Farber Independent Studies & Online

10621661030287

Principal's Name: Carson Wood

Principal's Signature: 

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

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

Consolidated Program Assurances

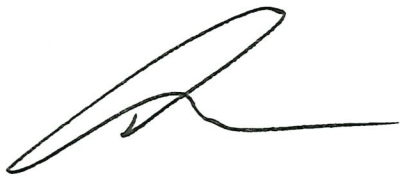
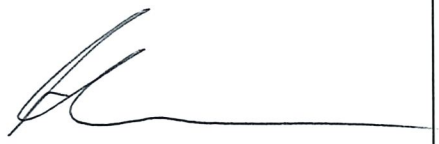
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Carson Wood	X				
2. Chairperson - Shaun Brown		X			
3. Jennifer Perez			X		
4. Sky Sweet		X			
5. Mercedes Rodriguez		X			
6. Monik Crumble				X	
7. Jonathan Hinojosa				X	
8. Sophia Murrietta				X	
9. Madison Carey					X
10. Dekcrion Crumble					X
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 Independent Studies and Online			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Carson Wood**		4-13-26
SSC Chairperson	**Shaun Brown**		4-13-26

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

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

FY 2026/27

Farber School of Independent Studies and Online - 0240

ON-SITE ALLOCATION

3010	Title I	$78,692 *
7090	LCFF Supplemental & Concentration	$130,900
7091	LCFF for English Learners	$22,999
	TOTAL 2026/27 ON-SITE ALLOCATION	**$232,591**

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$3,056
Program Budget	$75,636
Total Title I Allocation	$78,692

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Farber School of Independent Studies 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	CCI - percentage of students who are Prepared (ALL)	24.1 %	27.2 %	2024-2025	**30.7 %**
Goal 1	CCI - percentage of students who are Prepared (English Learner)		9.3 %	2024-2025	**12.8 %**
Goal 1	CCI - Percentage of students who completed A-G (ALL)		27.2 %	2024-2025	**29.2 %**
Goal 1	ELPAC - percentage of students who scored 4		5.8 %	2024-2025	**6.9 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		40.9 %	2024-2025	**42 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)		40.3 %	2024-2025	**41.4 %**
Goal 1	Graduation Rate (ALL)	83.6 %	85.5 %	2024-2025	**86.6 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		0 %	2025-2026	**1.1 %**
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)		16.7 %	2025-2026	**17.8 %**
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		27.5 %	2025-2026	**28.6 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-57.3 pts	-92.4 pts	2024-2025	**-77.4 pts**
Goal 1	SBAC ELA - Average distance from standard (African American)		-147.2 pts	2024-2025	**-132.2 pts**

Goal 1	SBAC ELA - Average distance from standard (English Learner)	-86.5 pts	-100.5 pts	2024-2025	**-85.5 pts** ↑
Goal 1	SBAC ELA - Average distance from standard (Hispanic)	-76.8 pts	-95.8 pts	2024-2025	**-80.8 pts** ↑
Goal 1	SBAC ELA - Average distance from standard (Long-Term English Learner)	-114.7 pts	-152.9 pts	2024-2025	**-137.9 pts** ↑
Goal 1	SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	-59.4 pts	-95.4 pts	2024-2025	**-80.4 pts** ↑
Goal 1	SBAC ELA - Average distance from standard (White)		-104 pts	2024-2025	**-89 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		28.9 %	2024-2025	**33.9 %** ↑
Goal 1	SBAC Math - Average distance from standard (African American)		-223.3 pts	2024-2025	**-208.3 pts** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-110.5 pts	-139.9 pts	2024-2025	**-124.9 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Hispanic)	-128.1 pts	-149.5 pts	2024-2025	**-134.5 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Long-Term English Learner)	-181.1 pts	-201 pts	2024-2025	**-186 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	-111.3 pts	-142.9 pts	2024-2025	**-127.9 pts** ↑
Goal 1	SBAC Math - Average distance from standard (White)	-94.8 pts	-122.7 pts	2024-2025	**-107.7 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		8.8 %	2024-2025	**13.8 %** ↑
Goal 2	Chronic Absenteeism - (African American)	26.4 %	76.1 %	2024-2025	**75.5 %** ↓
Goal 2	Chronic Absenteeism - (Asian)		45.5 %	2024-2025	**44.9 %** ↓
Goal 2	Chronic Absenteeism - (English Learner)	22.5 %	62 %	2024-2025	**61.4 %** ↓
Goal 2	Chronic Absenteeism - (Hispanic)	28.3 %	66.3 %	2024-2025	**65.7 %** ↓
Goal 2	Chronic Absenteeism - (Long-Term English Learner)	23.2 %	87.9 %	2024-2025	**87.3 %** ↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)	26 %	65.7 %	2024-2025	**65.1 %** ↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		68.5 %	2024-2025	**67.9 %** ↓
Goal 2	Chronic Absenteeism - (White)	24.8 %	60 %	2024-2025	**59.4 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	25.5 %	70.9 %	2025-2026	**70.3 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	90.8 %	97 %	2025-2026	**98.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	90.5 %	93 %	2025-2026	**94.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		95 %	2025-2026	**97 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	2.77 %	0.9 %	2025-2026	**0.57 %** ↓

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.

Farber Educational Campus will continue to support students who are referred to us with needs due to high absenteeism, credit deficiency, or have medical and/or social/emotional needs facilitating the need for alternative education options. The Wellness team, administrative team, and counseling team all work to identify needs of individual students to ensure they are able to work effectively toward graduation and college & career readiness.

The data indicates a need for:

Stronger schoolwide attendance systems that identify and intervene early with chronically absent students, as Farber students enroll throughout the entire school year with attendance rate that follows them over from their previous sites. Data protocols so students who are improving their attendance from previous sites can be recognized and those still struggling or developing attendance issues related to the change can be identified and supported.

Consistent academic supports to help students pass courses with a C- or better and more options and availability to increase the number of Advanced Placement (AP) courses as well as opportunities for dual enrollment.

High Social Emotional needs require our Wellness team to process more Tier III student concerns coming from all FUSD school sites.

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

Many Farber students are referred due to unmet social-emotional and mental health needs that interfere with students' ability to attend school consistently.

A need for more support to our Wellness team of Clinical School Social Workers, Academic Counselors, School Psychologists, Prodigy Counselors, and Project Access Counselors.

Farber students enter throughout the academic year with social emotional trauma, attendance issues, and academic needs that far outweigh other sites' ability to provide adequate support for success. Farber accepts all other schools' Tier II & III students support and must meet thei wide range of needs they have.

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.

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.

Consistent, timely intervention structures (e.g., tutoring, re-teaching cycles, small-group instruction) to prevent small learning gaps from becoming course failures, with targeted support for low-performing and historically underserved student groups.

Students may have experienced repeated academic failures from previous sites before enrolling; many are referred to our credit recovery programs.

Students struggle with anxiety, depression, trauma, medical conditions, and academic deficiencies which are main reasons they are referred to Farber.

Targeted supports for students with multiple risk factors, such as long-term English Learners, students with disabilities, medically fragile, social emotional constraints, and students experiencing homelessness, who face compounded barriers to on-time graduation.

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 as PLCs continued to build collaborative structures and routines for analyzing formative and summative ELA data. This ongoing development supports stronger identification of student learning needs and targeted instructional responses to accelerate standards-based growth.

The actions were partially implemented as the counseling team enhanced coordination and scheduling to increase the regularity of student meetings. Strengthening these services supports students' social-emotional readiness and academic focus, contributing to stronger engagement and achievement in ELA.

Decrease distance from standard for math

Partially Implemented

The actions were partially implemented as PLCs refined collaborative practices for analyzing math assessment data both collectively and individually. Continued development of these routines will support more precise identification of learning gaps and targeted instructional strategies to accelerate mastery of math standards.

The actions were partially implemented as the counseling team enhanced coordination to increase the regularity of student check-ins. These supports contribute to improved attendance, engagement, and academic readiness, supporting overall success in mathematics.

Increase the # of students prepared for college and career

Partially Implemented

Action 1 was partially implemented as counselors successfully met with seniors to review academic progress and clarify graduation requirements. These efforts strengthened student awareness of on-track status and post-secondary planning, with structures in place to expand regular meetings to additional grade levels in the upcoming school year.

Action 1 was partially implemented as advisory teachers worked with students to create individualized academic plans outlining daily and weekly expectations needed to remain on track for graduation. Continued refinement and consistency across advisories will support stronger monitoring of progress and increased student accountability toward college and career goals.

Action 1 was partially implemented as the counseling team continued to provide targeted student support while working to increase the frequency and consistency of student meetings. Expanded staffing structures and scheduling systems next school year will support more regular check-ins aligned to college and career readiness benchmarks.

Increase the graduation rate

Fully Implemented

Action 2 was fully implemented, resulting in measurable increases in student graduation outcomes. In 2025, the Independent Study graduation rate rose to 81%, while Farber Online achieved a graduation rate nearing 90%, reflecting effective implementation of targeted academic monitoring, intervention, and student support systems.

Full implementation of Action 2 included consistent progress monitoring, individualized academic planning, and structured credit recovery pathways. These systems ensured students remained on track for graduation and had timely access to supports aligned to their instructional model.
Action 2 supported early identification of students at risk of not graduating through data reviews, counselor collaboration, and student check-ins. Interventions were implemented with fidelity, resulting in improved completion of graduation requirements and increased student persistence.
Building on the success of full implementation, the school will continue to refine academic monitoring, expand proactive counseling supports, and strengthen attendance interventions to increase the graduation rate to 90% or higher across programs. Continued alignment of data-driven decision-making and individualized student supports will sustain and accelerate progress toward this goal.

Student Engagement/Extra-Curricular Activities

Partially Implemented

To address these challenges, Farber Independent Study has proactively implemented intentional placement and counseling supports. Students and families work closely with academic counselors and orientation administrators to ensure each student is enrolled in the educational program that best supports their goals, learning style, and postsecondary plans. This collaborative placement process helps students make informed decisions about program selection and course access.

Farber has also expanded college and career readiness opportunities by increasing access to Dual Enrollment and Advanced Placement (AP) coursework**,** allowing students across all programs to engage in rigorous, transferable, and future-focused learning experiences. Additionally, Farber provides college and career exposure opportunities, including study trips to colleges, universities, and trade schools, helping students explore postsecondary pathways aligned to their interests.

Recognizing the importance of social-emotional learning and whole-child supports, Farber identified the need for additional counseling and MTSS services. In response, the school has secured funding for an additional Clinical School Social Worker (CSSW) to strengthen supports for students and families, increase access to tiered interventions, and enhance student engagement and attendance. Furthermore, all students are enrolled in an Advisory or Community Leadership Course where they are provided relevant Second Step lessons to support their social emotional needs and growth.

Teacher Recruitment and Retention

Partially Implemented

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

Increase % of Family Engagement Opportunities

Partially Implemented

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

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

The school expanded the use of a consistent, standards-aligned digital curriculum and teacher-created modules for ELA instruction within the Independent Study and Online Program. The instructional model focused on increasing access to grade-level texts, writing tasks, and asynchronous learning supports.

However, despite improved access, the action did not result in measurable DFS improvement large enough to meet the school's ELA target. Students in Independent Study typically require higher levels of sustained reading practice, writing feedback, and live instructional interaction, which the asynchronous format cannot fully provide. As a result, although the curriculum foundation was strengthened, it did not translate into significant SBAC gains. The action moved the program in the right direction but did not produce the level of impact needed to close the gap between the actual DFS (–92.4) and the target (–57.3).

Decrease distance from standard for math

Effective

This action was effective because it was implemented consistently and resulted in stronger monitoring of math engagement, timely identification of missing assignments, and increased communication with families. Although improved monitoring did not translate to DFS improvement on SBAC Math, it did help maintain student participation and prevented further disengagement.

Communication-driven progress monitoring allowed staff to intervene earlier with students showing disengagement patterns, a critical step in Independent Study where self-management is essential. While it did not directly alter SBAC mathematics outcomes, this action effectively supported student retention and course completion—foundational components for long-term academic improvement.

While the mathematics DFS for 2023–24 (–139.9) did not meet the target (–110.5), several SPSA actions demonstrated nominal progress and partial effectiveness. Students benefited from improved curriculum access, increased outreach, and available intervention supports. However, the Independent Study context—specifically in math—limits the impact of asynchronous instruction without stronger, more consistent synchronous support.

Increase the # of students prepared for college and career

Effective

The site increased opportunities for students to participate in CTE-aligned coursework, dual enrollment offerings, and credit-recovery structures that support progress toward A–G completion or pathway completion.

This action was effective because the school successfully increased the number of students participating in qualifying College/Career Indicator pathways. The improved enrollment and completion of CTE sequence courses, combined with expanded access to dual enrollment and core academic courses, contributed to a meaningful increase in the overall preparedness rate—from the target of 24% to an actual performance of 27%.

The structure itself demonstrates strong alignment to CCI criteria and was implemented with enough fidelity to produce measurable gains. Growth in these areas indicates that students were better positioned to complete recognized readiness pathways, directly improving the school's CCI performance.

This action was effective because counseling and progress monitoring led to strategic identification of students nearing preparedness thresholds. Students received targeted guidance to complete required courses, participate in readiness activities, or engage in opportunities that aligned with CCI criteria.

Increase the graduation rate

Effective

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 and EduProtocols

Student Engagement/Extra-Curricular Activities

Partially Effective

By the end of the 2025-2026 school year, Faber Independent Study and Online 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 school activities. Clubs are varied and offered for all programs and students. 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

Effective

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.

Increase % of Family Engagement Opportunities

Effective

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.

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.

Increased focus and incentives promoting positive attendance.

Continued opportunities for students to connect with other students, teachers and the school to create a sense of belonging and safety. Opportunities such as events offered on campus, continued leveraging of club participation across the Farber programs.

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

PLCs 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.

PLCs will focus on high leverage instructional strategies such as Kagan and EduProtocols.

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 staffing of a Clinical School Social Worker, as we are deficient one as we are staffed for 3 but only have 2 currently. As a Tier III school, we need this resource.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

1. Independent Study opportunities for students not on track for Graduation
2. Field Trips that promote college and career Preparation and Recruitment.

3.Physical & Virtual Field Trips sponsored by Student Engagement for Learning Enrichment of Elementary Grade Levels.

3. Teacher Professional Development opportunities to enhance classroom tools and engagement
4. Expand Elective Options
5. Guest Speakers that support PBL enrichment and other College and Career pathways

ELAC:

More Parent Communication promoting and recruiting ELAC participation that include incentives to draw community input.

Information and Resources for Parents regarding ELPAC and Academic goals.

Afterschool Tutoring for EL students still classified as EL1's or 2's.

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

Staff:

Library use for Workshops and Class Projects/Research.

Continue to lean on community partnerships to help develop Civic Engagement and quality Project Based Learning experiences.

Staff Development opportunities through on site/off site Professional Learning and Conferences.

Grow more Elective Options that students would be interested in and relate to.

Attendance Support and Incentives for positive gains.

Digital Educational Tools and Resources- Licensing and Access.

Continue to invest in the latest technology and refresh opportunities.

Meaningful use of time with PLC's and PD offerings.

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

Analyze data with PLC to best determine goals.

Conduct test prep with students in Advisory lessons and communicate with them in advance of the importance of doing their best on tests.

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

Action

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

Decrease distance from standard for ELA

Action Details

Literacy Intervention

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

Action Steps:

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.

Use reading intervention programs as needed to support the GVC for elementary.

Students will be enrolled in extended learning sessions as needed.

Tutorial for students as needed

Provide more counseling resources to students, social emotional supports.

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

Kagan and Eduprotocol trianings and materials.

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):

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

Mentor coaching

Fresno City College Instructor

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

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

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

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

Tier 3 - site transition team will determine appropriate placement.

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

English Learner Students

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

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

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

2. Activate Background Knowledge.

3. After school extended learning opportunities

4. Make instruction accessible with teacher/mentor coach support

5.Use home language strategically

6. Parent Communication

7. Academic Counseling

8.Opportunities for students to feel more connected to school through school-wide activities

9. Parent Conferences

10. School Social Worker Referral as needed

11.Utilize instructional strategies that focus on improving EL students' language acquisition

12. Teachers knowing who their EL/RFEP Monitoring students are so they can provide interventions to them more effectively

13. Teachers can participate in EL trainings as provided by the district and other agencies.

14. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.

15. ELPAC Data

16. Technology as needed: tablets, headphones, hotspots

17. Identify chronic absenteeism

18. EL - If EL/RFEP and SpEd - Create a communication loop between ISGI and teachers focused on transitioning and receiving low-performing EL/ SpEd students.

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

20. Kagan and Eduprotocol strategies

Student Groups

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

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.
- Kagan training/materials

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

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

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

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

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, social emotional supports.

Family Engagement

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

Key actions include:

- **Hosting flexible family engagement events** (virtual and in-person) focused on academic progress, graduation requirements, A–G expectations, Independent Study procedures, and social-emotional supports.
- **Offering bilingual meetings, interpretation services, and translated materials** to ensure families of English Learners and multilingual households can fully participate.
- **Creating welcoming spaces for family conferences, workshops, and check-ins** by scheduling at convenient times and providing child-friendly environments.
- **Implementing targeted outreach** to families who may be less engaged or harder to reach, using personalized phone calls, texts, and home-school communication tools.
- **Facilitating relational meetings** such as family/student/teacher goal-setting conferences to strengthen trust and shared responsibility for student growth.

Farber School of Independent Study will use a layered communication system designed to ensure clarity, accessibility, responsiveness, and ongoing two-way communication. Strategies include:

- **ParentSquare** for centralized, schoolwide communication (announcements, translated messages, two-way messaging).
- **Edutext** to send timely updates and reminders directly to parents' mobile devices.
- **Parent Portal (ATLAS)** to provide real-time access to grades, attendance, assignments, and teacher feedback.
- **Teacher office hours and targeted check-ins** (virtual or in-person) to offer personalized communication and support.
- **Regular progress reports and Individual Learning Plans** shared with families, ensuring they understand how to support academic assignments, pacing, and credit completion.
- **Feedback loops**—surveys, quick polls, and follow-up calls—to gather parent voice and encourage families to communicate concerns, needs, and ideas for improvement.

Families will play an essential role in supporting achievement across academics, attendance, and social-emotional growth. Farber School will provide clear access points for parent involvement and leadership, including:

- **Increasing Parent Portal enrollment and usage** so families can regularly monitor student progress.
- **Promoting active ParentSquare participation** to ensure all families receive information, reminders, and two-way communication with staff.
- **Encouraging participation in Parent University** courses to build families' understanding of technology tools, literacy support, college/career pathways, and social-emotional strategies.

- **Strengthening parent roles in school advisory groups**, including:
  - School Site Council (SSC)
  - English Learner Advisory Committee (ELAC)
  - District English Learner Advisory Committee (DELAC)
  - Parent Advisory Committee (PAC)
  - LCAP Community Engagement meetings
- **Connecting families with academic supports**, including tutoring schedules, credit recovery options, and teacher-led workshops on how to assist with Independent Study assignments.
- **Providing guidance for families on supporting attendance and engagement**, including strategies for home routines, time management, and supporting students learning independently.

Professional Learning

Describe Professional Learning related to this action.

Key learning opportunities include:

- **Kagan Cooperative Learning and Engagement Strategies:**
  Teachers will participate in training, coaching, and ongoing implementation support for Kagan structures that increase student engagement, discourse, collaboration, and equitable participation. These strategies directly support English Learners and students needing structured, scaffolded interaction.
- **EduProtocols Instructional Framework Training:**
  Staff will receive year-round professional development in EduProtocols, an evidence-based approach that increases academic engagement, builds mastery through repetition, supports writing and critical thinking, and accelerates skills for students performing below grade level. EduProtocols also provide consistent routines that benefit students with IEPs and independent-study learners.
- **SEL and Trauma-Informed Practices:**
  Staff sessions will focus on restorative practices, trauma-informed responses, mindfulness routines, and strategies to support student self-regulation. The emphasis on adult SEL equips staff to model wellness practices and sustain a positive school culture.
- **Curriculum and Assessment Training:**
  Teachers will learn to implement standards-aligned curriculum with a focus on high-leverage strategies for reading, writing, mathematics, language development, and progress monitoring needed to support accelerated learning.

These combined trainings build teacher capacity to deliver high-quality instruction, address gaps in student learning, and strengthen supportive relationships essential for student success.

Professional Learning will be intentionally aligned to the Fresno Unified Regional Plan, the Instructional Practice Guide (IPG), and California State Standards, with Cultural Proficiency guiding all aspects of training and implementation.

Key elements include:

- **Cultural Proficiency Framework:**
  Staff will participate in learning designed to increase cultural awareness, reflective practice, identity affirmation, and strategies to ensure every student—especially historically underserved groups—experiences high expectations, belonging, and instructional relevance.

- **Regional Plan Alignment:**
  Training will align with regional priorities, including equity-centered instruction, accelerated learning, literacy development, and effective progress monitoring practices.
- **Instructional Practice Guide (IPG):**
  Teachers will engage in IPG-based learning walks, lesson studies, and observation cycles focusing on high-quality instructional practices. Feedback cycles emphasize questioning strategies, academic discourse, scaffolding for English Learners, and effective use of structured routines such as Kagan and EduProtocols.
- **California State Standards:**
  All professional learning will reinforce grade-level standards and ELD standards, ensuring teaching practices remain rigorous, consistent, and aligned to state expectations.

Farber School's professional learning plan supports recruitment and retention through:

- **Providing high-quality, ongoing coaching and training** that increases teacher confidence and instructional efficacy.
- **Fostering an inclusive, culturally responsive environment** where educators from diverse backgrounds feel valued and supported.
- **Supporting early-career and new-to-site teachers** with mentorship, structured instructional frameworks, and collaborative learning communities.
- **Building a positive climate of belonging** that encourages long-term staff commitment and attracts new educators aligned with Fresno Unified's equity goals.

A clear, supportive professional learning pathway helps retain skilled staff and ensures representation that reflects the diversity of the Fresno community.

The school will intentionally cultivate adult SEL competencies—self-awareness, resilience, intentionality, empathy, and stress regulation—through:

- **SEL-focused professional development**, including mindfulness, self-care strategies, trauma-informed practices, and relationship-building approaches.
- **Collaborative staff meetings and PLC structures** that center connection, peer support, and reflective practice.
- **Restorative circles for staff** to promote communication, shared problem solving, and a healthy professional community.
- **Wellness check-ins** embedded into staff meetings to normalize mental well-being and model practices teachers can use with students.

By strengthening adult SEL, the school reinforces a positive climate that benefits staff retention, enhances student interactions, and improves overall school culture.

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.	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them.	*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 from the current 72.3 to 57.3.

By the end of the 3rd month of school we expect to see an improvement in attendance which will support the improvement of students' academic progress resulting in more students completing at least 10% of their Edgenuity courses per week.

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

Principal, counselors, VP's and teachers will monitor students' academic progress.

VP's, Attendance Team and teachers will monitor student attendance.

By the end of the 6th month of school, we want to see an improvement in the number of students in Independent Study taking the iReady and EdCite diagnostic assessments. More students will meet their stretch growth by 10% comparing last year's iReady and EdCite scores to this year's.

Outcomes measured by District benchmark, iReady and EdCite Diagnostic assessments, SBAC Interim assessments.

Outcomes monitored by Principal, VP's, teachers and grade level PLCs.

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

Literacy Intervention

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

Actions Steps:

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

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

Make sure 11th grade students have access to Algebra II since they take the 11th grade math SBAC.

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

Use math intervention program to support the GVC.

Kagan Strategies

Students will be enrolled in extended learning sessions as needed.

Tutorial for students as needed

Provide more counseling resources to students.

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

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):

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

Mentor coaching

Fresno City College Instructor

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

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

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

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

Tier 3 - site transition team will determine appropriate placement.

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

English Learner Students

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

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

2. Activate Background Knowledge.

3. After school extended learning opportunities

4. Make instruction accessible with teacher/mentor coach support

5.Use home language strategically

6. Parent Communication

7. Academic Counseling

8.Opportunities for students to feel more connected to school through school-wide activities

9. Parent Conferences

10. School Social Worker Referral as needed

11.Utilize instructional strategies that focus on improving EL students' language acquisition

12. Teachers knowing who their EL/RFEP students are so they can provide interventions to them more effectively

13. Teachers can participate in EL trainings as provided by the district and other agencies.

14. EL/RFEP data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.

15. ELPAC Data

16. Technology as needed: tablets, headphones, hotspots

17. Identify chronic absenteeism

18. EL - If EL/RFEP and SpEd - Create a communication loop between ISGI and teachers focused on transitioning and receiving low-performing EL/ RFEP SpEd students.

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

20. Kagan strategies

Student Groups

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

White (WH):

Students with Disabilities (SWD):

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

- Dual enrollment materials/supplies, Adobe Site Licenses
- Orientation folders/materials
- Technology
- Travel and Conferences - PLC, CCIS, ACSA, DEI, 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?

White (WH):

Students with Disabilities (SWD):

Hispanic (HI):

Socio-economically Disadvantaged (SED):

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

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

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

White (WH):

Students with Disabilities (SWD):

Hispanic (HI):

Socio-economically Disadvantaged (SED):

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

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

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

Site Administration will do weekly classroom walks.

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

Provide more counseling resources to students.

Kagan strategies

Family Engagement

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

Key actions include:

- **Hosting flexible family engagement events** (virtual and in-person) focused on academic progress, graduation requirements, A–G expectations, Independent Study procedures, and social-emotional supports.
- **Offering bilingual meetings, interpretation services, and translated materials** to ensure families of English Learners and multilingual households can fully participate.
- **Creating welcoming spaces for family conferences, workshops, and check-ins** by scheduling at convenient times and providing child-friendly environments.
- **Implementing targeted outreach** to families who may be less engaged or harder to reach, using personalized phone calls, texts, and home-school communication tools.
- **Facilitating relational meetings** such as family/student/teacher goal-setting conferences to strengthen trust and shared responsibility for student growth.

Farber School of Independent Study will use a layered communication system designed to ensure clarity, accessibility, responsiveness, and ongoing two-way communication. Strategies include:

- **ParentSquare** for centralized, schoolwide communication (announcements, translated messages, two-way messaging).
- **Edutext** to send timely updates and reminders directly to parents' mobile devices.
- **Parent Portal (ATLAS)** to provide real-time access to grades, attendance, assignments, and teacher feedback.
- **Teacher office hours and targeted check-ins** (virtual or in-person) to offer personalized communication and support.
- **Regular progress reports and Individual Learning Plans** shared with families, ensuring they understand how to support academic assignments, pacing, and credit completion.
- **Feedback loops**—surveys, quick polls, and follow-up calls—to gather parent voice and encourage families to communicate concerns, needs, and ideas for improvement.

Families will play an essential role in supporting achievement across academics, attendance, and social-emotional growth. Farber School will provide clear access points for parent involvement and leadership, including:

- **Increasing Parent Portal enrollment and usage** so families can regularly monitor student progress.
- **Promoting active ParentSquare participation** to ensure all families receive information, reminders, and two-way communication with staff.
- **Encouraging participation in Parent University** courses to build families' understanding of technology tools, literacy support, college/career pathways, and social-emotional strategies.
- **Strengthening parent roles in school advisory groups**, including:
  - School Site Council (SSC)
  - English Learner Advisory Committee (ELAC)
  - District English Learner Advisory Committee (DELAC)
  - Parent Advisory Committee (PAC)
  - LCAP Community Engagement meetings
- **Connecting families with academic supports**, including tutoring schedules, credit recovery options, and teacher-led workshops on how to assist with Independent Study assignments.
- **Providing guidance for families on supporting attendance and engagement**, including strategies for home routines, time management, and supporting students learning independently.

Professional Learning

Describe Professional Learning related to this action.

Key learning opportunities include:

- **Kagan Cooperat ive Learning and Engagement Strategies:**
  Teachers will participate in training, coaching, and ongoing implementation support for Kagan structures that increase student engagement, discourse, collaboration, and equitable participation. These strategies directly support English Learners and students needing structured, scaffolded interaction.
- **EduProtocols Instructional Framework Training:**
  Staff will receive year-round professional development in EduProtocols, an evidence-based approach that increases academic engagement, builds mastery through repetition, supports writing and critical thinking, and accelerates skills for students performing below grade level. EduProtocols also provide consistent routines that benefit students with IEPs and independent-study learners.
- **SEL and Trauma-Informed Practices:**
  Staff sessions will focus on restorative practices, trauma-informed responses, mindfulness routines, and strategies to support student self-regulation. The emphasis on adult SEL equips staff to model wellness practices and sustain a positive school culture.
- **Curriculum and Assessment Training:**
  Teachers will learn to implement standards-aligned curriculum with a focus on high-leverage strategies for reading, writing, mathematics, language development, and progress monitoring needed to support accelerated learning.

These combined trainings build teacher capacity to deliver high-quality instruction, address gaps in student learning, and strengthen supportive relationships essential for student success.

Professional Learning will be intentionally aligned to the Fresno Unified Regional Plan, the Instructional Practice Guide (IPG), and California State Standards, with Cultural Proficiency guiding all aspects of training and implementation.

Key elements include:

- **Cultural Proficiency Framework:**
  Staff will participate in learning designed to increase cultural awareness, reflective practice, identity affirmation, and strategies to ensure every student—especially historically underserved groups—experiences high expectations, belonging, and instructional relevance.
- **Regional Plan Alignment:**
  Training will align with regional priorities, including equity-centered instruction, accelerated learning, literacy development, and effective progress monitoring practices.
- **Instructional Practice Guide (IPG):**
  Teachers will engage in IPG-based learning walks, lesson studies, and observation cycles focusing on high-quality instructional practices. Feedback cycles emphasize questioning strategies, academic discourse, scaffolding for English Learners, and effective use of structured routines such as Kagan and EduProtocols.
- **California State Standards:**
  All professional learning will reinforce grade-level standards and ELD standards, ensuring teaching practices remain rigorous, consistent, and aligned to state expectations.

Farber School's professional learning plan supports recruitment and retention through:

- **Providing high-quality, ongoing coaching and training** that increases teacher confidence and instructional efficacy.
- **Fostering an inclusive, culturally responsive environment** where educators from diverse backgrounds feel valued and supported.
- **Supporting early-career and new-to-site teachers** with mentorship, structured instructional frameworks, and collaborative learning communities.
- **Building a positive climate of belonging** that encourages long-term staff commitment and attracts new educators aligned with Fresno Unified's equity goals.

A clear, supportive professional learning pathway helps retain skilled staff and ensures representation that reflects the diversity of the Fresno community.

The school will intentionally cultivate adult SEL competencies—self-awareness, resilience, intentionality, empathy, and stress regulation—through:

- **SEL-focused professional development**, including mindfulness, self-care strategies, trauma-informed practices, and relationship-building approaches.
- **Collaborative staff meetings and PLC structures** that center connection, peer support, and reflective practice.
- **Restorative circles for staff** to promote communication, shared problem solving, and a healthy professional community.
- **Wellness check-ins** embedded into staff meetings to normalize mental well-being and model practices teachers can use with students.

By strengthening adult SEL, the school reinforces a positive climate that benefits staff retention, enhances student interactions, and improves overall school culture.

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 improvement in attendance which will support the improvement of students' academic progress resulting in more students completing at least 10% of their Edgenuity courses per week.

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

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 improvement in the number of students in Independent Study taking the iReady and EdCite diagnostic assessments. More students will meet their stretch growth by 10% comparing last year's iReady and EdCite scores to this year's.

Outcomes will be measured by: District benchmark, iReady and EdCite Diagnostic assessments, SBAC Interim assessments.

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 decrease the distance from meeting standards in Math from the current -125.5 to -110.

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

Outcomes monitored by Principal, VP's and teachers.

Principal, counselors, VP's and teachers will monitor students' academic progress.

VP's, Attendance Team and teachers will monitor student attendance.

Outcomes monitored by Principal, VP's, teachers and grade level PLCs.

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

For the 2025-2026 school year, 20.6% of Independent Study students were prepared for college and career. To increase this, we plan to:

Have more opportunities for students to attend student study trips to various businesses/industries.

Have more opportunities for students to visit a variety of colleges, universities and trade schools, with virtual options for colleges we are not able to physically take students to.

Have the job developer plan and calendar monthly career presentations from a variety of businesses/industries.

Have the job developer create a job listings board (physical and electronic) that provides information to students about businesses that are hiring.

Have a master schedule that provides more opportunities for all students to participate in CTE courses and increase CTE pathway completions.

Increase Apprenticeship and Work-based learning certifications.

Increase the number of students in dual enrollment courses.

Increase the number of students earning a Seal of Biliteracy.

Provide college enrollment workshops.

Kagan Strategies

Provide more counseling resources to students.

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

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):

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

Mentor coaching

Fresno City College Instructor

Eduprotocols - PL Learning and Books

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

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.

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.

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

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

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

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

Tier 3 - site transition team will determine appropriate placement.

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

English Learner Students

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

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

2. Activate Background Knowledge.

3. After school extended learning opportunities

4. Make instruction accessible with teacher/mentor coach support

5.Use home language strategically

6. Parent Communication

7. Academic Counseling

8.Opportunities for students to feel more connected to school through school-wide activities

9. Parent Conferences

10. School Social Worker Referral as needed

11.Utilize instructional strategies that focus on improving EL students' language acquisition

12. Teachers knowing who their EL students are so they can provide interventions to them more effectively

13. Teachers can participate in EL trainings as provided by the district and other agencies.

14. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.

15. ELPAC Data

16. Technology as needed: tablets, headphones, hotspots

17. Identify chronic absenteeism

18. EL - If EL and SpEd - Create a communication loop between ISGI and teachers focused on transitioning and receiving low-performing EL/ SpEd students.

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

20. Kagan strategies

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

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

Socio-economically Disadvantaged (SED):

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

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

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

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

Socio-economically Disadvantaged (SED):

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

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

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

Site Administration will do weekly classroom walks

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

Provide more counseling resources to students.

Kagan strategies

Family Engagement

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

Key actions include:

- **Hosting flexible family engagement events** (virtual and in-person) focused on academic progress, graduation requirements, A–G expectations, Independent Study procedures, and social-emotional supports.
- **Offering bilingual meetings, interpretation services, and translated materials** to ensure families of English Learners and multilingual households can fully participate.
- **Creating welcoming spaces for family conferences, workshops, and check-ins** by scheduling at convenient times and providing child-friendly environments.
- **Implementing targeted outreach** to families who may be less engaged or harder to reach, using personalized phone calls, texts, and home-school communication tools.
- **Facilitating relational meetings** such as family/student/teacher goal-setting conferences to strengthen trust and shared responsibility for student growth.

Farber School of Independent Study will use a layered communication system designed to ensure clarity, accessibility, responsiveness, and ongoing two-way communication. Strategies include:

- **ParentSquare** for centralized, schoolwide communication (announcements, translated messages, two-way messaging).
- **Edutext** to send timely updates and reminders directly to parents' mobile devices.
- **Parent Portal (ATLAS)** to provide real-time access to grades, attendance, assignments, and teacher feedback.
- **Teacher office hours and targeted check-ins** (virtual or in-person) to offer personalized communication and support.
- **Regular progress reports and Individual Learning Plans** shared with families, ensuring they understand how to support academic assignments, pacing, and credit completion.
- **Feedback loops**—surveys, quick polls, and follow-up calls—to gather parent voice and encourage families to communicate concerns, needs, and ideas for improvement.

Families will play an essential role in supporting achievement across academics, attendance, and social-emotional growth. Farber School will provide clear access points for parent involvement and leadership, including:

- **Increasing Parent Portal enrollment and usage** so families can regularly monitor student progress.
- **Promoting active ParentSquare participation** to ensure all families receive information, reminders, and two-way communication with staff.
- **Encouraging participation in Parent University** courses to build families' understanding of technology tools, literacy support, college/career pathways, and social-emotional strategies.
- **Strengthening parent roles in school advisory groups**, including:
    - School Site Council (SSC)
    - English Learner Advisory Committee (ELAC)
    - District English Learner Advisory Committee (DELAC)
    - Parent Advisory Committee (PAC)
    - LCAP Community Engagement meetings
- **Connecting families with academic supports**, including tutoring schedules, credit recovery options, and teacher-led workshops on how to assist with Independent Study assignments.
- **Providing guidance for families on supporting attendance and engagement**, including strategies for home routines, time management, and supporting students learning independently.

Professional Learning

Describe Professional Learning related to this action.

Key learning opportunities include:

- **Kagan Cooperat ive Learning and Engagement Strategies:**
  Teachers will participate in training, coaching, and ongoing implementation support for Kagan structures that increase student engagement, discourse, collaboration, and equitable participation. These strategies directly support English Learners and students needing structured, scaffolded interaction.
- **EduProtocols Instructional Framework Training:**
  Staff will receive year-round professional development in EduProtocols, an evidence-based approach that increases academic engagement, builds mastery through repetition, supports writing and critical thinking, and accelerates skills for students performing below grade level. EduProtocols also provide consistent routines that benefit students with IEPs and independent-study learners.

- **SEL and Trauma-Informed Practices:**
  Staff sessions will focus on restorative practices, trauma-informed responses, mindfulness routines, and strategies to support student self-regulation. The emphasis on adult SEL equips staff to model wellness practices and sustain a positive school culture.
- **Curriculum and Assessment Training:**
  Teachers will learn to implement standards-aligned curriculum with a focus on high-leverage strategies for reading, writing, mathematics, language development, and progress monitoring needed to support accelerated learning.

These combined trainings build teacher capacity to deliver high-quality instruction, address gaps in student learning, and strengthen supportive relationships essential for student success.

Professional Learning will be intentionally aligned to the Fresno Unified Regional Plan, the Instructional Practice Guide (IPG), and California State Standards, with Cultural Proficiency guiding all aspects of training and implementation.

Key elements include:

- **Cultural Proficiency Framework:**
  Staff will participate in learning designed to increase cultural awareness, reflective practice, identity affirmation, and strategies to ensure every student—especially historically underserved groups—experiences high expectations, belonging, and instructional relevance.
- **Regional Plan Alignment:**
  Training will align with regional priorities, including equity-centered instruction, accelerated learning, literacy development, and effective progress monitoring practices.
- **Instructional Practice Guide (IPG):**
  Teachers will engage in IPG-based learning walks, lesson studies, and observation cycles focusing on high-quality instructional practices. Feedback cycles emphasize questioning strategies, academic discourse, scaffolding for English Learners, and effective use of structured routines such as Kagan and EduProtocols.
- **California State Standards:**
  All professional learning will reinforce grade-level standards and ELD standards, ensuring teaching practices remain rigorous, consistent, and aligned to state expectations.

Farber School's professional learning plan supports recruitment and retention through:

- **Providing high-quality, ongoing coaching and training** that increases teacher confidence and instructional efficacy.
- **Fostering an inclusive, culturally responsive environment** where educators from diverse backgrounds feel valued and supported.
- **Supporting early-career and new-to-site teachers** with mentorship, structured instructional frameworks, and collaborative learning communities.
- **Building a positive climate of belonging** that encourages long-term staff commitment and attracts new educators aligned with Fresno Unified's equity goals.

A clear, supportive professional learning pathway helps retain skilled staff and ensures representation that reflects the diversity of the Fresno community.

The school will intentionally cultivate adult SEL competencies—self-awareness, resilience, intentionality, empathy, and stress regulation—through:

- **SEL-focused professional development**, including mindfulness, self-care strategies, trauma-informed practices, and relationship-building approaches.
- **Collaborative staff meetings and PLC structures** that center connection, peer support, and reflective practice.
- **Restorative circles for staff** to promote communication, shared problem solving, and a healthy professional community.
- **Wellness check-ins** embedded into staff meetings to normalize mental well-being and model practices teachers can use with students.

By strengthening adult SEL, the school reinforces a positive climate that benefits staff retention, enhances student interactions, and improves overall school culture.

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 student centered classrooms as well as an increased number of real-world learning experiences/opportunities for college and career.

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

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

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

Shape these behaviors...

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

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

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

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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

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

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

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

Increase the graduation rate

Action Details

Equitable Access

Action:

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

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

Students will be enrolled in extended learning sessions as needed.

A focus on social emotional needs to support academic progress.

Provide more counseling resources to students

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

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

Kagan strategies

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):

Mentor coaching

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

Eduprotocols - PL and Books

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

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

Tier 1 - Counselors create a personalized schedule to maximize students' potential for graduation.

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

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

Tier 3 - site transition team will determine appropriate placement.

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

English Learner Students

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

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

2. Activate Background Knowledge.

3. After school extended learning opportunities

4. Make instruction accessible with teacher/mentor coach support

5.Use home language strategically

6. Parent Communication

7. Academic Counseling

8.Opportunities for students to feel more connected to school through school-wide activities

9. Parent Conferences

10. School Social Worker Referral as needed

11.Utilize instructional strategies that focus on improving EL students' language acquisition

12. Teachers knowing who their EL students are so they can provide interventions to them more effectively

13. Teachers can participate in EL trainings as provided by the district and other agencies.

14. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.

15. ELPAC Data

16. Technology as needed: tablets, headphones, hotspots

17. Identify chronic absenteeism

18. EL - If EL and SpEd - Create a communication loop between ISGI and teachers focused on transitioning and receiving students low-performing EL/ SpEd students.

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

20. Kagan strategies

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

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

Socio-economically Disadvantaged (SED):

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

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

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

Socio-economically Disadvantaged (SED):

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

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

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

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

Kagan strategies

Family Engagement

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

Key actions include:

- **Hosting flexible family engagement events** (virtual and in-person) focused on academic progress, graduation requirements, A–G expectations, Independent Study procedures, and social-emotional supports.
- **Offering bilingual meetings, interpretation services, and translated materials** to ensure families of English Learners and multilingual households can fully participate.
- **Creating welcoming spaces for family conferences, workshops, and check-ins** by scheduling at convenient times and providing child-friendly environments.
- **Implementing targeted outreach** to families who may be less engaged or harder to reach, using personalized phone calls, texts, and home-school communication tools.
- **Facilitating relational meetings** such as family/student/teacher goal-setting conferences to strengthen trust and shared responsibility for student growth.

Farber School of Independent Study will use a layered communication system designed to ensure clarity, accessibility, responsiveness, and ongoing two-way communication. Strategies include:

- **ParentSquare** for centralized, schoolwide communication (announcements, translated messages, two-way messaging).
- **Edutext** to send timely updates and reminders directly to parents' mobile devices.
- **Parent Portal (ATLAS)** to provide real-time access to grades, attendance, assignments, and teacher feedback.
- **Teacher office hours and targeted check-ins** (virtual or in-person) to offer personalized communication and support.
- **Regular progress reports and Individual Learning Plans** shared with families, ensuring they understand how to support academic assignments, pacing, and credit completion.
- **Feedback loops**—surveys, quick polls, and follow-up calls—to gather parent voice and encourage families to communicate concerns, needs, and ideas for improvement.

Families will play an essential role in supporting achievement across academics, attendance, and social-emotional growth. Farber School will provide clear access points for parent involvement and leadership, including:

- **Increasing Parent Portal enrollment and usage** so families can regularly monitor student progress.
- **Promoting active ParentSquare participation** to ensure all families receive information, reminders, and two-way communication with staff.

- **Encouraging participation in Parent University** courses to build families' understanding of technology tools, literacy support, college/career pathways, and social-emotional strategies.
- **Strengthening parent roles in school advisory groups**, including:
    - School Site Council (SSC)
    - English Learner Advisory Committee (ELAC)
    - District English Learner Advisory Committee (DELAC)
    - Parent Advisory Committee (PAC)
    - LCAP Community Engagement meetings
- **Connecting families with academic supports**, including tutoring schedules, credit recovery options, and teacher-led workshops on how to assist with Independent Study assignments.
- **Providing guidance for families on supporting attendance and engagement**, including strategies for home routines, time management, and supporting students learning independently.

Professional Learning

Describe Professional Learning related to this action.

Key learning opportunities include:

- **Kagan Cooperat ive Learning and Engagement Strategies:**
  Teachers will participate in training, coaching, and ongoing implementation support for Kagan structures that increase student engagement, discourse, collaboration, and equitable participation. These strategies directly support English Learners and students needing structured, scaffolded interaction.
- **EduProtocols Instructional Framework Training:**
  Staff will receive year-round professional development in EduProtocols, an evidence-based approach that increases academic engagement, builds mastery through repetition, supports writing and critical thinking, and accelerates skills for students performing below grade level. EduProtocols also provide consistent routines that benefit students with IEPs and independent-study learners.
- **SEL and Trauma-Informed Practices:**
  Staff sessions will focus on restorative practices, trauma-informed responses, mindfulness routines, and strategies to support student self-regulation. The emphasis on adult SEL equips staff to model wellness practices and sustain a positive school culture.
- **Curriculum and Assessment Training:**
  Teachers will learn to implement standards-aligned curriculum with a focus on high-leverage strategies for reading, writing, mathematics, language development, and progress monitoring needed to support accelerated learning.

These combined trainings build teacher capacity to deliver high-quality instruction, address gaps in student learning, and strengthen supportive relationships essential for student success.

Professional Learning will be intentionally aligned to the Fresno Unified Regional Plan, the Instructional Practice Guide (IPG), and California State Standards, with Cultural Proficiency guiding all aspects of training and implementation.

Key elements include:

- **Cultural Proficiency Framework:**
  Staff will participate in learning designed to increase cultural awareness, reflective practice, identity affirmation, and strategies to ensure every student—especially historically underserved groups—experiences high expectations, belonging, and instructional relevance.
- **Regional Plan Alignment:**
  Training will align with regional priorities, including equity-centered instruction, accelerated learning, literacy development, and effective progress monitoring practices.
- **Instructional Practice Guide (IPG):**
  Teachers will engage in IPG-based learning walks, lesson studies, and observation cycles focusing on high-quality instructional practices. Feedback cycles emphasize questioning strategies, academic discourse, scaffolding for English Learners, and effective use of structured routines such as Kagan and EduProtocols.
- **California State Standards:**
  All professional learning will reinforce grade-level standards and ELD standards, ensuring teaching practices remain rigorous, consistent, and aligned to state expectations.

Farber School's professional learning plan supports recruitment and retention through:

- **Providing high-quality, ongoing coaching and training** that increases teacher confidence and instructional efficacy.
- **Fostering an inclusive, culturally responsive environment** where educators from diverse backgrounds feel valued and supported.
- **Supporting early-career and new-to-site teachers** with mentorship, structured instructional frameworks, and collaborative learning communities.
- **Building a positive climate of belonging** that encourages long-term staff commitment and attracts new educators aligned with Fresno Unified's equity goals.

A clear, supportive professional learning pathway helps retain skilled staff and ensures representation that reflects the diversity of the Fresno community.

The school will intentionally cultivate adult SEL competencies—self-awareness, resilience, intentionality, empathy, and stress regulation—through:

- **SEL-focused professional development**, including mindfulness, self-care strategies, trauma-informed practices, and relationship-building approaches.
- **Collaborative staff meetings and PLC structures** that center connection, peer support, and reflective practice.
- **Restorative circles for staff** to promote communication, shared problem solving, and a healthy professional community.
- **Wellness check-ins** embedded into staff meetings to normalize mental well-being and model practices teachers can use with students.

By strengthening adult SEL, the school reinforces a positive climate that benefits staff retention, enhances student interactions, and improves overall school culture.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)		Long-Term (Change in Condition)
Expect to see		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 the 3rd month of school, we expect to see an increased number of student centered classrooms as well as an increased number of real-world learning experiences/opportunities for college and career.

Outcomes will be measured by classroom walk-throughs by principal, VP, and teachers, the number of college and career presentations scheduled for students as well as the number of students involved in CTE courses.

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Outcomes will be measured by classroom walk-throughs by the administration team, Panorama Data, dashboard data, 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 hope to see an increased number of students prepared for post secondary college and career opportunities.

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

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

2026-2027 SPSA Budget Goal Subtotal

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

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies *No Food or Incentives*	16,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	10,983.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	10,506.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			Books & References	13,316.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Technology	25,000.00

$75,805.00

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

Student Engagement/Extra-Curricular Activities

Action Details

Equitable Access

By the end of the 2026-2027 school year, 70% of Farber students will be engaged in school and community activities.

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.

Additional Supports and Services:

Extra Pay contracts for club sponsors

CCD meetings/trainings

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

Transportation for study trips

SEL strategies (School Connect, etc.)

EL strategies

PAC/RSJ Committee - ASB & A4

CCST team

Goal 2 funds

Academic Awards

FCC enrollments

College Study trip (in-person and virtual)

School Clubs

Provide opportunities for all students to participate in Goal 2 activities

Continue some virtual student activities on Teams

Parenting Class -Connecting with students

Monthly report on unique students and event data

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

Career Fairs

School Choice Expo

College Night

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

Engagements for Seniors / Grad

Class trips

Provide more counseling resources

Extra contract to support student engagement

uniforms/referees for intramural sports

English Learner Students

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

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

Student Groups

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

White (WH):

Hispanic (HI):

Socio-economically Disadvantaged (SED):

African American (AA):

- Dual enrollment materials/supplies, Adobe Site Licenses
- Orientation folders/materials
- Technology
- Travel and Conferences - PLC, CCIS, ACSA, DEI, 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?

White (WH):

Hispanic (HI):

African American (AA):

Socio-economically Disadvantaged (SED):

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

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

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

White (WH):

Hispanic (HI):

African American (AA):

Socio-economically Disadvantaged (SED):

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

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

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

Site Administration will do weekly classroom walks

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

Provide more counseling resources to students.

Family Engagement

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

Key actions include:

- **Hosting flexible family engagement events** (virtual and in-person) focused on academic progress, graduation requirements, A–G expectations, Independent Study procedures, and social-emotional supports.
- **Offering bilingual meetings, interpretation services, and translated materials** to ensure families of English Learners and multilingual households can fully participate.
- **Creating welcoming spaces for family conferences, workshops, and check-ins** by scheduling at convenient times and providing child-friendly environments.
- **Implementing targeted outreach** to families who may be less engaged or harder to reach, using personalized phone calls, texts, and home-school communication tools.
- **Facilitating relational meetings** such as family/student/teacher goal-setting conferences to strengthen trust and shared responsibility for student growth.

Farber School of Independent Study will use a layered communication system designed to ensure clarity, accessibility, responsiveness, and ongoing two-way communication. Strategies include:

- **ParentSquare** for centralized, schoolwide communication (announcements, translated messages, two-way messaging).
- **Edutext** to send timely updates and reminders directly to parents' mobile devices.
- **Parent Portal (ATLAS)** to provide real-time access to grades, attendance, assignments, and teacher feedback.
- **Teacher office hours and targeted check-ins** (virtual or in-person) to offer personalized communication and support.
- **Regular progress reports and Individual Learning Plans** shared with families, ensuring they understand how to support academic assignments, pacing, and credit completion.
- **Feedback loops**—surveys, quick polls, and follow-up calls—to gather parent voice and encourage families to communicate concerns, needs, and ideas for improvement.

Families will play an essential role in supporting achievement across academics, attendance, and social-emotional growth. Farber School will provide clear access points for parent involvement and leadership, including:

- **Increasing Parent Portal enrollment and usage** so families can regularly monitor student progress.
- **Promoting active ParentSquare participation** to ensure all families receive information, reminders, and two-way communication with staff.
- **Encouraging participation in Parent University** courses to build families' understanding of technology tools, literacy support, college/career pathways, and social-emotional strategies.

- **Strengthening parent roles in school advisory groups**, including:
  - School Site Council (SSC)
  - English Learner Advisory Committee (ELAC)
  - District English Learner Advisory Committee (DELAC)
  - Parent Advisory Committee (PAC)
  - LCAP Community Engagement meetings
- **Connecting families with academic supports**, including tutoring schedules, credit recovery options, and teacher-led workshops on how to assist with Independent Study assignments.
- **Providing guidance for families on supporting attendance and engagement**, including strategies for home routines, time management, and supporting students learning independently.

Professional Learning

Describe Professional Learning related to this action.

Key learning opportunities include:

- **Kagan Cooperat ive Learning and Engagement Strategies:**
  Teachers will participate in training, coaching, and ongoing implementation support for Kagan structures that increase student engagement, discourse, collaboration, and equitable participation. These strategies directly support English Learners and students needing structured, scaffolded interaction.
- **EduProtocols Instructional Framework Training:**
  Staff will receive year-round professional development in EduProtocols, an evidence-based approach that increases academic engagement, builds mastery through repetition, supports writing and critical thinking, and accelerates skills for students performing below grade level. EduProtocols also provide consistent routines that benefit students with IEPs and independent-study learners.
- **SEL and Trauma-Informed Practices:**
  Staff sessions will focus on restorative practices, trauma-informed responses, mindfulness routines, and strategies to support student self-regulation. The emphasis on adult SEL equips staff to model wellness practices and sustain a positive school culture.
- **Curriculum and Assessment Training:**
  Teachers will learn to implement standards-aligned curriculum with a focus on high-leverage strategies for reading, writing, mathematics, language development, and progress monitoring needed to support accelerated learning.

These combined trainings build teacher capacity to deliver high-quality instruction, address gaps in student learning, and strengthen supportive relationships essential for student success.

Professional Learning will be intentionally aligned to the Fresno Unified Regional Plan, the Instructional Practice Guide (IPG), and California State Standards, with Cultural Proficiency guiding all aspects of training and implementation.

Key elements include:

- **Cultural Proficiency Framework:**
  Staff will participate in learning designed to increase cultural awareness, reflective practice, identity affirmation, and strategies to ensure every student—especially historically underserved groups—experiences high expectations, belonging, and instructional relevance.
- **Regional Plan Alignment:**
  Training will align with regional priorities, including equity-centered instruction, accelerated learning, literacy development, and effective progress monitoring practices.
- **Instructional Practice Guide (IPG):**
  Teachers will engage in IPG-based learning walks, lesson studies, and observation cycles focusing on high-quality instructional practices. Feedback cycles emphasize questioning strategies, academic discourse, scaffolding for English Learners, and effective use of structured routines such as Kagan and EduProtocols.
- **California State Standards:**
  All professional learning will reinforce grade-level standards and ELD standards, ensuring teaching practices remain rigorous, consistent, and aligned to state expectations.

Farber School's professional learning plan supports recruitment and retention through:

- **Providing high-quality, ongoing coaching and training** that increases teacher confidence and instructional efficacy.
- **Fostering an inclusive, culturally responsive environment** where educators from diverse backgrounds feel valued and supported.
- **Supporting early-career and new-to-site teachers** with mentorship, structured instructional frameworks, and collaborative learning communities.
- **Building a positive climate of belonging** that encourages long-term staff commitment and attracts new educators aligned with Fresno Unified's equity goals.

A clear, supportive professional learning pathway helps retain skilled staff and ensures representation that reflects the diversity of the Fresno community.

The school will intentionally cultivate adult SEL competencies—self-awareness, resilience, intentionality, empathy, and stress regulation—through:

- **SEL-focused professional development**, including mindfulness, self-care strategies, trauma-informed practices, and relationship-building approaches.
- **Collaborative staff meetings and PLC structures** that center connection, peer support, and reflective practice.
- **Restorative circles for staff** to promote communication, shared problem solving, and a healthy professional community.
- **Wellness check-ins** embedded into staff meetings to normalize mental well-being and model practices teachers can use with students.

By strengthening adult SEL, the school reinforces a positive climate that benefits staff retention, enhances student interactions, and improves overall school culture.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)		Long-Term (Change in Condition)
Expect to see		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, 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.

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 he 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

Prop 28

Action Details

Life Skills

In the 2025-26 a 1.0 FTE teacher elective position was temporarily funded due to district placement using Prop 28 funding. Course is entitled Edgenuity- Introduction to Careers in Arts, A/V Technology and Communications. Due to the limitations of the type of teacher credentialing held, this course was the only description that fit the criteria, supporting 9th grade elective option. This position will be overaged going into the 2026-27 school year as it has not shown to be a successful endeavor due to the limitations of teacher credentialing type, and trying to utilize the Edgenuity platform as a direct instruction experience with "course based" learning.

Prop 28 funds will be better 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 to speak to this section for Prop 28.

Student Groups

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

Optional-Not require to speak to this section for Prop 28

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

Optional-Not require to speak to this section for Prop 28

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

Optional-Not require to speak to this section 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

-Leadership Activities

Professional Learning

Describe Professional Learning related to this action.

Optional-Not require to speak to this section 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

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

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 0240 Farber Schl Online Learn/ Ind Stdy (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	71,000.00

$71,000.00

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 2026-2027 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 - Independent Study scheduling and course sequencing using the GVC making sure the classes are student centered with quality first teaching based on standards, student goal setting, checking for understanding, implementation of PLC+ Foundations, and use of formative assessments to drive instructional decisions. Making sure students have supports put into place so they get the help they need before falling behind in their classes.

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

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

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

Tier 3 - site transition team will determine appropriate placement.

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

English Learner Students

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

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

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

Key actions include:

- **Hosting flexible family engagement events** (virtual and in-person) focused on academic progress, graduation requirements, A–G expectations, Independent Study procedures, and social-emotional supports.
- **Offering bilingual meetings, interpretation services, and translated materials** to ensure families of English Learners and multilingual households can fully participate.
- **Creating welcoming spaces for family conferences, workshops, and check-ins** by scheduling at convenient times and providing child-friendly environments.
- **Implementing targeted outreach** to families who may be less engaged or harder to reach, using personalized phone calls, texts, and home-school communication tools.
- **Facilitating relational meetings** such as family/student/teacher goal-setting conferences to strengthen trust and shared responsibility for student growth.

Farber School of Independent Study will use a layered communication system designed to ensure clarity, accessibility, responsiveness, and ongoing two-way communication. Strategies include:

- **ParentSquare** for centralized, schoolwide communication (announcements, translated messages, two-way messaging).
- **Edutext** to send timely updates and reminders directly to parents' mobile devices.
- **Parent Portal (ATLAS)** to provide real-time access to grades, attendance, assignments, and teacher feedback.
- **Teacher office hours and targeted check-ins** (virtual or in-person) to offer personalized communication and support.
- **Regular progress reports and Individual Learning Plans** shared with families, ensuring they understand how to support academic assignments, pacing, and credit completion.
- **Feedback loops**—surveys, quick polls, and follow-up calls—to gather parent voice and encourage families to communicate concerns, needs, and ideas for improvement.

Families will play an essential role in supporting achievement across academics, attendance, and social-emotional growth. Farber School will provide clear access points for parent involvement and leadership, including:

- **Increasing Parent Portal enrollment and usage** so families can regularly monitor student progress.
- **Promoting active ParentSquare participation** to ensure all families receive information, reminders, and two-way communication with staff.
- **Encouraging participation in Parent University** courses to build families' understanding of technology tools, literacy support, college/career pathways, and social-emotional strategies.
- **Strengthening parent roles in school advisory groups**, including:
  - School Site Council (SSC)
  - English Learner Advisory Committee (ELAC)
  - District English Learner Advisory Committee (DELAC)
  - Parent Advisory Committee (PAC)
  - LCAP Community Engagement meetings
- **Connecting families with academic supports**, including tutoring schedules, credit recovery options, and teacher-led workshops on how to assist with Independent Study assignments.
- **Providing guidance for families on supporting attendance and engagement**, including strategies for home routines, time management, and supporting students learning independently.

Professional Learning

Describe Professional Learning related to this action.

Key learning opportunities include:

- **Kagan Cooperat ive Learning and Engagement Strategies:**
  Teachers will participate in training, coaching, and ongoing implementation support for Kagan structures that increase student engagement, discourse, collaboration, and equitable participation. These strategies directly support English Learners and students needing structured, scaffolded interaction.
- **EduProtocols Instructional Framework Training:**
  Staff will receive year-round professional development in EduProtocols, an evidence-based approach that increases academic engagement, builds mastery through repetition, supports writing and critical thinking, and accelerates skills for students performing below grade level. EduProtocols also provide consistent routines that benefit students with IEPs and independent-study learners.
- **SEL and Trauma-Informed Practices:**
  Staff sessions will focus on restorative practices, trauma-informed responses, mindfulness routines, and strategies to support student self-regulation. The emphasis on adult SEL equips staff to model wellness practices and sustain a positive school culture.
- **Curriculum and Assessment Training:**
  Teachers will learn to implement standards-aligned curriculum with a focus on high-leverage strategies for reading, writing, mathematics, language development, and progress monitoring needed to support accelerated learning.

These combined trainings build teacher capacity to deliver high-quality instruction, address gaps in student learning, and strengthen supportive relationships essential for student success.

Professional Learning will be intentionally aligned to the Fresno Unified Regional Plan, the Instructional Practice Guide (IPG), and California State Standards, with Cultural Proficiency guiding all aspects of training and implementation.

Key elements include:

- **Cultural Proficiency Framework:**
  Staff will participate in learning designed to increase cultural awareness, reflective practice, identity affirmation, and strategies to ensure every student—especially historically underserved groups—experiences high expectations, belonging, and instructional relevance.
- **Regional Plan Alignment:**
  Training will align with regional priorities, including equity-centered instruction, accelerated learning, literacy development, and effective progress monitoring practices.
- **Instructional Practice Guide (IPG):**
  Teachers will engage in IPG-based learning walks, lesson studies, and observation cycles focusing on high-quality instructional practices. Feedback cycles emphasize questioning strategies, academic discourse, scaffolding for English Learners, and effective use of structured routines such as Kagan and EduProtocols.
- **California State Standards:**
  All professional learning will reinforce grade-level standards and ELD standards, ensuring teaching practices remain rigorous, consistent, and aligned to state expectations.

Farber School's professional learning plan supports recruitment and retention through:

- **Providing high-quality, ongoing coaching and training** that increases teacher confidence and instructional efficacy.
- **Fostering an inclusive, culturally responsive environment** where educators from diverse backgrounds feel valued and supported.
- **Supporting early-career and new-to-site teachers** with mentorship, structured instructional frameworks, and collaborative learning communities.
- **Building a positive climate of belonging** that encourages long-term staff commitment and attracts new educators aligned with Fresno Unified's equity goals.

A clear, supportive professional learning pathway helps retain skilled staff and ensures representation that reflects the diversity of the Fresno community.

The school will intentionally cultivate adult SEL competencies—self-awareness, resilience, intentionality, empathy, and stress regulation—through:

- **SEL-focused professional development**, including mindfulness, self-care strategies, trauma-informed practices, and relationship-building approaches.
- **Collaborative staff meetings and PLC structures** that center connection, peer support, and reflective practice.
- **Restorative circles for staff** to promote communication, shared problem solving, and a healthy professional community.
- **Wellness check-ins** embedded into staff meetings to normalize mental well-being and model practices teachers can use with students.

By strengthening adult SEL, the school reinforces a positive climate that benefits staff retention, enhances student interactions, and improves overall school culture.

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.

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

Increase % of Family Engagement Opportunities

Action Details

By the end of June 2027,Farber Independent Study will see a five percent improvement in parent responses to our family survey. This will be impacted by expanded parent to school engagement activities and events as continue to build relationships with families and community.

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):

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

Services to parents:

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

English Learner Students

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

1. Teachers utilizing strategies that support English Learners.
2. Offering reading intervention classes.
3. Offering 0 & 7th period classes as well as extended learning opportunities (winter and summer sessions).
4. Incorporating more hand-on classroom activities.
5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.
6. ELPAC chats with students re: importance of reclassifying to RFEP.
7. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.
8. Incorporate more written language into classes.
9. Get more EL students involved in school-wide activities/events.
10. Providing information to parents of English Learner students about the importance of building students' language skills as well as the reclassification process.
11. Parent Communication in the preferred language
12. Parent translation at meetings to support parents understanding how their student is doing academically.
13. Provide information about the services Parent University offers families.
14. Provide information about the services the EL department provides families.
15. Parent conferences as needed.

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED)

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

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

Key actions include:

- **Hosting flexible family engagement events** (virtual and in-person) focused on academic progress, graduation requirements, A–G expectations, Independent Study procedures, and social-emotional supports.
- **Offering bilingual meetings, interpretation services, and translated materials** to ensure families of English Learners and multilingual households can fully participate.
- **Creating welcoming spaces for family conferences, workshops, and check-ins** by scheduling at convenient times and providing child-friendly environments.
- **Implementing targeted outreach** to families who may be less engaged or harder to reach, using personalized phone calls, texts, and home-school communication tools.
- **Facilitating relational meetings** such as family/student/teacher goal-setting conferences to strengthen trust and shared responsibility for student growth.

Farber School of Independent Study will use a layered communication system designed to ensure clarity, accessibility, responsiveness, and ongoing two-way communication. Strategies include:

- **ParentSquare** for centralized, schoolwide communication (announcements, translated messages, two-way messaging).

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- **Regular progress reports and Individual Learning Plans** shared with families, ensuring they understand how to support academic assignments, pacing, and credit completion.
- **Feedback loops**—surveys, quick polls, and follow-up calls—to gather parent voice and encourage families to communicate concerns, needs, and ideas for improvement.

Families will play an essential role in supporting achievement across academics, attendance, and social-emotional growth. Farber School will provide clear access points for parent involvement and leadership, including:

- **Increasing Parent Portal enrollment and usage** so families can regularly monitor student progress.
- **Promoting active ParentSquare participation** to ensure all families receive information, reminders, and two-way communication with staff.
- **Encouraging participation in Parent University** courses to build families' understanding of technology tools, literacy support, college/career pathways, and social-emotional strategies.
- **Strengthening parent roles in school advisory groups**, including:
    - School Site Council (SSC)
    - English Learner Advisory Committee (ELAC)
    - District English Learner Advisory Committee (DELAC)
    - Parent Advisory Committee (PAC)
    - LCAP Community Engagement meetings
- **Connecting families with academic supports**, including tutoring schedules, credit recovery options, and teacher-led workshops on how to assist with Independent Study assignments.
- **Providing guidance for families on supporting attendance and engagement**, including strategies for home routines, time management, and supporting students learning independently.

Professional Learning

Describe Professional Learning related to this action.

Key learning opportunities include:

- **Kagan Cooperat ive Learning and Engagement Strategies:**
  Teachers will participate in training, coaching, and ongoing implementation support for Kagan structures that increase student engagement, discourse, collaboration, and equitable participation. These strategies directly support English Learners and students needing structured, scaffolded interaction.
- **EduProtocols Instructional Framework Training:**
  Staff will receive year-round professional development in EduProtocols, an evidence-based approach that increases academic engagement, builds mastery through repetition, supports writing and critical thinking, and accelerates skills for students performing below grade level. EduProtocols also provide consistent routines that benefit students with IEPs and independent-study learners.
- **SEL and Trauma-Informed Practices:**
  Staff sessions will focus on restorative practices, trauma-informed responses, mindfulness routines, and strategies to support student self-regulation. The emphasis on adult SEL equips staff to model wellness practices and sustain a positive school culture.

- **Curriculum and Assessment Training:**
  Teachers will learn to implement standards-aligned curriculum with a focus on high-leverage strategies for reading, writing, mathematics, language development, and progress monitoring needed to support accelerated learning.

These combined trainings build teacher capacity to deliver high-quality instruction, address gaps in student learning, and strengthen supportive relationships essential for student success.

Professional Learning will be intentionally aligned to the Fresno Unified Regional Plan, the Instructional Practice Guide (IPG), and California State Standards, with Cultural Proficiency guiding all aspects of training and implementation.

Key elements include:

- **Cultural Proficiency Framework:**
  Staff will participate in learning designed to increase cultural awareness, reflective practice, identity affirmation, and strategies to ensure every student—especially historically underserved groups—experiences high expectations, belonging, and instructional relevance.
- **Regional Plan Alignment:**
  Training will align with regional priorities, including equity-centered instruction, accelerated learning, literacy development, and effective progress monitoring practices.
- **Instructional Practice Guide (IPG):**
  Teachers will engage in IPG-based learning walks, lesson studies, and observation cycles focusing on high-quality instructional practices. Feedback cycles emphasize questioning strategies, academic discourse, scaffolding for English Learners, and effective use of structured routines such as Kagan and EduProtocols.
- **California State Standards:**
  All professional learning will reinforce grade-level standards and ELD standards, ensuring teaching practices remain rigorous, consistent, and aligned to state expectations.

Farber School's professional learning plan supports recruitment and retention through:

- **Providing high-quality, ongoing coaching and training** that increases teacher confidence and instructional efficacy.
- **Fostering an inclusive, culturally responsive environment** where educators from diverse backgrounds feel valued and supported.
- **Supporting early-career and new-to-site teachers** with mentorship, structured instructional frameworks, and collaborative learning communities.
- **Building a positive climate of belonging** that encourages long-term staff commitment and attracts new educators aligned with Fresno Unified's equity goals.

A clear, supportive professional learning pathway helps retain skilled staff and ensures representation that reflects the diversity of the Fresno community.

The school will intentionally cultivate adult SEL competencies—self-awareness, resilience, intentionality, empathy, and stress regulation—through:

- **SEL-focused professional development**, including mindfulness, self-care strategies, trauma-informed practices, and relationship-building approaches.
- **Collaborative staff meetings and PLC structures** that center connection, peer support, and reflective practice.
- **Restorative circles for staff** to promote communication, shared problem solving, and a healthy professional community.
- **Wellness check-ins** embedded into staff meetings to normalize mental well-being and model practices teachers can use with students.

By strengthening adult SEL, the school reinforces a positive climate that benefits staff retention, enhances student interactions, and improves overall school culture.

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

2026-2027 SPSA Budget Goal Subtotal

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

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Sub Support **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	11,937.00
G3A1	Sup & Conc	Instruction	Travel			Travel / Conferences / PL	15,000.00
G3A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease	25,931.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	6,000.00
G3A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Sub Support **Budget lines for personnel include salaries and related benefits	5,969.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation/ Materials & Supplies *No Food or Incentives*	7,439.00
G3A2	Title 1 Basic	Parent Participation	Communicatio			Communication with Families - Mailers/Postcards	5,000.00
G3A2	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation/Materials & Supplies	7,000.00
G3A2	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies	1,510.00

$85,786.00

2026-2027 Budget Detail for Schools

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

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0240	3300	1000	1120	Teacher-Subs					G3A1	Teacher Sub Support **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	11,937.00
060	3010	0240	3300	1000	4200	Bks & Ref					G1A3	Books & References	13,316.00
060	3010	0240	3300	1000	4300	Mat & Supp					G1A1	: Materials & Supplies *No Food or Incentives*	16,000.00
060	3010	0240	3300	1000	4400	Nc-Equipment					G1A3	Technology	25,000.00
060	3010	0240	3300	2495	4300	Mat & Supp					G3A2	Parent Participation/ Materials & Supplies *No Food or Incentives*	7,439.00
060	3010	0240	3300	2495	5900	Communicatio					G3A2	Communication with Families - Mailers/Postcards	5,000.00
030	7090	0240	3300	1000	4300	Mat & Supp					G2A1	Materials & Supplies	71,000.00
030	7090	0240	3300	1000	5221	Travel					G3A1	Travel / Conferences / PL	15,000.00
030	7090	0240	3300	1000	5631	Off Eq Lease					G3A1	Ricoh Lease	25,931.00
030	7090	0240	3300	1000	5723	Direct-Maint					G3A1	Direct Maintenance	6,000.00
030	7090	0240	3300	2100	1320	Crt Supr-Sub					G3A1	Admin Sub Support **Budget lines for personnel include salaries and related benefits	5,969.00
030	7090	0240	3300	2495	4300	Mat & Supp					G3A2	Parent Participation/Materials & Supplies	7,000.00
030	7091	0240	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	10,983.00
030	7091	0240	4760	1000	4300	Mat & Supp					G1A1	Materials & Supplies	10,506.00
030	7091	0240	4760	2495	4300	Mat & Supp					G3A2	Materials & Supplies	1,510.00
													$232,591.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$78,692.00
Sup & Conc	7090	$130,900.00
LCFF: EL	7091	$22,999.00
Grand Total		**$232,591.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$75,805.00
G2 - The Whole Child (SEL and Engagement)	$71,000.00
G3 - Operational Excellence	$85,786.00
Grand Total	**$232,591.00**