

Farber School of Credit Attainment

10621661030584

Principal's Name: Carson Wood

Principal's Signature:

A handwritten signature in black ink, appearing to be 'C. Wood', written over the 'Principal's Signature:' label.

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

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

School Site Council List

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Carson Wood	X				
2. Chairperson - David Salinas			X		
3. RB Powers		X			
4. KongMia Her		X			
5. Eric Self		X			
6. Angelica Reynaga				X	
7. Jonathan Hinojosa					X
8. Presley Hinojosa					X
9. Marcus Lowman					X
10. Estrella Reynaga					
11.					
12.					
13.					
14.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Farber Credit Attainment			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Carson Wood		4-13-26
SSC Chairperson	David Salinas		4/13/26

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

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

FY 2026/27

Farber School of Credit Attainment - 0230

ON-SITE ALLOCATION

3010	Title I	\$44,084	*
7090	LCFF Supplemental & Concentration	\$135,216	
7091	LCFF for English Learners	\$49,410	
3182	Comprehensive Support and Improvement	<u>\$968,976</u>	**

TOTAL 2026/27 ON-SITE ALLOCATION

\$1,197,686

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,712
Program Budget	\$42,372
Total Title I Allocation	<u>\$44,084</u>

ESSA Assistance Status: Comprehensive Support and Improvement (CSI)

Farber School of Credit Attainment 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		18.5 %	2025-2026	19.6 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		50 %	2025-2026	51.1 %	↑
Goal 1	CCI - percentage of students who are Prepared (ALL)	5.4 %	4.1 %	2024-2025	7.6 %	↑
Goal 1	CCI - Percentage of students who completed A-G (ALL)		4.1 %	2024-2025	6.1 %	↑
Goal 1	ELPAC - percentage of students who scored 4		1.7 %	2024-2025	2.8 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		33 %	2024-2025	34.1 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)		33.7 %	2024-2025	34.8 %	↑
Goal 1	Graduation Rate (ALL)	50.4 %	68.9 %	2024-2025	70 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		30.3 %	2025-2026	31.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		35.3 %	2025-2026	35.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		0 %	2025-2026	1.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		0 %	2025-2026	1.1 %	↑
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		20 %	2025-2026	21.7 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-247.2 pts	-198.1 pts	2024-2025	-183.1 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		5.8 %	2024-2025	10.8 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-282.4 pts	-243.9 pts	2024-2025	-228.9 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		3.7 %	2024-2025	8.7 %	↑

Goal 2	Chronic Absenteeism (ALL) Semester 1		70.9 %	2025-2026	70.1 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	85.8 %	95 %	2025-2026	96.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	97.6 %	93 %	2025-2026	94.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		92 %	2025-2026	94 %	↑
Goal 2	Suspension Rate - (African American)		13.2 %	2024-2025	12.87 %	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)		6.4 %	2024-2025	6.07 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	2.77 %	3.5 %	2025-2026	3.17 %	↓

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

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

The data indicates that Farber Educational Campus must strengthen systems that support attendance, course completion, and progress toward graduation. The graduation rate is currently 68.9%, suggesting that a large proportion of students are not meeting essential credit requirements. Only 20.6% of students passed all Semester 1 courses with a C- or better. In addition, chronic absenteeism is extremely high at 70.7%, limiting students' access to instruction.

The data indicates a clear need for:

1. **Chronic Absenteeism:** Stronger schoolwide attendance systems that identify and intervene early with chronically absent students.
2. **Course Completion:** Consistent academic supports to help students pass courses with a C- or better.
3. **Graduation Rate:** Monitoring systems for graduation progress so staff can respond proactively rather than reactively.

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

1. **Chronic Absenteeism:**

- Unmet social-emotional and mental health needs that interfere with students' ability to attend school consistently.
- Efforts to build consistent family engagement and communication have been ongoing, however they have not yet resulted in consistent support needed to establish strong attendance routines.
- Low student engagement in academic content.
- Transportation due to students being enrolled from across the city

2. **Course Completion:**

- Instructional practices are not fully aligned to the needs of students who require additional scaffolding or differentiated support, limiting their ability to meet grade-level expectations.

- Gaps in academic support systems, with many students not receiving the help they need when they begin to struggle.

3. **Graduation Rate:**

- Students come to our school 1-2 years behind in credits, which creates barriers to students needing to recover credits in a limited amount of time.
- Chronic absenteeism (70.7%), limiting access to instruction and making it difficult for students to stay on track academically.
- Limited alignment of instructional practices and supports, leaving many students without the scaffolding or re-teaching needed to meet course expectations and earn required credits.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. **Chronic Absenteeism-** Identified Needs:

- Increased access to social-emotional and mental health supports, particularly for disproportionately impacted groups (e.g., English Learners, socioeconomically disadvantaged students, students with disabilities) who experience higher barriers to consistent attendance.
- Stronger and more consistent family engagement systems, including multilingual communication, culturally responsive outreach, and proactive home-school partnerships to support attendance routines.
- Improved student engagement strategies, such as relevant, culturally connected instruction and relationship-building practices that increase students’ sense of belonging and motivation to attend school.
- A coordinated early-warning attendance system that identifies students at risk of chronic absenteeism and triggers timely, tiered interventions.
- Increase equitable access to transportation.
- Continue student clubs and other engagement opportunities to help bring students to want to be at school.

2. **Course Completion-** Identified Needs:

- Instructional practices that provide appropriate scaffolding and differentiation, ensuring that students who need additional support can access grade-level content.
- A coherent academic support system that monitors student progress, flags early signs of struggle, and coordinates supports across general education, special education, and English Learner services.

3. **Graduation Rate-** Identified Needs:

- Integrated supports that address both academic and attendance barriers, recognizing that chronic absenteeism and course failures disproportionately impact students of color, English Learners, and socioeconomically disadvantaged students.
- Strengthened instructional alignment and scaffolding, ensuring students receive the re-teaching, differentiation, and academic support necessary to earn credits and meet graduation requirements.
- Increase Elective course options.

Section B:Investigation

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

Decrease distance from standard for ELA

Partially Implemented

The actions were partially implemented due to changes to bell schedules and new teaching staff pivoting from program to program. New learning strategies tied to student engage were launched for the first time as a whole school using Eduprotocols and Kagan partnerships. Class Observation trackers were initiated by Literacy Coach to support Instructional best practices, provide real time feedback and collaboration opportunities for teachers with a broader network.

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

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

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

Students will be enrolled in extended learning sessions as needed.

Provide Kagan training to staff in support of student learning.

Tutorial for students as needed

Provide more counseling resources to students.

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

Decrease distance from standard for Math

Partially Implemented

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

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

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

Use math intervention program to support the GVC.

Students will be enrolled in extended learning sessions as needed.

Training and implementation of Kagan strategies in the classroom

Tutorial for students as needed

Provide more counseling resources to students.

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

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

Increase the # of students prepared for college and career

Partially Implemented

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.

Provide college enrollment workshops.

Increase the number of students enrolled in Dual Enrollment.

Increase the number of students completing CTE pathways.

Increase the number of students receiving the Seal of Biliteracy.

Increase apprenticeships and work-based learning certifications.

Provide more counseling resources to students.

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

Training staff on Kagan strategies

Increase the Graduation Rate

Partially Implemented

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

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

Students will be enrolled in extended learning sessions as needed.

A focus on social emotional needs to support academic progress.

Provide more counseling resources to students

Provide more year-round supports to increase credit attainment access such as night school, Saturday School.

Provide tutoring for students.

Utilize Edgenuity to support general ed, SpEd, EL and CTE student needs.

Training and implementation of Kagan strategies

Provide access to interactive classroom experience using PRISM Virtual Reality to increase attendance and engagement, in congruence with CSI expectations in relation to graduation rates.

Student Engagement/Extra-Curricular Activities

Partially Implemented

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

Teacher Recruitment and Retention

Fully Implemented

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.

Improving Family and School partnership

Fully Implemented

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

Re-evaluate parent meeting times to attract the best attendance. Include both student and family incentives for participation.

Partnerships with internal and external community organizations to bring information, services, and networking to our families and broader community.

Invested in language interpretation devices to better connect with non-English speaking families at school sponsored parent meetings.

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

Decrease distance from standard for ELA

Partially Effective

In terms of academic outcomes, Farber Credit Attainment's distance from standard on SBAC ELA increased. However, this data must be interpreted in context. Farber is a newly combined campus formed from three separate schools, and prior year results represent different student populations and instructional systems. As a result, the comparison data does not fully reflect the impact of the current school structure or instructional programs.

Overall, while important systems and strategies were initiated, they are still in early stages of implementation and require additional time for staff training, consistency, and full integration into instruction. Because actions were implemented but not yet fully realized in practice or outcomes, a rating of "Partially Effective" accurately reflects progress during this transitional year.

Decrease distance from standard for Math

Partially Effective

In terms of academic outcomes, Farber Credit Attainment's distance from standard on SBAC Math increased. However, this data must be interpreted in context. Farber is a newly combined campus formed from three separate schools, and prior year results represent different student populations and instructional systems. As a result, the comparison data does not fully reflect the impact of the current school structure or instructional programs.

Overall, while important systems and strategies were initiated, they are still in early stages of implementation and require additional time for staff training, consistency, and full integration into instruction. Because actions were implemented but not yet fully realized in practice or outcomes, a rating of “Partially Effective” accurately reflects progress during this transitional year.

Increase the # of students prepared for college and career

Effective

The California School Dashboard indicator for College and Career Readiness increased by 2.2%, demonstrating measurable progress toward ensuring that more students graduate prepared for postsecondary opportunities. This improvement reflects Farber Credit Attainment's efforts to expand student access to college, career, and workforce pathways.

Increase the Graduation Rate

Partially Effective

A rating of “Effective” for the goal of increasing the graduation rate is justified based on the significant improvement in outcomes and the implementation of multiple targeted supports for student success. According to the California School Dashboard, Farber Credit Attainment's graduation rate increased by 19.6%, demonstrating substantial progress in helping students complete graduation requirements.

Student Engagement/Extra-Curricular Activities

Partially Effective

Progress was made toward increasing student engagement through expanded extracurricular opportunities, student conferences, and recognition of student success. These efforts contributed to improved connections between students and staff and increased awareness of available activities. Each PLC is encouraged and supported with modeling of strategies, continuing growth as a professional to learn from internal and external professional development, and sharing of lessons backed by student data points.

Teacher Recruitment and Retention

Partially Effective

In providing ongoing professional learning opportunities with Farber staff, we created an environment that embraces teacher leaders to support each other for the benefit of student achievement. Embedding Kagan and Eduprotocols into instruction has ramped up not only student engagement, but fluency and competency of material.

Improving Family and School partnership

Effective

Farber continues to build ways to bring family and community networking on our campus. Both internal and external partnerships are involved with our families and students on a consistent basis. This includes but not limited to: Internships, Civic Engagement, Project Based Learning, CTE Pathway courses, Dual enrollment, Financial Aid Workshops, Health and Wellness services, ELAC meetings, SSC involvement, and Climate and Culture Feedback surveys. Farber brings a unique opportunity for our school to service and celebrate with various community partnerships to build up not only the families of our school, but provide an opportunity for the broader community. Some of these partners have included: Fresno Food Bank Give-Away at our "Farber's Market", Fresno Police Department's Christmas at the SE Pole, South East Fresno Community Economic Development Association's Job Fair, and the Concilio de Fresno Cesar Chavez Boulevard Historical March, Parenting resources through Parent University, and Early Learning departments just to name a few.

In re-evaluating parent meeting times to attract the best attendance, we are constantly testing out what days and times work best for our parents to connect with us both on campus and in the virtual setting. Since adding 5-Star program to our campus, we have created an effective way to award points to students for their parents participation with our school events and informational meetings.

Using Equity Multiplier funds from the previous year, Farber has invested in it's own case of translation devices in which we no longer have to rely on or share devices with the EL Services Dept. Our non-English Speaking families will have access to information in big group settings for school information.

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.

- Focus on PLC's developing effective CFA's and analyzing the data to determine next steps for instruction, with focus on literacy, ELA and Math SBAC and Edcite scores.
- PLC's will focus on utilizing SBAC resources and district Edcite interim assessment data to identify student gaps and inform instruction that supports SBAC student achievement data.
- PLCs will focus on positive student engagements and incorporating the Kagan and Eduprotocol strategies.
- CWAS' will be connecting more with families to discuss attendance and provide resources as needed.
- Create a tiered system of support for social emotional needs.
- Additional clinical school social worker.
- Provide access to interactive classroom experience using PRISM Virtual Reality to increase attendance and engagement, in congruence with CSI expectations in relation to graduation rates.

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. Opportunities for Farber Credit Attainment students not on track for Graduation ◦ 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. 2. Teacher Professional Development opportunities to enhance classroom tools and engagement 3. Expand Elective Options 4. Guest Speakers that support PBL enrichment and other College and Career pathways	More Parent Communication promoting and recruiting ELAC participation that include incentives to draw community input. Information and Resources for Parents regarding ELPAC and Academic goals. Afterschool Tutoring for EL students still classified as EL1's or 2's. More frequent meetings with students explaining and preparing for Re-Classification. Re-Evaluate times to hold meetings to times most parents are available to meet.	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

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

Decrease distance from standard for ELA

Action Details

Literacy Intervention

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

Action Steps:

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

Direct Instructional Services

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

- Tier 1 - Credit Attainment scheduling and course sequencing using the GVC making sure classes are student centered with quality first instruction based on standards, student goal setting, checking for understanding, implementation of PLC+ Foundations, and use of formative assessments to drive instructional decisions. Making sure students have supports put into place so they get the help they need before falling behind in their classes.
- Tier 2 - Provide extra opportunities for students to attain credits (Extended Learning Summer Sessions, Extended Learning Winter Sessions, After School Extended Learning Opportunities).
- Tier 2 - Provide opportunities for student acceleration in courses, providing the opportunity for possible early graduation.

Tier 3 - Site transition team will determine appropriate placement.

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

English Learner Students

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

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language with all parent communications
6. Academic Counseling
7. Opportunities for students to feel more connected to school through school-wide activities
8. Parent Conferences
10. Utilize instructional strategies that focus on improving EL students' language acquisition
11. Teachers knowing who their EL/RFEP Monitoring students are so they can provide interventions to them more effectively
12. Teachers can participate in EL trainings as provided by the district and other agencies.
13. ELPAC Data
14. Technology as needed: tablets, headphones, hotspots
15. EL - If EL/RFEP and SpEd - Create a communication loop between ISGI and teachers focused on transitioning and receiving low-performing EL/ SpEd students.
16. 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 91% of Farber Credit Attainment students, by purchasing:

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

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

Socio-economically Disadvantaged (SED):

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

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

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

Socio-economically Disadvantaged (SED):

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

Teachers will implement Kagan strategies in the classroom.

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

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

Site Administration will do weekly classroom walks

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

Provide more counseling resources to students.

Family Engagement

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

Learning initiatives publication celebrating student achievement, highlighting teacher innovation.

Project Based Learning Expos at Open House.

Quarterly Progress Monitoring Calls and Positive Improvement messages.

Post-cards with Goal Setting messages.

SSC

ELAC

Back to School Night showcasing dept. goals for the year.

Professional Learning

Describe Professional Learning related to this action.

ILT Regional Workshops

Site ILT Trainings

PLC Workshops

Eduprotocols Mentoring Cohorts

Kagan Workshops

Project Based Learning Workshop

Subject Specific Training

Progress Monitoring: Outcomes

Short-Term (Learning)

Expect to see

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

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

By the end of each Interim Assessment window, at least 95% of students will complete the ELA III assessment, as measured by assessment participation reports. This high participation rate will support improved student literacy outcomes and increased performance on the SBAC ELA assessment.

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.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Between the first and second administrations of the ELA III Interim Assessments, students will demonstrate measurable growth in literacy, with at least a 10% increase in the number of students meeting or exceeding standards, as determined by comparison of assessment results from both administrations. Data will be analyzed to ensure continued progress toward improved SBAC ELA outcomes.

Outcomes measured by District benchmark EdCite interim.

Outcomes monitored by ELA PLC, and Admin.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

By the end of the school year, we hope to see SBAC results distance from meeting standards in ELA decrease. We expect an average distance from standard will improve by 15 points.

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal, VP's and teachers.

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

Decrease distance from standard for Math

Action Details

College & Career Readiness

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

Actions Steps:

- Focus on PLC's developing effective CFA's and analyzing the data to determine next steps for instruction.
- PLC's will focus on reviewing SBAC resources and EdCite interim assessment data, to identify student gaps and determine how to improve tier 1 instruction.
- Use math intervention program to support the GVC.
- Students will be enrolled in extended learning sessions as needed.
- Training and implementation of Kagan strategies in the classroom
- Tutorial for students as needed
- Provide more counseling resources to students.
- Ensure all 11th grade students have access to content aligned to SBAC claims and targets to help decrease the distant from standard on the 11th grade SBAC math assessment.
- A focus on social emotional needs will support academic progress. The Panorama Climate & Culture Survey Data shows that there was a drop in the domains of Student Wellness, Student-Centered and Real World Learning Experiences as well as School Environment which negatively impacts academic progress.

Direct Instructional Services

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

- Provide materials and supplies, technology, equipment maintenance, transportation, local mileage, teacher and staff subs or supplemental contracts to support goals.
- Tier 1 - Credit Attainment scheduling and course sequencing using the GVC making sure classes are student centered with quality first teaching based on standards, student goal setting, checking for understanding, implementation of PLC+ Foundations, and use of formative assessments to drive instructional decisions. Making sure students have supports put into place so they get the help they need before falling behind in their classes.

- Tier 2 - Provide extra opportunities for students to attain credits (Extended Learning Summer Sessions, Extended Learning Winter Sessions, After School Extended Learning Opportunities).
- Tier 2 - Provide opportunities for student acceleration in courses, providing the opportunity for possible early graduation.
- Tier 3 - Site transition team will determine appropriate placement.
- Tier 3 - Students will be referred for an SST meeting to determine intervention supports.

English Learner Students

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

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

- 19. Review data on low-performing EL students at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.
- 20. Training and implementation of Kagan strategies.

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

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

Socio-economically Disadvantaged (SED):

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

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

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

Socio-economically Disadvantaged (SED):

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

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

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

Site Administration will do weekly classroom walks

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

Provide more counseling resources to students.

Training and implementation of Kagan strategies

Family Engagement

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

Learning initiatives publication celebrating student achievement, highlighting teacher innovation.

Project Based Learning Expos at Open House.

Quarterly Progress Monitoring Calls and Positive Improvement messages.

Post-cards with Goal Setting messages.

SSC

ELAC

Back to School Night showcasing dept. goals for the year.

Professional Learning

Describe Professional Learning related to this action.

ILT Regional Workshops

Site ILT Trainings

PLC Workshops

Eduprotocols Mentoring Cohorts

Kagan Workshops

- Project Based Learning Workshop
- Subject Specific Training
- SBAC resource training
- i-Ready resource training

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

By the end of each Interim Assessment window, at least 95% of students will complete the high school math assessments, as measured by assessment participation reports. This high participation rate will support improved student math proficiency outcomes and increased performance on the SBAC Math assessment.

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.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

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

Between the first and second administrations of the high school math Interim Assessments, students will demonstrate measurable growth in math, with at least a 10% increase in the number of students meeting or exceeding standards, as determined by comparison of assessment results from both administrations. Data will be analyzed to ensure continued progress toward improved SBAC math proficiency outcomes.

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.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

By the end of the school year, the SBAC results will indicate a decrease in the distance from meeting standards in Math by at least 10%.

Outcomes will be measured by the decrease from distance from standard.

Outcomes monitored by Principal, VP's and teachers.

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

Increase the # of students prepared for college and career

Action Details

College & Career Readiness

Farber School of Credit Attainment will expand opportunities for students to engage in career exploration and postsecondary readiness by increasing access to student study trips to businesses and industries, as well as visits to colleges, universities, and trade schools, including virtual experiences when in person visits are not feasible. The job developer will coordinate monthly career presentations from a variety of industries and maintain both a physical and electronic job board to share employment opportunities with students. The master schedule will be designed to provide greater access for all students to participate in CTE courses, while also supporting increased enrollment in dual enrollment, completion of CTE pathways, attainment of the Seal of Biliteracy and Seal of Civic Engagement, and participation in apprenticeships and work based learning certifications. College enrollment workshops will be provided to support postsecondary planning. Instructional practices will continue to focus on student centered strategies to increase engagement and academic progress toward graduation, supported by staff training in Kagan strategies. Through these efforts, we are committed to expanding equity and access, narrowing achievement gaps, and improving graduation rates in order to exit CSI status.

Direct Instructional Services

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

Tier 1 supports will focus on strong course sequencing aligned to the GVC to ensure student centered classrooms grounded in quality first instruction based on standards, including student goal setting, consistent checking for understanding, implementation of PLC+ Foundations, and the use of formative assessments to guide instructional decisions, while ensuring early academic supports are in place so students receive help before falling behind. Tier 1 instruction will also intentionally incorporate real world learning experiences so students can make meaningful connections between content and their lives. Tier 2 supports will provide additional opportunities for students to attain credits through Extended Learning Summer Sessions, Winter Sessions, and After School Extended Learning Opportunities, allowing for greater flexibility in student schedules to access CTE and Dual Enrollment pathways, as well as opportunities for course acceleration and potential early graduation. Tier 3 supports will involve the site transition team determining appropriate placement and referring students for SST meetings to identify and implement targeted intervention supports to meet individual student needs.

We plan to add a warehouse and CTE classroom support classified position. This position will allow our CTE instructor more time in the classroom delving lessons. By increasing production in the warehouse and helping guide instruction, Farber students will have improved course completion which leads to higher graduation rates. We plan on calling this new position the Farber CTE Aid.

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.

We will implement a comprehensive system of supports designed to strengthen college and career readiness and improve student outcomes through after school extended learning opportunities, consistent parent communication, and ongoing academic counseling that guides students in setting goals aligned to postsecondary pathways. Students will be provided opportunities to build stronger connections to the school community through school-wide activities that promote engagement, belonging, and awareness of college and career options, while additional supports will be available through school social worker referrals as needed. Instructional strategies will focus on accelerating EL language acquisition, supported by ongoing district and agency EL professional development for teachers. EL data, including ELPAC results, will be reviewed each grading period by the Leadership Team to identify trends and determine targeted interventions and program adjustments that support readiness for graduation and postsecondary success. Technology resources such as tablets, headphones, and hotspots will be provided as needed to ensure equitable access to learning and digital college and career tools. We will also identify and address chronic absenteeism through targeted attendance supports to keep students on track for graduation. In addition, ISGI staff and teachers will collaborate to support the transition and placement of low performing EL and Special Education students to ensure they receive appropriate academic, social emotional, and college and career readiness supports.

Student Groups

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

With Title I funds, we plan to support the socioeconomically disadvantaged student group, which represents over 93% of Farber students, by providing resources and opportunities that strengthen credit attainment and college and career readiness. These supports include dual enrollment student materials and supplies that allow students to earn college credit while in high school, Adobe Suite and other educational technology licenses to enhance digital literacy skills, EduProtocols professional learning books to improve instructional practices, and orientation folders and materials to support student onboarding and academic planning. In addition, student technology such as computers and headphones will ensure equitable access to learning and online college and career tools. Funding will also support travel and conferences for professional learning opportunities (PLC, CCIS, ACSA, DEI, RAPSA, CASCWA, Linked Learning, and other trainings) that strengthen instruction aligned to student achievement and postsecondary readiness. Kagan training and materials will further support engagement, collaboration, and academic success. Collectively, these investments are designed to increase equity, improve credit attainment, and ensure students are prepared for college, career pathways, and graduation success.

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

Using 7090/7091 funds, we plan to support the socioeconomically disadvantaged student group by providing resources and opportunities that strengthen college and career readiness and promote postsecondary success. Funding will support materials and supplies for Back to School and Open House events that engage families in students' academic and career planning, as well as travel and conferences for professional learning (PLC, CCIS, ACSA, CASCWA, Solution Tree, and other trainings) focused on improving instructional practices that prepare students for college and careers. Additional supports include reading intervention programs to build foundational skills needed for postsecondary readiness, technology and Ed-tech site licenses, and maintenance and repair of student computers to ensure equitable access to digital learning tools. Substitutes for teacher planning days and extra contracts for teachers will provide time and staffing to enhance instruction and targeted student support. Student study trips will expose students to college and career pathways, while hydroponics equipment and supplies will support hands on, career connected learning experiences. A resource counseling assistant will strengthen academic and postsecondary guidance, and Kagan training and materials will enhance student engagement and collaboration. Together, these investments are designed to increase equity, improve student outcomes, and ensure students are prepared for college and career past graduation.

We plan to add an additional CSSW to help address and support students with tier 2/3 needs to help students get back on track for graduation and career ready. This will also play a role in helping Farber exit CSI status.

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

Teachers will collaborate in grade level and content alike teams to define and implement effective first instruction aligned to credit attainment and college and career readiness, ensuring students receive high quality, standards based learning that keeps them on track for graduation and postsecondary success. The Instructional Leadership Team will work with PLCs to develop and analyze formative assessments, as well as district interim and SBAC data, to guide instructional decisions that support credit recovery, academic growth, and readiness for college and career pathways. Site administration will partner with CWAS to implement targeted strategies to address chronic absenteeism and improve attendance, ensuring students remain engaged and on track for credit completion. Administrators will also continue to conduct frequent classroom walkthroughs to support instructional consistency and continuous improvement. In addition, site administration, the Wellness Team, ILT, and Literacy Coach will collaborate with teachers to implement a multi tiered system of supports that addresses academic, behavioral, and social emotional needs, while expanded counseling services will provide students with increased academic planning, credit attainment support, and guidance toward college and career goals.

Family Engagement

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

Learning initiatives published will celebrate student achievement, highlight teacher innovation, and promote career exploration aligned to credit attainment and college and career readiness goals. Job fair expos will be integrated into Open House events to connect students and families with workforce pathways, employment opportunities, and postsecondary options that support graduation and future success. Counseling will conduct quarterly progress monitoring calls to support students in tracking credit completion, setting academic goals, and staying on course toward graduation and postsecondary plans. Postcards will be sent home featuring goal setting messages, college and career offerings, and certification pathways to reinforce awareness of postsecondary opportunities. SSC and ELAC will continue to support decision making and program alignment to student success. In addition, Back to School Night will showcase financial aid workshops to ensure families are informed about resources that support college access and affordability, strengthening students' readiness for college, career, and credit attainment goals.

Professional Learning

Describe Professional Learning related to this action.

We will utilize a range of professional learning opportunities to strengthen credit attainment and college and career readiness, including counseling workshops that support academic planning, credit completion, and postsecondary goal setting. Financial aid trainings will build staff capacity to guide students and families through college affordability and application processes, while pathway specific trainings and workshops will ensure alignment between instruction, graduation requirements, and career and technical education pathways. Job shadow tours will provide real world industry exposure to better connect classroom learning with career opportunities. Project based learning for CTE will support the implementation of engaging, hands on instructional practices that build academic and workforce skills. In addition, AP trainings will enhance rigorous instruction and expand student access to college level coursework, increasing opportunities for college credit and overall readiness for postsecondary success.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

By the end of the the 3rd month of school, we expect to see an increased number of students enrolled in CTE or Dual Enrollment courses.

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

By the end of the school year, we hope to see an increased number of student internships to prepare students 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.

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

Increase the Graduation Rate

Action Details

College & Career Readiness

Action:

To increase Farber School of Credit Attainment's graduation rate from 68.9% to 70% by June 2027, we will provide consistent, standards-based instruction supported by MTSS. Teachers will provide differentiated instruction, while counselors and support staff will actively monitor transcripts, attendance, and course completion to quickly intervene when students fall behind. English Learners and other student groups will receive additional scaffolds and targeted supports to ensure equitable access to coursework. Families will be regularly informed of student progress and graduation status to strengthen accountability and engagement. Through this system of timely identification, intensive support, and continuous monitoring, we will increase credit completion and ensure more students graduate on time.

Direct Instructional Services

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

We are a CSI school, and will be incorporating the following Tier 1, Tier 2 and Tier 3 instructional services to students to improve the graduation rate.

Tier 1 - All students receive instruction aligned to state standards and PLC+ practices. Teachers implement daily learning targets, explicit instruction, structured student engagement strategies, frequent checks for understanding, and formative assessments to guide instruction. Instruction is supported through SEL-integrated practices to promote positive behavior, engagement, and attendance. Counselors and teachers monitor attendance and grades to ensure early identification of risk.

Tier 2 - Students who are not making adequate progress are provided with targeted, evidence-based interventions such as tutoring, homework support, and structured academic check-ins. Intervention is driven by data from formative assessments, credit completion rates, and classroom performance. Teachers and counselors review progress regularly (at least quarterly). Tier 2 supports also include additional SEL check-ins and relationship building strategies to improve engagement.

Tier 3 - Students requiring intensive intervention are referred to the Student Success Team (SST) to develop individualized support plans. SST members, including administrators, counselors, teachers, and support staff, analyze academic, attendance, and behavioral data to determine next steps. Tier 3 supports may include individualized learning plans, increased instructional time, or one-on-one academic support. SEL and behavior supports are intensified using counseling referrals or behavior intervention plans aligned with district frameworks.

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.

The Credit Attainment Program provides a comprehensive system of support for English Learners by integrating effective instructional strategies, targeted interventions, and ongoing data analysis. Students receive multiple exposures to academic vocabulary through the GVC and teacher generated lessons, while teachers activate background knowledge and use strategies such as Kagan structures to promote engagement and language acquisition. Instruction is made accessible through teacher and mentor coach support, along with the strategic use of students' home language. Teachers are expected to identify their EL students and provide timely interventions, while also participating in district and external EL professional development. The program extends beyond the classroom by offering after school learning opportunities, access to technology such as tablets, headphones, and hotspots, and fostering student connection through school wide activities. Parent communication, including conferences, and academic counseling are prioritized to support student success. Attendance is closely monitored to identify chronic absenteeism. EL data, including ELPAC results, is reviewed each grading period by the Leadership Team to evaluate progress and determine appropriate interventions, with a specific focus on low-performing EL students, including those in Special Education, supported through a communication loop between ISGI staff and teachers to ensure effective transitions and targeted support.

Student Groups

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

Socio-economically Disadvantaged (SED):

In conjunction with CSI funding, Title I funds will support the socioeconomically disadvantaged student group, which accounts for over 91% of Farber Credit Attainment students, by providing essential resources and opportunities to enhance student success. These supports include dual enrollment materials and supplies, Adobe Suite licenses and other educational technology tools, EduProtocols professional learning books, orientation folders and materials, and student technology such as computers and headphones. Funding will also support travel and conference participation for staff, including PLC, CCIS, ACSA, DEI, RAPSA, CASCWA, Linked Learning, and other professional learning opportunities aligned to student academic needs, as well as Kagan training and instructional materials. By increasing access and equity for historically underserved student groups, these investments aim to narrow achievement gaps, improve student outcomes, and ultimately increase graduation rates as part of the effort to exit CSI status.

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 socioeconomically disadvantaged student group by providing targeted resources and opportunities designed to improve academic outcomes and graduation rates. These funds will be used for materials and supplies for Back to School and Open House events, travel and conferences for professional learning opportunities such as PLC, CCIS, ACSA, CASCWA, Solution Tree, and other trainings aligned to student academic needs, as well as reading intervention programs and materials. Additional supports include technology and Ed-tech site licenses, maintenance and repair of student computers, substitutes to support teacher planning time, student study trips, extra contracts for teachers providing supplemental student support, hydroponics equipment and supplies, a resource counseling assistant, and Kagan training and materials. The use of these funds reflects a commitment to continuous improvement strategies aimed at increasing student achievement and ultimately improving graduation rates in order to exit CSI status.

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

Socio-economically Disadvantaged (SED):

Teachers will collaborate in grade level and/or content alike groups to define and implement effective first instruction, ensuring alignment with best practices that support student learning. The Instructional Leadership Team will work with PLCs to develop high quality formative assessments and analyze data from these assessments, as well as district interim and SBAC results, to inform instructional next steps. Site administration will collaborate with CWAS to design and implement targeted strategies to address chronic absenteeism and improve overall attendance, while also conducting weekly classroom walkthroughs to support instructional consistency and growth. Additionally, site administration, the Wellness Team, ILT, and Literacy Coach will work alongside teachers to support the implementation of Tier 1, 2, and 3 multi-tiered system of supports to meet diverse student needs. The school will also increase counseling resources for students to support academic and social-emotional needs. Kagan strategies will continue to be implemented to strengthen student engagement, collaboration, and active learning in the classroom.

Family Engagement

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

Learning initiatives publication will celebrate student achievement, highlight teacher innovation, and promote career exploration opportunities across campus. Job fair expos will be incorporated into Open House events to connect students and families with postsecondary pathways and workforce opportunities. Counseling will conduct quarterly progress monitoring calls to support student academic progress and goal setting. In addition, postcards will be sent home featuring goal-setting messages, college and career offerings, and certification options to keep families informed and engaged in future planning. SSC and ELAC will continue to serve as key advisory bodies supporting student success and program improvement. Back to School Night will also showcase financial aid workshop opportunities to ensure families are informed about resources available to support college access and affordability.

Professional Learning

Describe Professional Learning related to this action.

Farber School of Credit Attainment will provide a range of professional learning and student support opportunities designed to strengthen academic achievement and college and career readiness, including counseling workshops, financial aid trainings, pathway specific trainings and workshops, and job shadow tours that expose students to real world career experiences. Additional support will be provided through project based learning trainings, AP trainings, EduProtocols workshops, and PLC workshops, all of which are intended to enhance instructional practices, promote collaboration among staff, and increase student engagement and rigor across all programs.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

Medium-Term (Change in Behavior or
Performance)
Want to see

Long-Term (Change in Condition)
Hope to see

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

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

By the end of the 3rd month of school, we expect to see an increase in student-centered classrooms and a greater number of real world learning experiences that connect directly to college and career pathways, contributing to improved student engagement, academic success, and progress toward increased graduation rates.

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.

Shape these behaviors...

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

By the end of the Climate and Culture Survey window, we aim to see an increase in the percentage of students and parents who report that classrooms are more student centered and that students are experiencing meaningful real world learning opportunities that promote postsecondary college and career pathways, supporting improved engagement and contributing to increased graduation rates.

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.

And ultimately achieve these impacts.

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

By the end of the school year, we expect to see an increased number of students who are prepared for postsecondary college and career opportunities, reflecting progress toward improved academic achievement, stronger graduation outcomes, and increased graduation rates.

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.

2026-2027 SPSA Budget Goal Subtotal

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

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	68,782.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	44,410.00
G1A2	ESSA-CSI	Instruction	Cons Svc/Oth			TBD : Virtual and in-person support	30,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology	5,000.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Technology	25,688.00
G1A3	ESSA-CSI	Instruction	Bks & Ref			Books & References	100,000.00
G1A3	ESSA-CSI	Instruction	Mat & Supp			Materials & Supplies *No Food or Incentives*	64,662.00
G1A3	ESSA-CSI	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	1.0000	Clinical School Social Worker - 197 days **Budget lines for personnel include salaries and related benefits	179,368.00
G1A4	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food or Incentives*	16,000.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00

2026-2027 SPSA Budget Goal Subtotal

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

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A4		Instruction	Teacher-Regu		0.1250	benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Continuation	0.1250	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
G1A4	ESSA-CSI	Instruction	Teacher-Subs			Teacher Substitute *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	111,580.00
G1A4	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	184,050.00
G1A4	ESSA-CSI	Instruction	Travel			Travel / Conferences / Trainings / Meetings	75,000.00
G1A4	Sup & Conc	Instruction	Direct Trans			Direct Transportation / Busses	20,000.00

\$1,108,224.00

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

Student Engagement/Extra-Curricular Activities

Action Details

Health & Wellness

By the end of the 2026-2027 school year, Faber Credit Attainment will improve Student Engagement/Extra-Curricular Activities rate by 5% which should decrease suspension rate by getting students more engaged in school activities. This goal will be accomplished by implementing strategic interventions to engage and support all students to participate in a school activities. By creating individual connections with each student, the staff at Farber will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students are connected to their school. This will be completed by recognizing moments of success, individual conferences, creating and improving student engagement opportunities and to increase opportunities for parents to be involved in their student's education.

Direct Instructional Services

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

Additional Supports and Services:

Farber will continue to provide students with meaningful and engaging opportunities that promote school spirit, wellness, safety and tolerance of our unique community. Although we are an alternative site that does not sanction organized sports teams and formal performing arts programs, we utilize our funding and any additional Prop. 28 funds to bring our students access and exposure to the arts and culture by way of our clubs, project based learning, student activities, climate and culture events and community partnerships. Our staff has gone above and beyond to sponsor student engagements so our students can maximize the experience of being a Farber student. Club and Intermural sports are welcomed and supported using the funding we are granted so that our students feel part of the school culture and proud to represent.

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.Farber plans to engage more EL students by honoring achievements and hosting celebrations when they meet specific literacy goals, reclassification. Meanwhile we will promote more Cultural Awareness Activities and Events that students with English as a Second Language will feel more inclined to participate as well work with CCD to host more events where we call upon EL students to help translate information or announcements for the school site.

Student Groups

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

Socio-economically Disadvantaged (SED):

Find creative ways to bring more resources and outlets for students with limited means to gain access to job internships, take part in school engagements. Such opportunities include but not limited to:

- Provide opportunities for all students to participate in Goal 2 activities
- Career Fairs & College Night
- Promote Full Choice Pantry Participation

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

Socio-economically Disadvantaged (SED):

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

- Materials and supplies for Back to School and Open House and other student engagement/extracurricular activities
- Student Study Trips

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

Socio-economically Disadvantaged (SED):

Continue to promote and provide student engagement opportunities at school and within the community.

Family Engagement

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

Farber is actively experimenting with more ways to connect with families and provide a welcoming environment when on campus. Communications through various digital platforms will be utilized in multiple languages to help reach our non-English speaking families. Teachers will continue to provide quarterly communication for major events and projects that are being optimized in the classroom environment. Parent engagement events will include multiple levels of supports, information, and entertainment options.

Professional Learning

Describe Professional Learning related to this action.

Farber has invested in bringing both live and digital strategies that promote student engagement in the classroom environment as well as community outreach through Civil Engagement projects. Continuing to support teacher development and climate and culture learning will only promote building the whole child so that they feel safe and valued with their school community.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

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

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

By 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.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

By the end of the 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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

By the end of the school year, 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

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

Improving Family and School partnership

Action Details

Community Engagement

By the end of June 2027, Farber Credit Attainment will see a five percent increase of participation for Climate and Culture Family surveys. This will be impacted by expanded parent to school engagement activities and events as continue to build relationships with families and community.

Direct Instructional Services

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

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

English Learner Students

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

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.

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

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

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

Learning initiatives publication celebrating student achievement, highlighting teacher innovation, School Activities.

Project Based Learning Expos at Open House.

Project Based Learning Expos at Open House.

Quarterly Progress Monitoring Calls and Positive Improvement messages.

Post-cards with Goal Setting messages.

Activities Calendar posted on all Social Media platforms

Parent Coffee Chats

SSC

ELAC

Back to School Night showcasing Club Offerings, Job Fair Expos, Community Vendors

Climate and Culture Family Surveys

Professional Learning

Describe Professional Learning related to this action.

Attendance Workshops

Classified Summits

Climate and Culture Summits

CADA Conference

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

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

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

By 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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

By the end of the 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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

By the end of the school year , we 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

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

Prop 28

Action Details

Life Skills

Prop 28 funds will be utilized as extended learning opportunities that promote the arts and cultural learning in collaboration with core subject instruction, extra-curricular outings, along with materials and supplies that supplement hands-on learning that embrace student expression and creativity.

Direct Instructional Services

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

- Required:
- Classroom materials and supplies will be purchased to support visual and cultural arts.
 - Supplemental materials that align with curriculum standards.
 - Subscriptions to arts and cultural education publications
 - Guest presenters and professional learning for teachers to improve instruction.
 - Registration and Entrance fees for visual and performance arts outings and experiences.
 - Transportation for visual and performance arts outings and experiences.

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.

Optional- Not required for Prop 28.

Student Groups

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

Optional- Not required for Prop 28.

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

Optional- Not required for Prop 28.

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

Optional- Not required for Prop 28.

Family Engagement

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

Required:

Arts Exploration and Cultural Experiences will be showcased at various family engagement events such as:

- Back to School
- Open House
- Firebird Coffee Chats
- District Art Hop
- Civic Engagement

Experiences will be advertised and debriefed in student settings such as:

- Club Expo
- Farber Focus Announcements
- Core Subject Classes
- Project Based Learning Experiences

Professional Learning

Describe Professional Learning related to this action.

Optional- Not required for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Increased Student Engagement and Attendance:

- More students participate in rich cultural and arts experiences
- Increase of Engagement incidents as monitored through ATLAS

Measured by: Climate and Culture Team Leads, Teacher feedback, student participation and reflections. Monitored by: CCD and site admin.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Improve Student Achievement and Focus:

- Building self-awareness and confidence of one's own sense of expression.
- Empathy toward different cultures and understanding of various perspectives
- Stronger connection to the content, problem solving skills, and critical thinking that carry over into academic classes

Measured by: Teacher feedback, grade trends and course completion metrics, student reflections. Monitored by: Teachers, counselors, and site admin.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Stronger School Culture Centered on the Appreciation of the Arts and Cultural Awareness

- Schools develops a reputation that values creativity, expression, and innovation, fostering an inclusive and vibrant learning environment.
- Increase of social-emotional needs being met by building healthy outlets for students to communicate, de-escalate, and problem solve in a non-threatening way.

Measured by: Decrease of wellness referrals, school climate surveys, parent/community feedback, and student engagement metrics. Monitored by School Admin, Leadership Team members, and Climate and Culture Team.

2026-2027 SPSA Budget Goal Subtotal

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

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	ESSA-CSI	Instruction	Nc-Equipment			Technology	40,632.00
G2A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation/Materials & Supplies *No Food or Incentives*	2,396.00
G2A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Extra Admin Support **Budget lines for personnel include salaries and related benefits	13,978.00
G2A2	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation/Materials & Supplies	2,500.00

\$59,506.00

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

Teacher Recruitment and Retention

Action Details

Effective Staff

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.

Direct Instructional Services

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

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

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

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

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

Tier 3 - site transition team will determine appropriate placement.

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

English Learner Students

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

- Farber admin team will include EL specific feedback during classroom walks focused on student learning/plans
- SEL training

- Book Studies, professional readings, discussions
- PLC - data discussions
- Teacher involvement in student engagement activities
- CCST meetings
- ILT meetings to discuss EL and EL-SpEd support.
- District Led Professional Learning opportunities
- Staff Meetings and PL
- EL training w/EL Services and SpEd to support EL's students who are SpEd.
- Resources Counseling assistant to support students

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

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

Socio-economically Disadvantaged (SED):

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

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

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

Socio-economically Disadvantaged (SED):

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

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

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

Site Administration will do weekly classroom walks

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

Provide more counseling resources to students.

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

Family Engagement

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

Not Applicable for this Metric

Professional Learning

Describe Professional Learning related to this action.

Not Applicable for this Metric

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

By 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.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

By the end of the 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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

By the end of the school year, we hope to see 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.

2026-2027 SPSA Budget Goal Subtotal

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

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplementals **Budget lines for personnel include salaries and related benefits	12,270.00
G3A1	Sup & Conc	Instruction	Travel			Travel / Conferences / Meetings / PL	10,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	7,686.00

\$29,956.00

2026-2027 Budget Detail for Schools

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

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0230	3200	1000	4300	Mat & Supp					G1A4	Materials & Supplies *No Food or Incentives*	16,000.00
060	3010	0230	3200	1000	4400	Nc-Equipment					G1A3	Technology	25,688.00
060	3010	0230	3200	2495	4300	Mat & Supp					G2A2	Parent Participation/Materials & Supplies *No Food or Incentives*	2,396.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1110	Teacher-Regu	Teacher, Continuation	T041	(New/Open Position)	0.1250	G1A4	Prep Buyout/Extra Period **Budget lines for personnel include salaries and related benefits	15,307.00
060	3182	0230	3200	1000	1120	Teacher-Subs					G1A4	Teacher Substitute *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	111,580.00
060	3182	0230	3200	1000	1160	Teacher-Supp					G1A4	Teacher Supplemental *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	184,050.00
060	3182	0230	3200	1000	4200	Bks & Ref					G1A3	Books & References	100,000.00
060	3182	0230	3200	1000	4300	Mat & Supp					G1A3	Materials & Supplies *No Food or Incentives*	64,662.00
060	3182	0230	3200	1000	4400	Nc-Equipment					G2A1	Technology	40,632.00
060	3182	0230	3200	1000	5221	Travel					G1A4	Travel / Conferences / Trainings / Meetings	75,000.00
060	3182	0230	3200	1000	5899	Cons Svc/Oth					G1A2	TBD : Virtual and in-person support	30,000.00
060	3182	0230	3200	3130	1210	Crt Pupil-Reg	Clinical School Social Worker	E231	(New/Open Position)	1.0000	G1A3	Clinical School Social Worker - 197 days **Budget lines for personnel include salaries and related benefits	179,368.00
030	7090	0230	3200	1000	1160	Teacher-Supp					G3A1	Teacher Supplementals **Budget lines for personnel include salaries and related benefits	12,270.00
030	7090	0230	3200	1000	4300	Mat & Supp					G1A1	Materials & Supplies	68,782.00

030	7090	0230	3200	1000	5221	Travel	0301	Travel / Conferences / Meetings / PL	10 000 00
030	7090	0230	3200	1000	5721	Direct Trans	G1A4	Direct Transportation / Busses	20,000.00
030	7090	0230	3200	1000	5723	Direct-Maint	G3A1	Direct Maintenance	7,686.00
030	7090	0230	3200	2100	1320	Crt Supr-Sub	G2A2	Extra Admin Support **Budget lines for personnel include salaries and related benefits	13,978.00
030	7090	0230	3200	2495	4300	Mat & Supp	G2A2	Parent Participation/Materials & Supplies	2,500.00
030	7091	0230	4760	1000	4300	Mat & Supp	G1A1	Materials & Supplies	44,410.00
030	7091	0230	4760	1000	4400	Nc-Equipment	G1A2	Technology	5,000.00
									\$1,197,686.0

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,084.00
ESSA-CSI	3182	\$968,976.00
Sup & Conc	7090	\$135,216.00
LCFF: EL	7091	\$49,410.00
Grand Total		\$1,197,686.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$1,108,224.00
G2 - The Whole Child (SEL and Engagement)	\$59,506.00
G3 - Operational Excellence	\$29,956.00
Grand Total	\$1,197,686.00