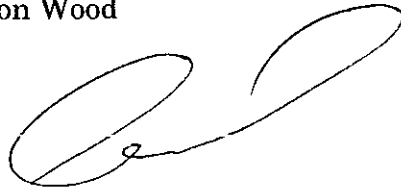


Farber Independent Studies & Online

10621661030287

Principal's Name: Carson Wood

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Carson Wood', written in a cursive style.

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

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Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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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**School Name: Farber Independent Studies & Online**

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	Shaun Brown		10/16/2024

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

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

FY 2025/26

Farber School of Independent Studies and Online - 0240

ON-SITE ALLOCATION

3010	Title I	\$92,700 *
7090	LCFF Supplemental & Concentration	\$170,478
7091	LCFF for English Learners	\$33,284

TOTAL 2025/26 ON-SITE ALLOCATION

\$296,462

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$3,600
Program Budget	\$89,100
Total Title I Allocation	\$92,700

ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Farber School of Independent Studies 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	✓		4.7 %	2024-2025	1.7 %
SBAC ELA - Average distance from standard	✓	65 pts	-72.3 pts	2023-2024	-57.3 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-101.5 pts	2023-2024	-86.5 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-91.8 pts	2023-2024	-76.8 pts
SBAC ELA - Average distance from standard (Long-Term English Learner)	✓		-129.7 pts	2023-2024	-114.7 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-74.4 pts	2023-2024	-59.4 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-157.1 pts	2023-2024	-142.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	35 %	27.2 %	2023-2024	32.2 %
SBAC Math - Average distance from standard	✓	65 pts	-125.5 pts	2023-2024	-110.5 pts
SBAC Math - Average distance from standard (English Learner)	✓		-160 pts	2023-2024	-145 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-143.1 pts	2023-2024	-128.1 pts
SBAC Math - Average distance from standard (Long-Term English Learner)	✓		-196.1 pts	2023-2024	-181.1 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-126.3 pts	2023-2024	-111.3 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-190.3 pts	2023-2024	-175.3 pts
SBAC Math - Average distance from standard (White)	✓		-109.8 pts	2023-2024	-94.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	25 %	8.5 %	2023-2024	13.5 %

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:

Independent Study students are not meeting or exceeding standards on the ELA and Math SBAC assessments.

- The 23-24 SBAC ELA data reflects that an average of 71% of 3rd - 11th grade students are not on grade level.
- The 23-24 SBAC Math data reflects that an average of 79% of 3rd - 11th grade students are not on grade level.

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.

The challenges of bringing three unique programs (Online Elementary, Online Secondary, Independent Study) together requires a comprehensive understanding of how each program supports one another toward common objectives to increase state assessment data.

11th grade students who take the SBAC are not always taking grade level courses; they are often in courses to recover credits from prior grade levels.

Some Independent Study teachers, both in-person and online, 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 results.

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.

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 Independent Study 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 needs to be a transitional bridge for 6th grade to 7th grade and from 8th grade to 9th grade.

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: Decrease Off-Track Seniors - High School 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.

Action 2: Decrease off-track 9-11th grade students 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 has been unable to meet with students as regularly as needed.

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: Decrease Off-Track Seniors - High School

Partially Effective

- Action 1 was partially effective because counselors did meet with seniors to discuss their academic progress and what they needed to do in order to be on track to graduate.
- Action 1 was partially effective because advisory teachers would create with students a plan, outlining how much work the student needed to complete each day, week, etc, in order to be on track to graduate.
- Action 1 was partially effective because CWA's were able to do home visits to discuss chronic absenteeism and how it negatively effects academic progress towards graduation.
- Action 1 was partially implemented because the counseling team has been unable to meet with students as regularly as needed.

Action 2: Decrease off-track 9-11th grade students

Partially Effective

- Action 2 was partially effective because counselors did meet with 9-11 grade students to discuss their academic
- Action 2 was partially effective because advisory teachers would create with students a plan, outlining how much work the student needed to complete each day, week, etc, in order to be on track to graduate.
- Action 2 was partially effective because CWA's were able to do home visits to discuss chronic absenteeism and how it negatively effects academic progress towards graduation.
- Action 2 was partially implemented because the counseling team has been unable to meet with students as regularly as needed.

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.
- There will be an academic bridge to support transitions from 6th to 7th grade and from 8th to 9th grade.
- Create a tiered system of support for social emotional needs.
- Resource Counseling Assistant.

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:

- 1. Independent Study opportunities for students not on track for Graduation
- 2. Field Trips that promote college and career Preparation and Recruitment
- 3. Physical & Virtual Field Trips sponsored by Student Engagement for Learning Enrichment of Elementary Grade Levels.
- 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

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 EL 1's or 2's.

More frequent meetings with students explaining and preparing for Re-Classification.

Staff:

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.

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.

Review Bell Schedule to allow time for parent/student connections.

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.

Restructure PLC Breakouts to fit needs of Grade Level, Program & Content Area.

Action 1 :

Decrease distance from standard for ELA

Action Details:

Students scored 72.3 pts below standard on the 2024 SBAC assessment.

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 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 reading intervention programs as needed to support the GVC for elementary.
- Students will be enrolled in extended learning sessions as needed.

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.

Kagan training/materials

[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 - Independent Study 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.](#)

English Learners scored 101.5 pts below standard on the SBAC ELA assessment, and Long-term English Learners scored 129.7 pts below standard on the SBAC ELA assessment.

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 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/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 necessaryinterventions or programs.
- 20. Kagan Strategies

Student Groups

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

Students with Disabilities (SWD):

Hispanic (HI):

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, RAPSAs, 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?

Students with Disabilities (SWD):

Hispanic (HI):

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
- Kagan training/materials

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

Students with Disabilities (SWD):

Hispanic (HI):

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	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 more students completing at least 10% of their Edgenuity courses per week. 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 Independent Study 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 from the current 72.3 to 57.3. 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:

Students scored 125.5 pts below standard on the SBAC math assessment.

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.
- Make sure 11th grade students have access to Algebra II since they take the 11th grade math SBAC.
- 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.
- Kagan Strategies
- Students will be enrolled in extended learning sessions as needed.
- Tutorial for students as needed
- Provide more counseling resources to students.
- 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 - Independent Study 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 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/RFEP 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/ RFEP 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?

White (WH):

Students with Disabilities (SWD):

With Title 1 funds we plan to support all of our student groups by purchasing:

Socio-economically Disadvantaged (SED):

Hispanic (HI):

- 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.
- Kagan Training/Materials

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

White (WH):

Students with Disabilities (SWD):

Hispanic (HI):

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.
- Travel and Conferences - PLC, CCIS, ACSA, DEI, RAPS, CASCWA, Linked Learning and other Professional Learning opportunities that support the academic needs of student groups.
- Math Intervention materials/programs
- Substitutes for teacher planning days
- Student Study Trips
- Extra contracts for teacher who will provide extra support for students before or after school.
- Resource Counseling Assistant

- Kagan Training/Materials

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

White (WH):

Students with Disabilities (SWD):

Hispanic (HI):

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 in order to 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 3rd month of school we expect to see an improvement in attendance which will support the improvement of students' academic progress resulting in more students completing at least 10% of their Edgenuity courses per week. 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 Independent Study 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 from the current -125.5 to -110. 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 0240 Farber Schl Online Learn/ Ind Stdy (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books and References	10,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	43,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease - Ricoh	25,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	10,974.00

\$88,974.00

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	✓		20.6 %	2023-2024	24.1 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90.4 %	86.5 %	2024-2025	87.6 %
Graduation Rate	✓	87.5 %	82.5 %	2023-2024	83.6 %

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 CTE course scheduling (2-block periods).
 - Online students can't come on campus to participate in in-person CTE courses due to the time CTE courses are offered (students would have to leave an online class early to get to Farber for the CTE class.
 - Online students were only able to participate in CTE courses that offered an online section.
 - Independent Study students are only on campus 2-3 days a week which prevents most of them from participating in CTE classes 5 days a week.
- 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.

- A master schedule that provides students more opportunities for all secondary Independent Study and Secondary Online students to participate in CTE program options.
- 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

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: Dual Enrollment - High School Partially Implemented

During the 23-24 school year, Independent Study students, including in-person and online students, were able to participate in dual enrollment courses offered through Fresno City College. However, the enrollment was not as high as we had hoped for due to the limited number of sections offered. In addition, although there was recruitment for the program, many of the students were not fully invested in the program, and it was a struggle to get them to complete their assignments in order to pass the classes.

Action 2: Job Development

Partially Implemented

The number of career related presentations was not fully implemented. There was no follow-through with the plan of having a career related presentation every month.

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: Dual Enrollment - High School

Partially Effective

The Dual Enrollment program was effective as far as course completions by students. However, it was a struggle to get the students to finish their assignments in order to pass the class.

Action 2: Job Development

Ineffective

The goal of the job developer was to increase more career presentations for students. The career presentations that were scheduled were held during the lunch hour were not well attended by students.

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

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 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

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. Independent Study opportunities for students not on track for Graduation 2. Field Trips that promote college and career Preparation and Recruitment 3. Physical & Virtual Field Trips sponsored by Student Engagement for Learning Enrichment of Elementary Grade Levels. 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 EL 1'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. Physical & Virtual Field Trips sponsored by Student Engagement for Learning Enrichment of Elementary Grade Levels. Guest Speakers that support PBL enrichment and other College and Career pathways More time for parent contacts in order to communicate student progress. Have families involved in the performance of their student. Provide description of the courses and hold an academic chat during advisory since we have a one-on-one relationship with students.

Action 1 :

Increase the # of students prepared for college and career

Action Details:

For the 2024-2025 school year, 20.6% of Independent Study students were prepared for college and career. To increase this, we plan to:

Have more opportunities for students to attend student study trips 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 and increase CTE pathway completions.

Increase Apprenticeship and Work-based learning certifications.

Increase the number of students in dual enrollment courses.

Increase the number of students earning a Seal of Biliteracy.

Provide college enrollment workshops.

Kagan Strategies

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.

[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 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 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.

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. 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 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 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. 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 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.

A focus on social emotional needs to support academic progress.

Provide more counseling resources to students

Offer year-round supports such as night school, Saturday school, tutoring,

Continue using Edgenuity site licenses to support general ed, SpEd, EL and CTE student needs.

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):

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

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 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 students 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.

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

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 0240 Farber Schl Online Learn/ Ind Stdy (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance	6,000.00
G2A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	20,800.00
G2A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for PL / Travel / Instructional Walks / Extra Support *No IEPs OR 504s*	11,927.00
G2A2	Title 1 Basic	Instruction	Local Mileag			Local Mileage for CWA and Admin Home Visits	2,000.00
G2A2	Sup & Conc	Instruction	Travel			: Travel and Conferences / Fresno County Office of Ed / PLC / CCIS / ACSA/ RAPSA/ CASCWA / Linked Learning and more	11,927.00
G2A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs for PL /Meetings/Instructional Walks	5,964.00

\$58,618.00

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
Chronic Absenteeism	✓		26.1 %	2023-2024	25.5 %
Chronic Absenteeism - (African American)	✓		27 %	2023-2024	26.4 %
Chronic Absenteeism - (English Learner)	✓		23.1 %	2023-2024	22.5 %
Chronic Absenteeism - (Hispanic)	✓		28.9 %	2023-2024	28.3 %
Chronic Absenteeism - (Long-Term English Learner)	✓		23.8 %	2023-2024	23.2 %
Chronic Absenteeism - (Socioeconomically Disadvantaged)	✓		26.6 %	2023-2024	26 %
Chronic Absenteeism - (White)	✓		25.4 %	2023-2024	24.8 %
Suspension Rate	✓	0.97 %	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.

Due to a lack of Tier 1 instructional strategies and chronic absenteeism, not as many students are engaged in school and community activities.

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

There is not enough social emotional supports to support students' physical and mental health, economic hardships.

There is not enough counseling/MTSS resources available to students

Low Academic progress leads to low motivation and a disinterest in school.

Students often are responsible for caring for siblings or assisting with family obligations which lead to missed school days.

Transportation to and from school is a hardship for students even though FUSD provides FAX bus passes; due to safety concerns parents don't want their students riding public transportation.

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.

- There is a need for teachers to provide engaging lessons that are relevant to students' everyday lives.
- 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.
- Resource Counseling Assistant
- Increase community events for the school.
- There needs to be a transitional bridge for 6th grade to 7th grade and from 8th grade to 9th grade.
- 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: Student Engagement Partially Implemented

Due to the independent study schedule not all students were provided access to all student engagement opportunities.

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 Partially Effective

- There is a need to have more student engagement that is active and consistent.
- Our current schedule limits the amount of opportunities for student and community engagement.
- The lack of transportation for our students and community limits how many people we can support and service.

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 early community partnerships and networking to develop a calendar that will allow for more opportunities for both students and families to interact with local community and businesses.

Offer more training to staff that support recruitment and retention of clubs, sports, CTE and PBL programs that connect students with community partnerships.

Review instructional bell schedule to maximize student time spent with opportunities to engage with CTE, PBL, and other chances to increase community engagements.

Resource Counseling Assistant

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:

Re-engagement strategies for students and staff to help build comradery and understanding of various perspectives in the room.

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.

Teacher Professional Development opportunities to enhance classroom tools and engagement

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.

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 EL 1'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:

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, Mssion & 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

Opportunities to meet in person to build morale. Allocate resources to have a quarterly meeting where students come on campus.

Action 1 :

Student Engagement/Extra-Curricular Activities

Action Details:

By the end of the 2025-2026 school year, 70% of Farber students will be engaged in school and community activities.

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 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 contract to support student engagement
uniforms/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?

- White (WH):**
- Hispanic (HI):**
- Socio-economically Disadvantaged (SED):**
- African American (AA):**
- 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?

- White (WH):**
- Hispanic (HI):**
- African American (AA):**
- 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?

White (WH):

Hispanic (HI):

African American (AA):

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	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 0240 Farber Schl Online Learn/ Ind Stdy (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	Mat & Supp			Materials and Supplies	65,000.00
G3A1	Sup & Conc	Instruction	Local Mileag			: Local Mileage for CWA and Admin Home Visits	5,000.00

\$70,000.00

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	✓	93.1 %	89.4 %	2024-2025	90.5 %

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.

Adiverse 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: Teacher Recruitment and Retention

Partially Implemented

Due to a decrease in professional hours, teachers are not given the opportunity to engage in enough professional learning at the school 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: Teacher Recruitment and Retention

Partially Effective

The actions were partially effective: Our actual goal was 89.4% with a target of 90.5%.

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 clear and meaningful PLC structures
More staff/team building across the programs
More opportunities for positive student interactions

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:

- Field Trips that promote college and career Preparation and Recruitment
- Physical and Virtual Field Trips for Learning Extension in Elementary Grade Levels sponsored by Student Engagement
- Teacher Professional Development opportunities to enhance classroom tools and engagement
- 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.
- Invest in ongoing technology upgrades for teachers and staff to be more efficient.

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.
- Meaningful Professional Learning and resources to support EL strategies in the classroom.

Staff:

- 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 staff competition events.
- Community Building, resource building, and food gatherings to bring staff together.
- Workshops that specialized in Community Building, Mission & Vision.
- Formal training for ILT's.
- PLC at Work Conventions
- AVD 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 - 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.

- 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.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.	<i>And ultimately achieve these impacts.</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.	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.	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 0240 Farber Schl Online Learn/ Ind Stdy (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	Title 1 Basic	Instruction	Travel			: Travel and Conferences / Fresno County Office of Ed / PLC / CCIS / ACSA/ RAPSA/ CASCWA / Linked Learning and more	13,334.00
G4A1	Sup & Conc	Instruction	Travel			Travel	44,587.00

\$57,921.00

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	✓	99 %	89.7 %	2024-2025	90.8 %

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 Climate and Culture Survey depicts an overall decrease in how parents responded to the family engagement domain. The number of families who responded to the survey decreased from Fall 2024 to Spring 2025.

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 incentives for completing the survey.

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.

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: Increase % of Family Engagement Opportunities

Partially Implemented

This action was partially implemented. While we some participation at events such as Back to School and Open House, we did not get the number of families participating as we had hoped. We also have very low turnout for School Site Council and ELAC. We have more participation from the online elementary families than we do for the secondary online and the in-person Independent Study programs.

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: Increase % of Family Engagement Opportunities

Partially Effective

The current goal for the in-person Independent Study program was to increase from 97.% to 99% favorable in the family engagement domain of the Climate and Culture Survey. However, it dropped 7% down to 90% favorable with only 39 family responses.

The online Elementary program also showed a 4% decrease from 84% to 80% favorable with only 14 family responses.

The online Secondary program also showed a decrease in favorability from 91% down to 85%

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.
- 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.

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:
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. Invest in incentives that can easily be sent in mail. (i.e. Pizza vouchers, Movie Tickets, etc) 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	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 EL 1'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 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. Organize transportation aid for people to come to events.

Action 1 :

Increase % of Family Engagement Opportunities

Action Details:

By the end of June 2026, Farber Independent Study 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):

Materials and Supplies needed: Food for monthly parent meetings, Back to School, Open House and Quarterly Awards celebrations. Postcards/flyers and postage for parent communication.

Services to parents:

- Make sure parents have access to the FUSD Parent handbook
- Provide families with information as to why their involvement in their student's education is vital to their student's academic success
- Encourage and help parents as needed, sign up for Parent Square, Edutext
- Provide families with information on how they can access the Parent Portal on Atlas
- For parents whose students are in Edgenuity courses, sign the parent up for weekly/monthly Edgenuity progress reports.
- Provide information about all the resources Parent University offers.
- Provide families with resources that Farber offers to students and their families (academic, social emotional, etc).
- Positive postcard messages to families.
- Teachers to contact parents regularly about students' academic progress.
- Increase parent involvement SSC, ELAC, DAC, and LCAP meetings
- Increase communication to families re: post secondary plans (college, trade school, work force, etc).
- CWAS to conduct home visits and phone calls for students who have chronic attendance.
- CWAS to contact parents when students' attendance has greatly improved.
- Parents of SpEd students will be invited to all IEP meetings.
- Have a quarterly or semester celebration honoring all students who completed CTE Certifications where parents are invited.
- Monthly parent meetings, Back to School, Open House, Qtrly awards celebrations, Semester CTE certification awards, individual parent meetings w/admin and/or counselors to discuss academic progress, attendance, behavior.
- Translation services for families at meetings

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 English Learners.
2. Offering reading intervention classes.
3. Offering 0 & 7th period classes as well as extended learning opportunities (winter and summer sessions).
4. Incorporating more hand-on classroom activities.
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.

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

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0240 Farber Schl Online Learn/ Ind Stdy (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			Family Engagement and Participation *No Food or Incentives*	7,439.00
G5A1	Title 1 Basic	Parent Participation	Communicatio			Postage and Communication	5,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Paticipation	7,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	1,510.00

\$20,949.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0240 Farber Schl Online Learn/ Ind Stdy (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books and References	10,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	43,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease - Ricoh	25,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	10,974.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance	6,000.00
G2A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	20,800.00
G2A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for PL / Travel / Instructional Walks / Extra Support *No IEPs OR 504s*	11,927.00
G2A2	Title 1 Basic	Instruction	Local Mileag			Local Mileage for CWA and Admin Home Visits	2,000.00
G2A2	Sup & Conc	Instruction	Travel			: Travel and Conferences / Fresno County Office of Ed / PLC / CCIS / ACSA/ RAPS/ CASCWA / Linked Learning and more	11,927.00
G2A2	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			Admin Subs for PL /Meetings/Instructional Walks	5,964.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	65,000.00
G3A1	Sup & Conc	Instruction	Local Mileag			: Local Mileage for CWA and Admin Home Visits	5,000.00
G4A1	Title 1 Basic	Instruction	Travel			: Travel and Conferences / Fresno County Office of Ed / PLC / CCIS / ACSA/ RAPS/ CASCWA / Linked Learning and more	13,334.00
G4A1	Sup & Conc	Instruction	Travel			Travel	44,587.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Family Engagement and Participation *No Food or Incentives*	7,439.00
G5A1	Title 1 Basic	Parent Participation	Communicatio			Postage and Communication	5,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Paticipation	7,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	1,510.00
							\$296,462.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$92,700.00
Sup & Conc	7090	\$170,478.00
LCFF: EL	7091	\$33,284.00
Grand Total		\$296,462.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$88,974.00
G2 - Expand student-centered and real-world learning experiences	\$58,618.00
G3 - Increase student engagement in their school and community	\$70,000.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$57,921.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$20,949.00
Grand Total	\$296,462.00