staff and student participation.

Implement 5-Star program to encourage positive point system for participation.

This school year, we have a much wider selection of teaching and support staff. Our goal will be to recruit new faces for all types of student engagement activities.

Make activities accessible for all students to be part of.

Promote positive participation using social media and digital resources to inform campus (ie. Video Production)

More connection and engagement strategies used in the classroom (1st tier instruction)

Social Emotional Learning through Advisory Lessons

Develop CCT Plans and Goals that will encourage all educational partners to contribute.

- Attendance roles and responsibilities fully understood and utilized to help students re-engage with school.
- Start specific students who struggle with attendance or behavior on a modified schedule from the start and allow students to earn more classes as they show progress.
- Host more on campus community events and allow students to interact with more people from various industries.
- More Parent engagement activities such as coffee chats, Donut Drive-Thrus, raffle off school spirit swag at major Parent Engagement opportunities (SSC, ELAC, Open House, Back to School)

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:	ELAC:	Staff:
1. Re-engagement strategies for students and staff to help build comradery and understanding of various perspectives in the room. 2. Field Trips that promote college and career Preparation and Recruitment. 3. Teacher Professional Development opportunities to enhance classroom tools and engagement 4. Expand Elective Options 5. Guest Speakers that support PBL enrichment and other College and Career pathways 6. Invest in school spirit swag to promote connections with school. 7. 5-Star Program 8. More School Swag to raffle off for positive growth and participation. 9. Daily announcements over PA during Advisory 10. More teachers involved activities 11. Communication for announcements 12. Form to fill out for announcements	More Parent Communication promoting and recruiting ELAC participation that include incentives to draw community input. Information and Resources for Parents regarding ELPAC and Academic goals. Afterschool Tutoring for EL students still classified as EL1's or 2's. More frequent meetings with students explaining and preparing for Re-Classification. More celebrations for students when they reach a literacy goal via i-Ready or Re-Classification.	Library become a "maker's space" in which students learn how to use 21st century teched such as 3D Printers and Pod Casting. Continue to lean on community partnerships to help develop Civic Engagement and quality Project Based Learning experiences. Staff Development opportunities through on site/off site Professional Learning and Conferences. Grow more Elective Options that students would be interested in and relate to. Attendance Support and Incentives for positive gains. Digital Educational Tools and Resources- Licensing and Access. Continue to invest in the latest technology and refresh opportunities. More staff involvement in the planning and promoting of functions. Customized Swag for Staff Organizations or Professional Groupings, PLC's. Friendly class competition events. Community Building, resource building, and food gatherings to bring staff together. Workshops that specialized in Community Building, Mission & Vision. Field Trips that promote college and career Preparation and Recruitment. Physical and Virtual Field Trips sponsored by Student Engagement for learning expansion in Elementary Grade Levels. Guest Speakers that support PBL enrichment and other College and Career pathways

Action 1 :

Student Engagement/Extra-Curricular Activities

Action Details:

By the end of the 2025-2026 school year, Faber Credit Attainment will improve Student Engagement/Extra-Curricular Activities rate by 5% which should decrease suspension rate by getting student more engaged in school activities. This goal will be accomplished by implementing strategic interventions to engage and support all students to participate in a school activities. By creating individual connections with each student, the staff at Farber will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students are connected to their school. This will be completed by recognizing moments of success, individual conferences, creating and improving student engagement opportunities and to increase opportunities for parents to be involved in their student’s education.

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

Books and access codes are purchased for Fresno City College adopted curriculum for Dual Enrollment courses.

Mentor coaching

Fresno City College Instructor

Provide materials and supplies, technology, equipment maintenance, transportation, local mileage, teacher and staff subs or supplemental contracts to support goals.

Tier 1 - Credit Attainment scheduling and course sequencing using the GVC making sure classes are student centered with quality first instruction based on standards, student goal setting, checking for understanding, implementation of PLC+ Foundations, and use of formative assessments to drive instructional decisions. Making sure students have supports put into place so they get the help they need before falling behind in their classes.

Tier 2 - Provide extra opportunities for students to attain credits (Extended Learning Summer Sessions, Extended Learning Winter Sessions, After School Extended Learning Opportunities).

Tier 2 - Provide opportunities for student acceleration in courses, providing the opportunity for possible early graduation.

Tier 3 - Site transition team will determine appropriate placement.

Tier 3 - Students will be referred for an SST meeting to determine intervention supports.

Additional Supports and Services:

Extra Pay contracts for club sponsors

CCD meetings/trainings

Club supplies such as art supplies, board games, Award Certificates, postage for home mailers,

Transportation for study trips

SEL strategies (School Connect, etc.)

EL strategies

PAC/RSJ Committee - ASB & A4

CCST team

Goal 2 funds

Academic Awards

FCC enrollments

College Study trip (in-person and virtual)

School Clubs

Provide opportunities for all students to participate in Goal 2 activities

Continue some virtual student activities on Teams

Parenting Class -Connecting with students

Monthly report on unique students and event data

Final monitoring through end of year school by school and region comparison data

Career Fairs

School Choice Expo

College Night

Other materials/supplies/technology/contracts/subs to support this action

Engagements for Seniors / Grad

Class trips

Provide more counseling resources

Extra contracts for staff to support student engagement opportunities.

Uniforms and referees for intramural sports.

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

1. Teachers utilizing strategies that support all EL students.
2. Using reading intervention programs / classes as needed.
3. Offering 0 & 7th period classes.
4. Incorporating more student centered and real world learning opportunities in the classroom.
5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.
6. ELPAC chats with students re: importance of reclassifying to RFEP.
7. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.
8. Incorporate more written language into classes.
9. Get more EL students involved in school-wide activities/events.
10. Providing information to parents of English Learner students about the importance of building students' language skills as well as the reclassification process.
11. Parent Communication in the preferred language

- 12. Parent translation at meetings to support parents understanding how their student is doing academically.
- 13. Provide information about the services Parent University offers families.
- 14. Provide information about the services the EL department provides families.
- 15. Parent conferences as needed.
- 16. Provide more counseling resources.

Student Groups

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

Socio-economically Disadvantaged (SED):

- Dual enrollment materials/supplies, Adobe Site Licenses
- Orientation folders/materials
- Technology
- Travel and Conferences - PLC, CCIS, ACSA, DEI, RAPS, CASCWA, Linked Learning and other Professional Learning opportunities that support the academic needs of student groups.

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

Socio-economically Disadvantaged (SED):

With 7090/7091 we plan to support all of our student groups by purchasing:

- Materials and supplies for Back to School and Open House and other student engagement/extracurricular activities
- Travel and Conferences - PLC, CCIS, ACSA, DEI, RAPS, CASCWA, Linked Learning and other Professional Learning opportunities that support the academic needs of student groups.
- Substitutes for teacher planning days
- Student Study Trips
- Extra contracts for teacher who will provide extra support for students before or after school.
- Counseling Resource Assistant

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

Socio-economically Disadvantaged (SED):

Teachers will work with grade level and/or content alike groups to discuss and determine what good first instruction looks like and to implement strategies that will support good first instruction.

ILT will work with PLC's to create effective formative assessments and to analyze these, as well as district interim and SBAC assessments to determine next steps for instruction.

Provide more student engagement opportunities at school and in the community

Site administration will work with CWAS' to create a targeted approach to address chronic absenteeism and improve attendance.

Site Administration will do weekly classroom walks

Site administration, Wellness Team, ILT, Literacy Coach will work with teachers to support implementation of Tier 1, 2 and 3 multi-tiered systems of support.

Provide more counseling resources to students.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 3rd month of school, there will be an increase in the number of student engagement opportunities for students. Outcomes will be measured by the number of activities on the master calendar as well as improved attendance and academic performance. Principal, counselors, VP's CCD's and teachers will monitor the number of student engagement opportunities as well as academic progress and attendance. VP's, Attendance Team and teachers will monitor student attendance.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 6th month of school, there will be an increase in the number of students participating in school and community engagement opportunities. Outcomes will be measured by the number of students participating in activities at school and in the community as well as improved attendance and academic performance. Principal, counselors, VP's CCD's and teachers will monitor the number of student engagement opportunities as well as academic progress and attendance. VP's, Attendance Team and teachers will monitor student attendance.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. By the end of the school year, at least 70% of students will have been involved in school and community engagement opportunities. Outcomes will be measured by the number of engagements as seen in the Atlas engagement tool as well as the student/parent Climate and Culture survey data. Outcomes monitored by Principal, VP's, CCD, teachers, attendance team, wellness team, counselors, Club Advisors

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Farber School of Credit Attainment (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Direct Transportation	20,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	7,738.00

\$27,738.00

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

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	92.5 %	96.5 %	2024-2025	97.6 %

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

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

While the data is very favorable, we still need more teacher voice in our CCT, SSC, PLC development, and opportunities to provide feedback.
Our staff need more opportunities to be involved in planning and decision making.

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

There is low engagement in our CCT.
There is low engagement in our SSC.
There is low engagement in our ILT.
There is low engagement in our Advisory periods-not all teachers are utilizing the advisory lessons.
There are few student-centered lessons being developed

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.

Have consistency of planning and calendaring meetings.
Planning days hosted by DPI.
Teacher planning days to develop student-centered lessons.
A diverse staff that meets the needs of our students and community.

Teacher driven professional development that increases teacher efficacy (PD that teachers actually want)

Section B: Investigation

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

Action 1: Increasing retention and hiring of diverse staff

Partially Implemented

In the last year of Cambridge High School, there were a number of variables that led to lower moral from the staff. In the Fall 2023 Climate & Culture survey, there wasn't a large enough sample size submitted to even gather data. As the year progressed and Cambridge was nearing closer to transitioning to Farber, Spring 2024 data reflected positive responses ranking from the mid 80's to high 90's. However the lowest Domain was "Student-Centered and Real World Experiences" with 84% positive response overall. The question stating, "Student at this school are prepared for life with real-world experiences" was at a 71% and amongst the lowest of all questions asked.

This action was rated "Partially Implemented" because although Cambridge had engaged in more Civic Engagement and Project Based Learning, it was executed at it's highest level, not all teaching staff explored strategies and continued to plan for their class the way they always have for years and without a whole school commitment, student struggled to develop the necessary soft skills that can and will support them in their endeavors beyond High School.

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

Action 1: Increasing retention and hiring of diverse staff

Partially Effective

Due to Engagement and Revolutionary teaching strategies being partially implemented, this action was also partially effective. In many cases, those teachers who were building PBL into their instruction felt rushed, ill prepared, and students lacked the academic stamina to stay the course because that level of rigor had not been practiced.

For those who pushed through, Cambridge HS did experience some success by holding the title for the most completed Civic Engagement Seals issued by the District over all High Schools. There were a total of 20+ Seals of Civic Engagement represented on student diplomas as well as 2 projects earning special recognition at the Civic Education Youth Showcase at Warner's Theater.

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

- Provide more meaningful Professional Development that will inspire Best Practices in Tier I teaching.
- Celebrate teachers that are going above and beyond to provide students a meaningful educational experience.
- Continue working with Community partners to enhance resources and exchange of ideas and strategies.
- Bring a focus to student achievement and the power of PLC collaboration. Build off each other's unique skills.

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:	ELAC:	Staff:
1. Field Trips that promote college and career Preparation and Recruitment. 2. Teacher Professional Development opportunities to enhance classroom tools and engagement 3.. Guest Speakers that support PBL enrichment and other College and Career pathways 4. Invest in school spirit swag to promote connections with school. 5. 5-Star Program 6. More School Swag to raffle off for positive growth and participation. 7. Invest in ongoing technology upgrades for teachers and staff to be more efficient.	More Parent Communication promoting and recruiting ELAC participation that include incentives to draw community input. Information and Resources for Parents regarding ELPAC and Academic goals. Afterschool Tutoring for EL students still classified as EL1's or 2's. More frequent meetings with students explaining and preparing for Re-Classification. More celebrations for students when they reach a literacy goal via i-Ready or Re-Classification. Meaningful Professional Learning and resources to support EL strategies in the classroom.	Continue to lean on community partnerships to help develop Civic Engagement and quality Project Based Learning experiences. Staff Development opportunities through on site/off site Professional Learning and Conferences. Grow more Elective Options that students would be interested in and relate to. Attendance Support and Incentives for positive gains. Digital Educational Tools and Resources- Licensing and Access. Continue to invest in the latest technology and refresh opportunities. More staff involvement in the planning and promoting of functions and decision making. Customized Swag for Staff Organizations or Professional Groupings, PLC's. Friendly staff competition events. Community Building, resource building, and food gatherings to bring staff together. Workshops that specialized in Community Building, Mssion & Vision. Formal training for ILT's. PLC at Work Conventions AVID strategies and training opportunities to enhance quality first instruction. Develop a Culture of Feedback Communication Protocols. Look at overage and lateral fairs to recruit other teachers. Also, ask other staff members if they have someone who is either teaching or would like to teach and let them know of our school vision. Develop common schoolwide expectations that are taught, reinforced, and rewarded. Provide diversity training, continue and increase our inclusion

policies, and ensure transparent communication between all staff

Action 1 :

Teacher Recruitment and Retention

Action Details:

By the end of the 2025-2026 school year 100% of Farber staff will have opportunity through the site and district to engage in professional learning opportunities in order to continue building staff capacity to build a work environment that provides a learning community that ensures high quality instruction and promotes student ownership.

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

- Tier 1 - Credit Attainment scheduling and course sequencing using the GVC making sure the classes are student centered with quality first teaching based on standards, student goal setting, checking for understanding, implementation of PLC+ Foundations, and use of formative assessments to drive instructional decisions. Making sure students have supports put into place so they get the help they need before falling behind in their classes.
- Tier 1 - Teachers need to make sure that learning incorporates real-world learning experiences so students can make connections to what they know and how the learning can be applied to their life.
- Tier 2 - provide extra opportunities for students to attain credits (Extended Learning Summer Sessions, Extended Learning Winter Sessions, After School Extended Learning Opportunities) so their schedule during the school year can allow for more CTE and/or Dual Enrollment opportunities.
- Tier 2 - provide opportunities for student acceleration in courses, providing the opportunity for possible early graduation.
- Tier 3 - site transition team will determine appropriate placement.
- Tier 3 - students will be referred for an SST meeting to determine intervention supports.

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.

- Farber admin team will include EL specific feedback during classroom walks focused on student learning/plans
- SEL training
- Book Studies, professional readings, discussions
- PLC - data discussions
- Teacher involvement in student engagement activities
- CCST meetings
- ILT meetings to discuss EL and EL-SpEd support.
- District Led Professional Learning opportunities
- Staff Meetings and PL
- EL training w/EL Services and SpEd to support EL's students who are SpEd.
- Resources Counseling assistant to support students

Student Groups

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

Socio-economically Disadvantaged (SED):

With Title 1 funds we plan to support the Socio-economically disadvantaged student group which accounts for over 93% of Farber Independent Study students, by purchasing:

- Dual enrollment student materials/supplies
- Adobe Site licenses and other Ed-tech licenses
- Orientation folders/materials
- Technology for students (computers, headphones, etc.)
- Travel and Conferences - PLC, CCIS, ACSA, DEI, RAPSA, CASCWA, Linked Learning and other Professional Learning opportunities that support the academic needs of student groups.

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

Socio-economically Disadvantaged (SED):

With 7090/7091 we plan to support the Socio-economically disadvantaged student group which accounts for over 93% of Farber Independent Study students by purchasing:

- Materials and supplies for Back to School and Open House.
- Travel and Conferences - PLC, CCIS, ACSA, CASCWA, Solution Tree and other Professional Learning opportunities that support the academic needs of student groups.
- Reading intervention materials/program
- Technology and Ed-tech site licenses
- Maintenance and Repairs for student computers
- Substitutes for teacher planning days
- Student Study Trips
- Extra contracts for teacher who will provide extra support for students
- Resource Counseling Assistant

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

Socio-economically Disadvantaged (SED):

Teachers will work with grade level and/or content alike groups to discuss and determine what good first instruction looks like and to implement strategies that will support good first instruction.

ILT will work with PLC's to create effective formative assessments and to analyze these, as well as district interim and SBAC assessments to determine next steps for instruction.

Site administration will work with CWAS' to create a targeted approach to address chronic absenteeism and improve attendance.

Site Administration will do weekly classroom walks

Site administration, Wellness Team, ILT, Literacy Coach will work with teachers to support implementation of Tier 1, 2 and 3 multi-tiered systems of support.

Provide more counseling resources to students.

SpEd Allocations will be reduced by 2 FTE and 2 ISGI positions will be allocated.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 3rd month of school, we expect to see all positions for Independent Study to be filled with permanent staff that reflects a balanced diversity of our school community. (teachers, classified, etc.) Outcomes will be measured by classroom walk-throughs by principal, VP, and teachers. Principal, counselors, VP's and teachers will monitor students' academic progress. VP's, Attendance Team and teachers will monitor student attendance.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 6th month of school, we want to see more staff engaged in schoolwide events which would hopefully improve staff attendance so that there are not so many staff with 0 sick/vacation days left for the year. Outcomes will be measured by staff engagement opportunities (club advisors, staff luncheons, more staff taking students on student study trips), staff attendance records, PLC engagement, ongoing teacher feedback surveys including Staff Climate and Culture Survey, Outcomes monitored by Principal, VP's, Office Manager, teachers and grade level PLCs.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. By the end of the school year, we hope to see all staff engaged in schoolwide events which would hopefully improve staff attendance so that there are not so many staff with 0 sick/vacation days left at the end of the school year. Outcomes will be measured by staff engagement opportunities (club advisors, staff luncheons, more staff taking students on student study trips), staff attendance records, PLC engagement, ongoing teacher feedback surveys including Staff Climate and Culture Survey, Outcomes monitored by Principal, VP's, Office Manager, teachers and grade level PLCs.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Farber School of Credit Attainment (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	ESSA-CSI	Instruction	Travel			Conferences / Training / PL	50,000.00
G4A1	ESSA-CSI	In-House Instructional Staff Deve	Cons Svc/Oth			TBD : Professional development guest speakers	96,000.00
G4A1	Sup & Conc	Instruction	Travel			PL / Conferences / Trainings	10,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub for PL / Conferences / Training	4,740.00

\$160,740.00

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

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

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95.8 %	84.7 %	2024-2025	85.8 %

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

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

The Panorama Family Climate an Culture Survey reflects a 7% drop in the Family Engagement Domain from the Spring 2024 to the Fall 2024. All questions within the Family Engagement Domain decreased. Although all of the responses to questions are above 75% favorable, the decreases in favorability are pretty dramatic on 5 of the 6 questions. The decrease reflects parents not being provided opportunities to give input, decision-making and they don't feel they are apart of their child's learning. Parents also feel that the school does not provide meaningful engagement opportunities and does not encourage family participation.

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

- Very few Climate & Culture surveys were completed by families.
- Didn't provide enough details to families about the importance of taking the survey.
- Site didn't offer on-site opportunities to complete the survey when families came on campus.
- Didn't offer satisfactory incentives for completing the survey.
- Not enough family engagement/participation opportunities

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.

- Provide more information to families about the importance of them taking the survey.
- Provide on-site opportunities for families to complete the survey when they come on campus.
- Have classified make personal phone calls asking families to complete the survey.

- Send out more reminders to complete the survey through Parent Square.
- Post the QR code for the Climate and Culture Survey in the main office so that families can take the survey using their phones.
- Make small sheets with the QR code and have the front desk staff pass them out to families when they come into the office.
- Have a parent coffee hour, or something similar.
- Send out quarterly school survey asking for input and suggestions.

Section B: Investigation

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

Action 1: Improving Family and School partnership

Partially Implemented

In the last year at Cambridge HS, the CCT made it a goal to ramp up both participation and positive responses for Family Surveys. In Fall 2023 participation reflected 69 responses with favorable response % ranging from 88%-99%. In Spring 2024 participation increased to 133 responses with favorable response % ranging from 86%-98%. The participation increase was due to the efforts of CCT trying to meet parents where they are to help them be more involved. Rather than call a formal meeting or coffee chat, the CCT members took to the street to greet each parent with a Donut Bag with information flyers and/or Family Survey QR to help remind them to take the survey. As we transitioned to Farber in Fall of 2024, connecting with parents has been a challenge given the 3 unique programs and lack of staff cohesion and participation. Teachers in the Credit Attainment program struggle to commit to parent phone calls and documentation when they observe a pattern of low academics or attendance, or positive gains. Tier 1 Attendance protocols and resources have been provided by Admin and are housed in the Farber Community Team. We now have an entire CWA team and Home School Liaison to support with home visits and community building. There are 3 Social Workers to draw from that support Social Emotional needs along with a full time School Psychologist on site.

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

Action 1: Improving Family and School partnership

Partially Effective

The current goal for Credit Attainment was to increase the % favorable to 95.8% in the family engagement domain of the Climate and Culture Survey. However, it decreased to 90% favorable with only 39 family responses. Little connections are being made directly from the teacher and parent engagement events have not been properly advertised and promoted. The CWA team is still a work in progress and trying to navigate a work flow that can support all students in each program. The HSL requests for visits is still a work in progress. The wellness center at Farber has been overwhelmed with the depth and breadth of student Social Emotional needs from all programs and has only recently set some boundaries for student walk in supports.

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

Offer on-site opportunities for families to complete the Climate and Culture Survey on site when they are on campus.

Offer on-site opportunities for families to complete the Climate and Culture Survey on-site when they are on campus.

Have clerical staff make personal phone calls encouraging families to complete the survey, explaining (using a script) of why completing the survey is so important to the school.

Send Parent Square reminders more frequently.

Possibly schedule school events (Open House, Back to School Night) during the Climate and Culture Survey window.

Post a QR code in the main office so that parents can scan and do the survey from their phone.

Have handouts for parents with the QR code to the survey.

Have a parent coffee hour, or something similar.

Send out quarterly school survey asking for input and suggestions.

Use 5-Star to grant students of parents that actively participate in engagement events

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 Elective Options
- Guest Speakers that support PBL enrichment and other College and Career pathways
- Invest in school spirit swag to promote connections with school.
- 5-Star Program-
- More School Swag to raffle off for positive growth and participation.
- Community outreach from Cross Functional Organizations (Parent University, EL Dept, DPI)
- Attendance practices- training and coaching
- Building relationships w/families so that staff feels comfortable asking them fill our surveys when they see them.
- Drive-through Donut w/QR code

ELAC:

- More Parent Communication promoting and recruiting ELAC participation that include incentives to draw community input.
- Information and Resources for Parents regarding ELPAC and Academic goals.
- Afterschool Tutoring for EL students still classified as EL1's or 2's.
- More frequent meetings with students explaining and preparing for Re-Classification.
- More celebrations for students when they reach a literacy goal via i-Ready or Re-Classification.

Staff:

- Staff Development opportunities through on site/off site Professional Learning and Conferences.
- Attendance Support and Incentives for positive gains.
- More Parent Engagement Events on campus with incentives to draw people out.
- Parent accountability for chronic absenteeism
- Increase communication from our site in all languages on all platforms.
- Increase Food PO as a way to draw families on campus
- School Spirit Swag for families that attend SSC or ELAC meetings.
- More Minimum days to host Family Events- Each Quarter
- More parent connections with teachers through phone calls and documentation.
- Be more proactive to get parents to register in Parent Square after explaining it's importance.

Action 1 :

Improving Family and School partnership

Action Details:

By the end of June 2026, Farber Credit Attainment will see a five percent improvement in parent responses to our family survey. This will be impacted by expanded parent to school engagement activities and events as continue to build relationships with families and community.

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:
- PBL both at the site level and community level
- Student Centered and Real-World Learning:
- PBL and learning events that connect family and community to school
- Multi-cultural events and partnerships that bring school and community together
- Community partnerships to foster a sense of community and self-awareness
- Student Engagement:
- Student events and activities that promote community, self-awareness, and school spirit.
- Supports and expenses to communicate with parents, included postage, graphics, bus tokens, etc

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

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
3. Instructional strategies and direct instruction focused on building knowledge from informational text.
4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.
7. Support English Learner parent engagement and involvement.
8. Support attendance and involvement in ELAC and other parent activities.
9. Ensure participation input into the SPSA and other EL matters.
10. EL parent training and outreach

Student Groups

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

Socio-economically Disadvantaged (SED):

- Materials and Supplies for Orientation folders, etc.
- Materials and Supplies for Parent Involvement Events

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

Socio-economically Disadvantaged (SED):

- Food for Back to School and Open House, SSC and ELAC meetings, etc.
- Materials and supplies for parent engagement events (awards ceremonies, Senior Parent Meetings, etc.)
- Graphics for parent communications
- Postage for parent communications

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

Socio-economically Disadvantaged (SED):

- Increase opportunities for families to engage in their students' education.
- Increase communication to families regarding their students' academic progress, social/emotional well-being, attendance, as well as resources and supports that are offered at Farber and through Parent University
- Improve recruitment plan for SSC, ELAC, etc.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 3rd month of school, we expect to see an increase in family engagement opportunities that were calendared for the school year as well as an increase in the number of families participating in engagement opportunities such as Back to School Night, SSC meetings, ELAC meetings, coffee hours or the like). Outcomes will be measured by the number of events calendared on the master calendar as well as sign-in sheets at all parent engagement events as well as the # of Family Climate and Culture Surveys completed but also an increase in favorable responses from families. This will be monitored by the Principal, VP's, CCD, Counselors, Teachers, Attendance Team, Wellness Team	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 6th month of school, we want to see an increase in family engagement opportunities that were calendared for the school year as well as an increase in the number of families participating in the engagement opportunities such as Back to School Night, Senior Meetings SSC meetings, ELAC meetings, coffee hours or the like). Outcomes will be measured by the number of events calendared on the master calendar as well as sign-in sheets at all parent engagement events as well as the # of Family Climate and Culture Surveys completed but also an increase in favorable responses from families. This will be monitored by the Principal, VP's, CCD, Counselors, Teachers, Attendance Team, Wellness Team	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. By the end of the school year , we want to see an increase in family engagement opportunities that were calendared for the school year as well as an increase in the number of families participating in the engagement opportunities such as Back to School Night, Open House, Senior Meetings, SSC meetings, ELAC meetings, coffee hours or the like). Outcomes will be measured by the number of events calendared on the master calendar as well as sign-in sheets at all parent engagement events as well as the # of Family Climate and Culture Surveys completed but also an increase in favorable responses from families. This will be monitored by the Principal, VP's, CCD, Counselors, Teachers, Attendance Team, Wellness Team

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

FY 2025/26

Farber School of Credit Attainment - 0230

ON-SITE ALLOCATION

3010	Title I	\$43,054 *
7090	LCFF Supplemental & Concentration	\$146,434
7091	LCFF for English Learners	\$44,896
3182	Comprehensive Support and Improvement	<u>\$484,880</u>

TOTAL 2025/26 ON-SITE ALLOCATION

\$719,264

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,672
Program Budget	\$41,382
Total Title I Allocation	<u>\$43,054</u>

ESSA Assistance Status: Comprehensive Support and Improvement (CSI)

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Farber School of Credit Attainment (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies - Parent Engagement *No Food or Incentives*	2,396.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies - Parent Engagement	2,500.00

\$4,896.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0230 Farber School of Credit Attainment (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplementals	21,456.00
G1A2	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for PL. Also supports G1A1.	37,652.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	40,000.00
G2A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	25,658.00
G2A1	ESSA-CSI	Instruction	Mat & Supp			Materials and Supplies *No Food or Incentives*	8,417.00
G2A1	LCFF: EL	Instruction	Nc-Equipment			Technology	4,896.00
G2A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies *No Food or Incentives*	15,000.00
G2A2	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplementals Night School / Saturday School / Credit Recovery Classes *No IEPs or 504s*	183,900.00
G2A2	ESSA-CSI	Instruction	Bks & Ref			: Student and Staff Books and References	57,000.00
G2A2	ESSA-CSI	Instruction	Nc-Equipment			Technology	44,000.00
G2A2	ESSA-CSI	Attendance & Social Work Service	Crt Pupil-Sup			Summer School CSSW	7,911.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies - Student/Staff/Families	80,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Direct Transportation	20,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	7,738.00
G4A1	ESSA-CSI	Instruction	Travel			Conferences / Training / PL	50,000.00
G4A1	ESSA-CSI	In-House Instructional Staff Development	Cons Svc/Oth			TBD : Professional development guest speakers	96,000.00
G4A1	Sup & Conc	Instruction	Travel			PL / Conferences / Trainings	10,000.00
G4A1	Sup & Conc	Instructional Supervision & Administration	Crt Supr-Sub			Admin Sub for PL / Conferences / Training	4,740.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies - Parent Engagement *No Food or Incentives*	2,396.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies - Parent Engagement	2,500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,054.00
ESSA-CSI	3182	\$484,880.00
Sup & Conc	7090	\$146,434.00
LCFF: EL	7091	\$44,896.00
Grand Total		\$719,264.00

\$719,264.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$99,108.00
G2 - Expand student-centered and real-world learning experiences	\$426,782.00
G3 - Increase student engagement in their school and community	\$27,738.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$160,740.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,896.00
Grand Total	\$719,264.00