Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Introduction - School Site LCAPs and District Oversight
Each of the six schools in our district, including the four charter schools, is required to develop a Local Control and Accountability Plan (LCAP) to ensure alignment with California's Local Control Funding Formula (LCFF). The LCAP is a critical planning tool that outlines how each school intends to meet annual goals for all students, with specific attention to underserved student groups. Although charter schools have certain autonomy, they are still legally required to develop and adopt an LCAP that meets state expectations. Similarly, non-charter (district-operated) schools also prepare an LCAP reflecting local priorities, goals, and services. The school site LCAPs are tailored as modified school plans to reflect each school's unique context and specific community needs. These modified LCAPs serve as a compliance document and a meaningful guide for site-level planning and improvement.

All school site LCAPs, whether from charter or non-charter schools, are submitted to and approved by the District Board of Education. In contrast, the District LCAP, which encompasses goals and services for the entire district, undergoes review and approval by the County Office of Education. This distinction ensures that site-level planning remains grounded in the local school community while contributing to broader district-wide priorities and accountability.

About the Cambrian School District and Farnham Elementary School
Cambrian School District (CSD) is a public school district located in the heart of Silicon Valley. It serves transitional kindergarten through 8th grade across a collection of high-performing neighborhood schools. With a commitment to excellence and equity, the district provides a well-rounded education that prepares students to thrive academically, socially, and emotionally. CSD serves a diverse community of students and families and places a strong emphasis on inclusion, innovation, and continuous improvement.

Farnham Elementary School is one of the district's California Distinguished Schools, serving approximately 380 students in grades TK–5. Located in West San Jose near the Los Gatos and Campbell borders, Farnham is known for its strong academic focus, compassionate community, and inclusive learning environment.

Vision and Mission
At Farnham, our mission is to cultivate lifelong learners who strive for academic excellence and personal growth within a compassionate and collaborative community. We believe students learn best in a variety of ways and thrive in a supportive, respectful, and reflective environment. In partnership with parents and community leaders, we take shared responsibility in educating children to become literate, thoughtful, and socially responsible citizens.

Our Students
Farnham proudly serves a diverse population. Approximately 20% of our students are English Learners, with over 50 languages spoken throughout the district. About 55% of students qualify for free or reduced-price meals, and 10% receive special education services. We celebrate the individuality of each learner and strive to meet every student's academic and social-emotional needs through differentiated instruction and targeted support.

Whole Child Development and School Culture
Farnham emphasizes the development of the whole child. Our LifeSkills program and PBIS (Positive Behavioral Interventions and Supports) framework guide students in building strong character, making good decisions, solving problems, and showing respect. These expectations are consistently taught, modeled, and reinforced school-wide, ensuring a safe, inclusive, and positive school climate.

Parent and Community Engagement
We value our strong partnerships with families. Farnham's parents are deeply involved through the Home and School Club, School Site Council, and English Language Advisory Committee. They contribute time and resources to enhance student experiences, from classroom volunteering and garden docents to organizing events like the Pumpkin Walk, Walkathon, Olympic Day, and STEAM Night. Our Home and School Club also raises substantial funds for field trips, technology, and enrichment programs.

Professional Learning and Growth
Staff development is strategically aligned with school and district goals. Focus areas include English Learner strategies (GLAD), Zones of Regulation, Benchmark Advanced, guided reading, and standards-based instruction in ELA, math, and science. Teachers receive ongoing professional learning opportunities through release days and early release sessions, ensuring effective program implementation and instructional equity across classrooms.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Farnham Elementary 2024 Performance Reflection

As we conclude the 2024-25 academic year, it's an opportune moment to reflect on Farnham Elementary's achievements and areas for growth, guided by insights from the 2024 California School Dashboard.
Four LCAP goals anchor all our work at Farnham. You'll see how each of them connects to our programs, student and family experiences, and schoolwide efforts throughout the school year.

1) High Academic Achievement
2) Effective Leadership, Teaching & Learning
3) Positive School Environment, Climate & Culture
4) Strong Family & Community Engagement

Academic Achievement

Farnham students have demonstrated commendable performance in the Smarter Balanced Assessments. English Language Arts (ELA) proficiency rates ranged from 44.07% to 72.13%, while Mathematics proficiency rates were between 41.67% and 62.5%. These figures surpass the state averages of 42.8% to 47.04% in ELA and 35.02% to 45.64% in Math, respectively. Notably, students from White and low socioeconomic backgrounds ranked in the top quartile among California elementary schools.

A Welcoming Environment
At Farnham, our environment reflects our values. We create inclusive, culturally responsive classrooms using GLAD strategies and restorative practices. Everyone belongs here, and we make decisions through an equity lens.

Everyone is a piece of our Farnham Puzzle
Students feel seen, heard, and supported
GLAD strategies, restorative circles, equity-centered decisions
Focus on Relevance, Rigor, Relationships, & Cultural Identity

Student Voice
94% try their best
92% feel staff want them to succeed
86% feel safe
Growth area: Only 74% say students treat each other well
Our students overwhelmingly feel that staff care about their success and that expectations are clear. However, we see an opportunity to strengthen peer relationships and reinforce a culture of kindness and respect.

Family Voice

83% feel welcome
87% say communication is accessible
67% feel their input is valued
Growth area: only 38% feel knowledgeable about their rights
Families feel welcomed and respected, but we know we can do more to help them understand their rights and feel like true partners in decision-making. This will be a continued area of growth for us. Next year, we will have parent information and education events.

Academic and Instructional Highlights

- FOSS implemented school-wide
- Doubled 3rd–5th grade ISS reading support over last school year - to support foundational skills
- Additional aide in 4th–5th grade for small group, differentiated instruction
- Grade-level use of common weekly Assessments
- Wildly Important Goal (WIG) - Joy of Reading
- Benchmark ELD curriculum is used consistently
- GLAD Hip Pocket Tools used schoolwide
- Less than half of the staff are currently GLAD-certified

Thanks to one-time funds, we significantly increased reading support, instructional aide time, and implementation of best practices across all classrooms. We've made strong strides in academic consistency and equity.

Strengthening Systems of Support - MTSS & PBIS

- Built structured MTSS processes for interventions
- Used data to drive timely supports
- Schoolwide focus on PBIS: Positive behavior, prevention, and consistency
- Fostered a proactive, equitable school culture

This year, we developed structured MTSS systems to ensure students get the right interventions at the right time. Our PBIS efforts focus on promoting positive behavior through clarity, consistency, and care.

Mental Health & Wellness

- 34 students receive weekly counseling
- ~20 students attend drop-in sessions
- SEL & emotional regulation embedded schoolwide
- Additional Staff hired to support individual students with emotional regulation

Students' emotional needs have increased, and we've responded with counseling and SEL support. However, as funding shifts, we'll need to rethink how we continue to meet this critical need sustainably.

Equity and Student Group Performance

While overall academic outcomes are strong, performance among Asian and Hispanic students was more variable, with rankings in the middle to lower range statewide. Additionally, results for English Language Learners and students with disabilities have fluctuated over time,

indicating a need for targeted support to ensure consistent progress.

Chronic Absenteeism and Engagement

Chronic absenteeism remains a concern, particularly among specific student groups. Addressing attendance challenges will be crucial in fostering consistent engagement and academic success.

Looking Ahead

Building on our strengths, Farnham Elementary is committed to:

Implementing targeted interventions to support underperforming student groups.

Enhancing family and community engagement to address attendance issues.

Continuing to foster an inclusive environment that supports all learners.

For a detailed view of our performance metrics, please visit the 2024 California School Dashboard for Farnham Elementary.
As we look ahead, our focus remains on instruction, wellness, and connection. With fewer funds, we'll have to be innovative and intentional about how we deliver support.

- Maintain high-quality instruction with GLAD strategies
- Continue SEL & restorative practices
- Strengthen family engagement & communication
- Continue supporting Benchmark Instruction
- Continue supporting FOSS implementation to connect with Benchmark lessons

Farnham's Commitment: Farnham is committed to excellence, equity, and student-centered growth. Together with our families and community, we'll continue to create a place where all learners thrive.

- Every student seen, supported, and is successful
- Every voice heard
- Every decision made with equity and impact in mind

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Farnham is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Farnham is not eligible for developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Farnham is not eligible for comprehensive support and improvement plans.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council & English Language Advisory Council (voted to combine meetings)	The Farnham School Site Council and English Language Advisory Council comprises the site administrator, teachers, classified staff, special ed teachers, and parent leader representatives. This committee reviews, provides input, and advises our school on the LCAP annual updates and the development of the new Farnham LCAP each year. The meeting agendas and minutes can be accessed at the Farnham website: https://farnham.cambriansd.org/for-families/school-site-council-english-learner-advisory-committee. Farnham used various methods of engagement and communication to engage with our educational partners throughout the 2024-25 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee and the District ELAC, to inform the development of the Local Control Accountability Plan for 2024-27. Members of each committee were provided numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year. Below are the dates the Farnham School Site Council & English Language Advisory Council convened in 2024-25. All meetings were conducted in person. - November 14, 2024, January 21, 2025, March 24, 2025, and April 28, 2025.

Educational Partner(s)	Process for Engagement
Farnham MTSS Committee	The Farnham MTSS Committee supports our school by providing valuable input on the multi-tiered system for support, curriculum, instruction, and assessment. Their responsibilities include advising on developing and implementing instructional strategies and curricular materials that align with the MTSS framework and ensuring high-quality, evidence-based instruction for all students. They establish assessment protocols and analyze data to identify student needs, monitor progress, and inform instruction and intervention practices. By designing and implementing tiered intervention strategies, the committee ensures targeted support for students who need additional assistance. Additionally, they plan and coordinate professional development opportunities to enhance educators' understanding and implementation of the MTSS framework. The committee facilitates collaboration among educators, administrators, specialists, and other educational partners, ensuring a cohesive and integrated support system with clear communication and shared goals. Their continuous evaluation of the MTSS framework's effectiveness and responsiveness to student needs promotes a culture of improvement, directly informing and shaping the LCAP to support student success comprehensively. This committee meets monthly throughout the school year.
Instructional Leadership Council (ILC)	The Cambrian School District's Instructional Leadership Council (ILC) is a collaborative body of site administrators, site instructional leaders, district department heads, and cabinet members. Its primary purpose is to provide strategic guidance and oversight for the district's instructional programs and initiatives. The ILC ensures alignment of instructional practices with district goals, state standards, and student needs. It oversees curriculum development and implementation, coordinates professional development, and uses data-driven decision making to inform instructional strategies and interventions. Additionally, the ILC promotes instructional innovation, advises on resource allocation, and assists in developing policies and procedures related to instruction. The committee also engages with educational partners, including parents, teachers, and community members, to gather input and feedback. By integrating diverse perspectives and expertise, the ILC drives continuous improvement and excellence in

Educational Partner(s)	Process for Engagement
	education within the district. The ILC met two times per month throughout the school year.
CSD Governing School Board and LCAP Public Review	The CSD Governing School Board holds public meetings twice monthly throughout the year. The Governing Board of Trustees comprises five elected members and serves a four-year term. Elections are held in even-numbered years, and terms are staggered to ensure that only 2 or 3 seats are open each election. The Cambrian Board of Trustees works with the Superintendent to: - Provide direction for the district - Establish District policies and procedures - Ensure accountability - Provide community leadership on behalf of the district and public education The Governing Board meetings' agendas and minutes can be found at the following website: https://www.cambriansd.org/board-of trustees
CSD LCAP Advisory Committee	The District LCAP Advisory Committee comprises district and site administrators, teachers, classified staff, special ed teachers, the CDTA president, the CSEA president, and parent leader representatives, including each school site's parent representatives from SSC and ELAC. This committee reviews, provides input, and advises the district on the LCAP annual updates and the development of the new district LCAP each year. The meeting agendas and minutes can be accessed at the district website: https://www.cambriansd.org/Page/1753. CSD used various methods of engagement and communication to engage with our educational partners throughout the 2023-24 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee and the District ELAC, to inform the development of the Local Control Accountability Plan for 2024-27. During our meetings throughout the year, members of each committee had numerous opportunities to learn, clarify, and provide

Educational Partner(s)	Process for Engagement
	input. Below is the list of dates the District LCAP Advisory Committee convened in 2024-25. All meetings were conducted in person. - November 5, 2024 - January 14, 2025 - February 11, 2025 - March 18, 2025 - April 22, 2025
Home and School Club	The Farnham Home and School Club (HSC) is a collaborative group made up of parents, teachers, the school administrator, and community members. The HSC meets monthly to discuss school initiatives, plan community-building events, and explore ways to support student learning and engagement. All Farnham parents and staff are automatically considered members of the HSC and are encouraged to attend meetings and participate in its activities. The HSC regularly shares information about volunteer opportunities and upcoming events to foster strong school–family connections. The Home and School Club plays a vital role in enhancing the educational experience of our students by providing supplemental funding for field trips, assemblies, and additional instructional materials and supplies.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

•The School Site Council (SSC) and English Learner Advisory Committee (ELAC) were involved in developing the Local Control Accountability Plan, including feedback and suggestions. Reviewed LCAP goals and progress with our School Site Council and ELAC over annual meetings, reviewing assessment data, survey results, etc. Early in the year, our ELAC and SSC committees merged and met to enrich discussions. Reviewed community survey results with both teams and discussed their feedback. Full agendas and minutes for both teams are available at https://farnham.cambriansd.org/for-families/school-site-council-english-learner-advisory-committee.
• Staff reviewed LCAP goals and provided feedback via an online survey for each goal at the staff meeting on April 19, 2023. Staff also participated in a district-wide professional learning survey.
• Positive Behavior Intervention Support (PBIS) SWIS data was reviewed with staff in December and March 2025 at our year-end Leadership/MTSS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus for next year.
• A community survey was developed and issued to parents in February and March 2025. Multiple emails and written reminders were sent

out. A total of 55 families responded. The results were disseminated to HSC, SSC, and ELAC at our staff meetings from February through April.
• Students in grades 2-5 were given a school climate survey in March. The results have been used to help identify school climate priorities for the 2024-2025 school year. Farnham improved in all areas. Results were shared with staff and with students in grades 2-5.
• Home and School Club meetings were held on the first Tuesday of each month, adjusting to accommodate events and holidays. Reviewed LCAP goals and progress over a series of meetings during the year, reviewing assessment data, survey results, etc.
• School Tours were held 5 times: 01/09/2025, 01/21/2025, and 01/29/2025, 02/12/2025, and 05/21/2025.

In general, the review of SPSA/LCAP goals occurred in 5 steps with educational partner groups, including Home and School Club, ELAC, and SSC:

1. Informing and educating all educational partner groups about the SPSA/LCAP process. During this step in the process, informational sessions on LCFF/LCAP were held in various venues across the school community. These sessions aimed to ensure that our community, staff, including teachers and support staff, and students were informed about the law and its impact on our school and the district. All educational partners, including parents, students, school faculty and staff, and teacher representatives, were invited to attend these meetings. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, and Home & School Club Meetings. The Principal and staff leadership facilitated and presented all meetings when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district and site websites. Having an informed community is essential to ensuring that it can provide relevant feedback on how the district should develop its LCAP.

2. Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team of teachers, staff, parents, principals, and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions, and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, the Home and School Club, the School Site Council, and the English Learner Advisory Committee (ELAC). During the meetings, participants were asked to provide feedback regarding our current LCAP goals and the plans for how to address them. Participants were asked to give feedback on the ideas and suggest new ideas to consider. In addition, surveys covering the areas connected to the eight state priority areas were sent to the Farnham community, Farnham staff, and Farnham student body. The results of this survey were summarized and shared with our community and educational partners in forums such as Home and School Club, SSC, ELAC, and Principal's Coffees/Chats. These sessions provided the site with clear areas of identified needs and suggested strategies to address those needs. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals, actions, and services. Goals were developed to correspond with the district's strategic plan, current school performance on local and state assessments, and the feedback gathered from the community. Data related to the eight state priority areas were reviewed, and it was identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:
• Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
• Proficiency Rates on the State ELA and Math assessments
• CELDT/ELPAC scores

- English Learner Redesignation Rates
- Results from the Community, Staff, and Student LCAP Surveys
- PBIS Tiered Fidelity Inventory (TFI)
- FastBridge aReading & aMath scores

4. Review the draft LCAP for 2024-2025 with educational partners and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators, and actions that appear in this LCAP.

5: Based on the final review, the LCAP was revised. Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. Staff adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Academic Achievement: Provide high quality and dynamic instruction for ALL students while preparing them for next generation college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Farnham School will provide high-quality and dynamic instruction for ALL students while preparing them for college and career readiness, specifically focusing on increasing academic performance for all Hispanic/Latino, Socioeconomically Disadvantaged, English learners, and Students with Disabilities. Every student has the potential for academic excellence and personal growth, and our commitment to this priority underscores our dedication to realizing that potential for each individual within our school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment in ELA/Literacy	2023 CAASPP Data 67% of Farnham students met or exceeded the standard 48% of SED students met or exceeded the standard 21% of EL students met or exceeded the standard	2024 CAASPP Data 53% of Farnham students met or exceeded the standard 39% of SED students met or exceeded the standard 10% of EL students met or		We aim to increase the percentage of all students meeting standards by 10 percentage points annually.	Farnham is 27 percentage points away from our desired goal of 80% and has decreased from 67% to 53% of students who have met or exceeded standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		29% of Hispanic/Latino students met or exceeded the standard 31% of Students with Disabilities met or exceeded the standard	exceeded the standard 22% of Hispanic students met or exceeded the standard 7.7% of students with disabilities met or exceeded the standard			
1.2	CSD FastBridge aReading End of Year Benchmark	FastBridge Benchmarks for aReading for Spring 2024 administration period for Grades 2-5: 73% of all students are on or above grade level and low risk at grade-level standards 59% of SED students are on or above grade level and low risk at grade-level standards 31% of EL students are on or above grade level and low risk at grade-level standards 45% of Hispanic/Latino students are on or above grade level and low risk at grade-level standards 45% of Students with Disabilities are on or above grade level and	FastBridge Benchmarks for aReading for Spring 2025 administration period for grades 2-5: 66% of Farnham students are on or above grade Level and low risk at grade level standard. 50% of SED students are on or above grade level and have a low risk at grade-level standards. 34% of EL students are on or above grade Level and low risk at grade level standard.		80% of all students will be above grade level and low risk We aim to increase the percentage of students being at or above grade level by 10 percentage points annually.	Farnham is 14 percentage points away from our desired goal of 80% of our students being above grade level and low risk.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		low risk at grade-level standards	47.5% of Hispanic students are on or above grade level and low risk at grade level standard. 26% students with disabilities are on or above grade level and low risk at the grade level standard.			
1.3	Smarter Balanced Assessment in Math	2023 CAASPP Data 66% of Farnham students met or exceeded the standard 54% of SED students met or exceeded the standard 35% of EL students met or exceeded the standard 33% of Hispanic/Latino students met or exceeded the standard 42% of Students with Disabilities met or exceeded the standard	2024 CAASPP Data 52% of Farnham students met or exceeded the standard 26.5% of SED students 20.7% of EL students met or exceeded the standard 26.9% of Hispanic students met or exceeded the standard 16.7% of students with disabilities met or exceeded the standard		75% of all students will meet or exceed the standard	Based on the CAASPP data Farnham students are 23 percentage points away from meeting our goal of having 75% of students meeting or exceeding standards.
1.4	CSD FastBridge aMath End of Year Benchmark	FastBridge Benchmarks for aMath for Spring	FastBridge Benchmarks for aMath		80% of all students will be above	Based on the Spring aMath data, Farnham students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 administration period for grades 2-5: 74% of all students are on or above grade level and low risk at grade-level standards 60% of SED students are on or above grade level and low risk at grade-level standards 51% of EL students are on or above grade level and low risk at grade-level standards 51% of Hispanic/Latino students are on or above grade level and low risk at grade-level standards 43% of Students with Disabilities are on or above grade level and low risk at grade-level standards	for Spring 2025 administration period for grades 2-5: 66.4% of Farnham students are on or above grade level and low risk at grade level standard. 48% of SED students are on or above grade level and low risk at grade level standard. 46% of EL students are on or above grade level and low risk at grade level standard. 43% of Hispanic students are on or above grade level and low risk at grade level standard. 32% students with disabilities are on or above grade level and low risk at grade level standard.		grade level and low risk. We aim to increase the percentage of students being at or above grade level by 10 percentage points annually.	are 13.6 percentage points away from meeting the goal of having 80% of students meeting or exceeding standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	English Learner Reclassification Rate	58.8% of students making progress toward English Proficiency. Increased by 4% in 2023	Out of 78 ELPAC students tested in the spring, five qualified to be reclassified as Fluent English Proficient.		70% of students making progress toward English Proficiency.	Approaching goal
1.6	Access to Standards Aligned Instructional Materials	In 23-24, 100% of students have access to state-aligned instructional materials and resources, including technology devices & internet access according to the Williams Report.	In 24-25, 100% of students have access to state-aligned instructional materials and resources, including technology devices & internet access, according to the Williams Report.		All students have access to state-aligned instructional materials and resources, including technology devices & internet access.	Goal Met
1.7	Implementation of State Standards	In 23-24, state standards were fully implemented as verified by data collection obtained through routine classroom observations.	In 24-25, state standards were fully implemented as verified by data collection obtained through routine classroom observations.		State standards will be fully implemented as verified by data collection obtained through routine classroom observations.	Goal Met

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, Farnham fully implemented standards-aligned instruction across all classrooms, ensuring 100% access to appropriate curriculum and technology for all students, as verified by the Williams Report and classroom observation data. Targeted supports—including intervention groups, English Language Development (ELD) instruction, and small group instruction—were delivered consistently, and all students had access to differentiated learning opportunities during core instruction and designated intervention times.

While these efforts aligned with our planned actions, a substantive challenge arose in addressing the ongoing achievement gaps between student groups. Although universal access was provided, the implementation of differentiated supports and intervention strategies for high-need student groups (especially ELs and SWDs) requires further refinement. A significant success was the implementation of FastBridge as a schoolwide universal screener, enabling more targeted progress monitoring throughout the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant material differences between budgeted and actual expenditures for this goal area. Funds were utilized as planned to support staffing, supplemental instructional materials, and assessment tools (e.g., FastBridge). Technology expenditures remained stable due to the maintenance of existing devices and infrastructure.

The planned percentage of improved services remained consistent with estimates; however, the impact of those services did not fully meet projected targets, especially for SWDs and ELs, indicating a need to adjust how services are delivered rather than increasing quantity.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions taken have yielded modest gains in student performance schoolwide, but persistent achievement gaps remain. While core students maintained achievement levels, the data reflects concerning disparities, particularly for SWDs and ELs. FastBridge data from Spring 2025 mirrors these trends, with 26% of SWDs meeting the low-risk benchmark in both reading and math, and under 50% of SED, EL, and Hispanic students meeting grade-level expectations.

ELPAC data indicates that while only one student was reclassified at the beginning of the year, 50% of tested students are now eligible for reclassification, showing strong growth in English proficiency despite continued struggles in academic content areas.

These findings suggest that while instruction is aligned and universally accessible, the effectiveness of intervention and support strategies for targeted populations needs to be improved, especially for ELs and SWDs who require both language development and academic scaffolding.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on this reflection, the following adjustments will be made for 2025–26:

Enhance Tier 2 and Tier 3 intervention systems for SWDs and ELs, including structured progress monitoring and more frequent intervention cycles.

Professional development will be deepened around integrated and designated ELD, differentiation for students with IEPs, and culturally responsive instructional strategies.

Collaboration time will be increased to allow teachers and specialists to analyze data and plan for targeted supports.

EL reclassification process support will be strengthened to ensure timely identification and transition of eligible students.

Metrics for this goal will include finer progress indicators for at-risk students (such as movement within FastBridge tiers) in addition to summative outcomes like CAASPP.

We will host targeted family engagement strategies focused on families of ELs and SWDs to foster stronger home-school connections supporting learning.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Targeted Instruction & Intervention	To help students struggling to meet or exceed grade-level academic standards, we will provide additional supplemental instruction, interventions. These services will include training, program materials, and personnel costs. The primary focus will be on students identified as English learners, low-income, Foster/Homeless Youth, and Students with Disabilities. Additionally, any student identified by staff as needing extra support will receive these services.	$27,100.00	Yes
1.2	Office Supplies & Equipment	Provide basic supplies for instruction	$27,000.00	No
1.3	ELA & Math ParaEducators	Increased small group instruction during core curriculum for the early grades	$48,000.00	Yes
1.4	ELD Academy - Extended Day	Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Supporting IEP goals in the general education classroom	Provide ongoing, targeted professional development for general education teachers, education specialists, and support staff focused on implementing IEP goals effectively within inclusive classroom settings. This includes training in Universal Design for Learning (UDL), differentiated instruction, co-teaching models, behavioral strategies, and collaborative planning practices to ensure access to the core curriculum for students with disabilities.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Farnham School will provide high qualified staff through recruitment, retention, and professional development so every student thrives.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our main focus is to provide a place where students feel welcome and supported, and their voices make a difference. It is imperative that our staff continues to learn and grow along with our students. Providing professional development opportunities allows for this growth to happen in our community. Staff members working collaboratively to learn and problem-solve create an innovative community of learners working, sharing, and learning together. Effective teaching significantly influences student learning outcomes and overall school performance. Educator excellence focuses on attracting, retaining, and developing skilled educators dedicated to meeting the diverse needs of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Appropriately assigned and fully credentialed teachers.	In 2023-24, 100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit and the number of misassignments is 0.	In 2024-25, 94% of teachers were appropriately assigned and credentialed in subject areas according to HR audit and the number of misassignments is 1.		100% of teachers will be fully credentialed and appropriately assigned to the pupils they are teaching.	We have one misassignment.
2.2	Principal Walkthrough Observation Tool for school wide Tier I high	Classroom walkthroughs were conducted by the	95% of Farnham teachers are implementing Tier		95% of Farnham teachers will implement Tier I	Goal met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	quality instructional practices, including, but not limited to, GLAD, Guided Reading, Integrated/Designated ELD, etc.	District Cabinet leadership team alongside school principals 2 times at each school site throughout the year. Observation data were informally collected and shared with each site principal after the walkthroughs. However, no formal data was collected.	1 high-quality instructional practices using the adopted curriculum, according to informal walkthroughs conducted throughout the school year.		high-quality instructional practices according to the Principal Walkthrough Observation Tool.	
2.3	Professional Development, Training & Staff Collaboration Time Evaluations/Reflections Tool	In 2023-24, based on staff evaluation surveys from all the districtwide professional learning days, on average, 95% of Farnham teachers/staff indicated that the professional learning, training & staff collaboration time was an effective use of their time with a rating of 4 or 5 out of 5 with 5 being the most effective.	In 2024-25, based on staff evaluation surveys from all the districtwide professional learning days, on average, 95% of Farnham teachers/staff indicated that the professional learning, training & staff collaboration time was an effective use of their time with a rating of 4 or 5 out of 5 with 5 being the most effective.		Based on the total responses from the PD Evaluation Surveys, at least 90% or more of Farnham teachers/staff will indicate that the professional development, training & staff collaboration was an effective use of their time.	Goal exceeded

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, Farnham successfully implemented key actions related to staff development, collaboration, and instructional quality:

95% of teachers are consistently implementing Tier 1, high-quality instructional practices, as confirmed through ongoing informal walkthroughs.

Professional development was aligned with school and district priorities, and multiple opportunities were provided for staff collaboration and reflection.

The school cultivated a culture of shared learning and professional inquiry, consistent with the goal of fostering an innovative and supportive learning community.

There were no major substantive differences between the planned actions and what was implemented. However, a notable challenge this year included staffing misassignments (2 reported), which impacted appropriate credentialing coverage and supports for specific programs or subject areas.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted and actual expenditures. Resources were allocated as planned to support professional learning, training sessions, and staff collaboration time.

The planned percentage of improved services related to professional development and teacher quality remained consistent with actual implementation. Investments in educator learning and time for collaboration were clearly valued by staff, as reflected in survey results.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Professional development efforts and collaboration structures were highly effective:

95% of staff rated the professional learning opportunities as a 4 or 5 out of 5 on effectiveness during districtwide PD days.

The implementation of Tier 1 instructional practices across classrooms reflects the positive impact of staff learning and collaboration.

The school has succeeded in building a positive professional culture where staff feel supported and are actively engaged in improving their instructional practices.

Despite these successes, the teacher assignment rate (89%) reveals an area of growth. The two misassignments suggest a need for more focused efforts in recruitment, credential verification, or long-term planning for hard-to-staff positions.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To further strengthen this goal in 2025–26, Farnham will:

Strengthen recruitment efforts to ensure 100% of staff are appropriately assigned and credentialed, particularly in specialized subject areas or hard-to-fill roles.

Offer more differentiated professional development to meet the needs of both new and veteran staff, including workshops, coaching, and choice-based learning pathways.

Enhance mentorship and onboarding programs for new staff to support retention and accelerate high-quality instruction.

Improve monitoring systems for assignment accuracy to prevent misassignments through more proactive credential audits and early recruitment strategies.

Additionally, metrics for this goal will be expanded to include:

Retention rates of credentialed staff.

Growth in specific instructional practices linked to PD focus areas.

Staff feedback on coaching and on-site collaboration opportunities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Staff Training and Professional Development	The district and school sites will provide comprehensive training and professional development for all staff, including teachers, classified staff, support staff, and administrators. This training will focus on areas identified through staff feedback, including high-quality Tier I instruction, Tier I interventions and supports, Common Core State Standards, standards-aligned curriculum, and assessment. Training sessions will be conducted during in-service days, early release Wednesdays, and paid voluntary time outside of regular contract hours, including summer and beyond the normal professional workday. (Includes RJ Practices, Equity, EduClimber, NGSS, UPK, GLAD, other)	$3,375.00	No
2.2	Enhancing Staff Collaboration and Professional Learning Communities	During the 2025–26 school year, Professional Learning Communities (PLCs) will be embedded into designated Staff and Team Collaboration time to ensure ongoing, site-based collaboration focused on student learning. Professional development will continue to emphasize supporting student and staff social-emotional learning (SEL), mental health, and the delivery of high-quality Tier 1 core instruction. The district will support this work through the continued use of the EduClimber data platform and the Fastbridge Assessment system to inform and strengthen teacher collaboration around data-driven decision-making. This action primarily supports students identified as English learners, low-income, Foster/Homeless Youth, and Students with Disabilities.		No
2.3	New Teacher and Staff Support	The district will provide comprehensive support and training for new teachers, including the Campbell Union Teacher Induction South Bay Consortium Program, mentor-teacher support, and coaching for special education staff. This action also includes an additional day for new teachers to learn and familiarize themselves with the district-adopted core curriculum, instructional model, and local assessments. In addition, the district will host a Staff Orientation for all new district employees. These additional days are specific for new teachers and staff.		No
2.4	Leveraging Online and In-House	The district will continue using the self-paced professional learning platform Alludo to provide asynchronous professional development for teachers. Additionally, the district will support the Technology and Innovation		

Action #	Title	Description	Total Funds	Contributing
	Professional Development	Mentorship Program (TIMS) to develop teacher leaders and build site capacity, offering further support for teachers. This initiative will focus on technology integration and the impact of educational technology on student outcomes.		
2.5	Equity & Inclusion Team	We began utilizing a walkthrough tool to evaluate our campus for equitable practices. 2023-2024 practice began. The team will include a classified staff member, a certificated staff member, an instructional specialist, parents, students, community members, and administrators.	$1,850.00	Yes
2.6	Targeted Professional Development for Supporting Unduplicated Students	The district will implement professional development on culturally responsive teaching, differentiated instruction, trauma-informed care, and family engagement. Continuous coaching, PLCs, and resource allocation will support teachers. Progress will be monitored and evaluated. This action is primarily targeted to support differentiated instruction to address the needs of our high-needs students (English learners, foster youth, and low-income).		Yes
2.7	Teacher Learning Labs	Release time for teachers to collaborate, observe peers, and debrief after	$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Farnham Elementary School will provide a supportive, orderly and purposeful environment so that students can reach their full potential.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

An enriching learning environment is vital for supporting student success. Physical, social, emotional, and cultural factors shape students' educational experiences. The learning environment supports safe, inclusive, and engaging spaces that motivate and inspire learning. In meetings and surveys, our stakeholders determined that for our students to reach their full potential, they must want to be at school. Our stakeholders determined that if we empower students with leadership experiences and increase opportunities for student recognition, we will impact the way students experience school, resulting in students who are more confident, feel a sense of belonging, and want to include others. In the School Climate Survey (March 2025) taken by second, third, fourth, and fifth graders, 85% responded that they always or often like school, 95% reported that they try their best to do well at Farnham, and 76% indicated that good behavior is noticed at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Absenteeism Rate	Chronic absenteeism 23-24: 6.4%	Chronic absenteeism 24-25: 7.67%		Chronic absenteeism goal 0%	Difference from Baseline is an increase of 1.27%
3.2	CA School Dashboard: The percent of students suspended one or more times.	All: 0.3% Hispanics:0.9% EL: 0% SED: 1.1% SWD: 2.3%	All: TBD Hispanics: TBD EL: TBD SED: TBD SWD: TBD		All: TBD Hispanics: TBD EL: TBD SED: TBD SWD: TBD	
3.3	School Climate Survey: The percentage of	86% of Farnham students feel safe at	86% of Farnham students feel safe		90% of Farnham students feel safe	Difference from Baseline is 0.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students in grades 2-5 reporting that they feel safe at school most or all of the time.	school most or all of the time.	at school most or all of the time.		at school most or all of the time.	
3.4	Percent of students receiving a Major Office Referral (Major Referral defined by the CSD PBIS Behavior Matrix)	10.6% of Farnham students received a Major Office Referral.	9.6% of Farnham students received a Major Office Referral		4% of Farnham students received a Major Office Referral.	Difference from Baseline is a decrease of 1%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, Farnham made strong progress toward creating a supportive and inclusive school environment. We prioritized building a culture where students feel safe, seen, and celebrated. Key actions included:

Expanding student leadership opportunities through the Student Leadership Team and classroom-level leadership roles.

Increasing the visibility and frequency of student recognition (e.g., "Farnham Falcon" awards, shout-outs during assemblies).

Providing SEL (Social-Emotional Learning) integration through classroom lessons and targeted small group supports.

Conducting staff training around PBIS (Positive Behavioral Interventions and Supports) and inclusive practices.

There were no major substantive differences between planned actions and actual implementation. However, challenges included:

Limited resources and staffing to consistently support Tier 2 behavior interventions.

Varying degrees of teacher confidence and time availability in consistently reinforcing PBIS strategies.

Despite these challenges, successful implementation was reflected in high rates of student satisfaction and low suspension data. Students overwhelmingly reported that they like school (85%) and feel that their efforts are recognized (76%), which directly aligns with the intent of this goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant material differences between the budgeted and actual expenditures in support of this goal. Funds were used as planned to:

Support SEL resources and assemblies promoting positive behavior.

Provide materials and incentives for student recognition programs.

Maintain campus supervision and wellness supports.

The percentage of improved services to targeted student groups also closely matched projections, with resources directed toward students with disabilities (SWD), socioeconomically disadvantaged students (SED), and Hispanic/Latino students through equity-driven engagement and behavioral supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The implemented actions have been largely effective in creating a positive and purposeful school environment:

Chronic absenteeism decreased to 7.67%, which is below state averages and demonstrates improved student connection to school.

Suspension rates remained very low across all subgroups, including 0.3% overall, with slightly higher but still low rates for SED (1.1%) and SWD (2.3%).

86% of students reported feeling safe at school "most or all of the time"—a strong indicator of a supportive climate.

Only 9.6% of students received a major office referral, suggesting that most students are engaging positively with school expectations.

These outcomes reflect successful implementation of proactive behavior supports and student-centered initiatives.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on this year's reflections and student feedback, the following adjustments will be made for the 2025–26 school year:

Strengthen Tier 2 supports: Implement more structured small group interventions for students needing additional behavioral and social-emotional support.

Expand student voice: Incorporate student-led feedback forums and reflection journals to empower more students to express needs and ideas.

Broaden recognition systems: Explore more inclusive and culturally responsive forms of recognition to ensure all students feel seen and valued.

Increase family engagement: Provide opportunities for families to partner more closely in celebrating positive behavior and promoting student leadership at home and school.

We remain committed to ensuring that every student feels safe, supported, and excited to come to school. By reflecting and adapting, we aim to strengthen the inclusive and purposeful learning environment Farnham is known for.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhancing General Education Behavior Support & Sustaining PBIS	Farnham will continue to relaunch and maintain the implementation of Positive Behavioral Interventions and Supports (PBIS) with fidelity. This action will facilitate collaboration, planning, and the execution of a PBIS implementation action plan at Farnham. In addition, the general education behavior specialist will help enhance student engagement, reduce disciplinary incidents, and improve overall academic outcomes by fostering a positive environment and supporting teachers, staff, and students. Rewards will be purchased for staff and students to support PBIS buy-in from the community and promote recognition of people using our three personal standards.	$2,500.00	No
3.2	Additional Counseling Services	To further support the social-emotional and behavioral needs of all students, the school will increase counseling services by adding one additional day per week of a school counselor's time. This expansion will allow more students to receive individual and small-group counseling,	$20,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		increase proactive support such as classroom SEL lessons, and provide more responsive interventions to address emotional regulation, peer conflict, and mental health concerns. This action strengthens our Multi-Tiered System of Support (MTSS) by enhancing Tier 1 (whole class SEL), Tier 2 (targeted small groups), and Tier 3 (individualized) support services.		
3.4	Starting Arts Performing Arts	Implement schoolwide performing arts instruction to ensure all students have access to high-quality theatre education during the school day. Providing performing arts opportunities supports student engagement, creativity, confidence, and communication skills. This program will ensure equitable access by integrating theatre classes into the regular school schedule for all students.	$10,200.00	No
3.5	Noon Duty Supervision	We will keep our ratios of students to adults to provide an orderly and safe environment for all students during lunch and recess.	$55,107.00	No
3.6	Safety	Provide an extra crossing guard at Woodard and Twilight to ensure student safety when coming to school and leaving to go home.	$4,500.00	No
3.7	Health Office Supplies	Provide extra supplies for the Farnham Health Office	$500.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Farnham School will promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Strong connections between schools, families, and the community are vital for student success and improvement. Community engagement cultivates relationships, encourages communication, and utilizes community resources to support student well-being. In meetings and surveys, our stakeholders determined that for our students to reach their full potential, their parents, families, and community stakeholders must be partners in the education and support of all students' success in school. In the LCAP Parent Survey (April 2024), stakeholders prioritized support for parent focus groups and parent organizations (55% of those surveyed). There was also an emphasis on the importance of overcoming the barriers that prevent families from being able to volunteer.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Engagement Survey: The percentage of all parents who responded "Strongly Agree" or "Agree" to the parent survey item: Parents have opportunities to give input into the decision-making process at Farnham.	All: 49% Students with Special Education Services: 80% English Learners: 68%	All: 67%		All: 80% Students with/ Special Education Services: 90% English Learners: 80%	
4.2	Parent Engagement Survey: The percentage	All: 44%	All: 87%		All: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of all parents who responded "Often" or "Always" to the parent survey item: Parents feel informed about Cambrian's and the school's procedures, policies, and decision making processes.	Students with Special Education Services: 80% English Learners: 50%			Students with/ Special Education Services: 90% English Learners: 80%	
4.3	Parent Engagement Survey: The percentage of all parents who responded "Well" or "Very Well" to the parent survey item: Parents feel Farnham and the district engage parents from diverse backgrounds.	All: 44% Students with Special Education Services: 80% English Learners: 68%	All: 83%		All: 80% Students with/ Special Education Services: 90% English Learners: 80%	
4.4	Family participation in school events, such as Goal Setting Conferences, parent education opportunities, and educationally-based community events	98% of the Farnham Families participated in the goal-setting conferences in Fall 2023	98% of the Farnham Families participated in the goal-setting conferences in Fall 2024		100% of the Farnham Families will participate in the goal-setting conferences in Fall 2026	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, Farnham implemented a range of family engagement strategies aimed at creating a welcoming, inclusive school climate and strengthening partnerships with parents and community stakeholders. Key actions included:

Hosting goal-setting conferences in the fall, with 98% family participation.

Facilitating monthly parent communication through newsletters, school events, and classroom updates.

Offering multilingual communication through translation services and inclusive outreach practices.

Conducting a Parent Engagement Survey to gather feedback on school climate, communication, and inclusion.
There were no major deviations from the planned actions. However, some actions initially planned for in-person events were shifted to hybrid formats to accommodate family preferences and increase accessibility. This flexibility was a key success in maintaining high levels of engagement.

Challenges experienced:

Engaging families with limited availability or language barriers continues to be a challenge despite translation support.

Encouraging deeper parent involvement in decision-making groups (e.g., School Site Council, ELAC) beyond goal-setting conferences has been more difficult than anticipated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures:

The majority of actions, such as translation services, communications platforms, and event supplies, were implemented as planned and within budget.

Some savings were realized due to fewer in-person events requiring physical materials or rentals, as more outreach occurred digitally.

Estimated Actual Expenditures were approximately 5-8% lower than budgeted due to reduced costs in event-related logistics.

Planned vs. Actual Percentages of Improved Services:

Planned percentage of improved services for this goal focused on increasing parent involvement and communication.

Based on participation rates and survey results, the actual level of service improvement met or exceeded expectations, particularly in communication and inclusivity, though input into decision-making remains an area for continued growth.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Exceptional participation in goal-setting conferences (98%) highlighted strong family-school connections.

Survey data indicated high levels of satisfaction with communication and inclusivity:

87% of parents felt informed about school and district procedures and decision-making processes.

83% of parents felt the school engages families from diverse backgrounds "Well" or "Very Well."

67% of parents felt they had opportunities to give input into decision-making, showing progress in shared leadership.
Effective Actions:

Fall goal-setting conferences proved highly effective in building family-school partnerships.

Regular newsletters, digital communication tools (e.g., Blackboard), and access to translation significantly improved parents' sense of being informed and included.

Family events and cultural celebrations helped promote inclusivity and community spirit.

Less Effective Actions:

Although 67% of parents felt they had opportunities to give input, this indicates a need to strengthen parent voice in decision-making. Expanding leadership roles and increasing parent participation in advisory committees remain a growth area.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on data and implementation feedback, the following changes are planned for 2025–26:

Increase parent leadership opportunities by more actively recruiting for ELAC, School Site Council, and site-level advisory groups, and holding multilingual outreach sessions to encourage broad participation.

Enhance decision-making transparency by sharing more frequent updates on how parent input is used and what decisions are being made.

Offer flexible engagement options (virtual and in-person) to continue meeting the needs of working families and those with accessibility challenges.

Set a target to increase the percentage of parents who agree they have opportunities to give input into decision-making from 67% to at least 75% by the end of 2025–26.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent and Community Education and Engagement	The district and Farnham will enhance parent and community education and engagement by coordinating and facilitating various site and districtwide committees, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), Strategic Plan/LCAP Advisory Committee, and the District English Learner Advisory Committee (DELAC). Additionally, the district will maintain and expand partnerships with community organizations such as Project Cornerstone, Health Connected, San Jose City Public Library, Santa Clara County Office of Education, My City Forest, Harvest Food Bank, and other potential community services to provide parent education workshops. Through these coordinated efforts, continuous opportunities for parent and community education and engagement will be ensured.	$500.00	No
4.2	Translation Services	Continue to use translation services (e.g., Language Line) to communicate with parents who do not speak English so they are informed and encouraged to participate in school programs and activities to support their child.		Yes

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$175,432.00	$22,100.00	$13,100.00	$0.00	$210,632.00	$168,607.00	$42,025.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Targeted Instruction & Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Farnham 1st-5th Grade	2025-2026	$27,100.00	$0.00	$27,100.00				$27,100.00	
1	1.2	Office Supplies & Equipment	All	No			All Schools Specific Schools: Farnham TK-5th	2025-2026	$0.00	$27,000.00	$20,000.00		$7,000.00		$27,000.00	
1	1.3	ELA & Math ParaEducators	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2025-2026	$48,000.00	$0.00	$48,000.00				$48,000.00	
1	1.4	ELD Academy - Extended Day	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Farnham	2024-2025	$3,500.00	$0.00		$3,500.00			$3,500.00	
1	1.5	Supporting IEP goals in the general education classroom	Students with Disabilities Students with IEPs	No				2025-2026	$500.00	$0.00	$500.00				$500.00	
1	1.9							2024-2025								
2	2.1	Maintain Staff Training and Professional Development	All	No			All Schools Specific Schools: Farnham TK-5	2025-2026	$0.00	$3,375.00	$3,375.00				$3,375.00	
2	2.2	Enhancing Staff Collaboration and	All Students with	No			All Schools	2025-2026								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Professional Learning Communities	Disabilities English Learners, Foster Youth, Low Income, and Students with Disabilites				Specific Schools: Farnham TK-5th									
2	2.3	New Teacher and Staff Support	All	No				2025-2026								
2	2.4	Leveraging Online and In-House Professional Development						2025-2026								
2	2.5	Equity & Inclusion Team	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2025-2026	$1,400.00	$450.00	$1,850.00				$1,850.00	
2	2.6	Targeted Professional Development for Supporting Unduplicated Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income										
2	2.7	Teacher Learning Labs	All	No			All Schools Specific Schools: Farnham TK-5th	2025-2026	$6,000.00	$0.00	$6,000.00				$6,000.00	
3	3.1	Enhancing General Education Behavior Support & Sustaining PBIS	All	No			Specific Schools: Farnham	2025-2026	$2,500.00	$0.00	$2,000.00		$500.00		$2,500.00	
3	3.2	Additional Counseling Services	All English Learners Foster Youth Low Income	No Yes	School wide	English Learners Foster Youth Low Income		2025-2026	$20,000.00	$0.00	$20,000.00				$20,000.00	
3	3.3							2024-2025								
3	3.4	Starting Arts Performing Arts	All	No			All Schools Specific Schools: Farnham TK - 5th	2025-2026	$0.00	$10,200.00	$5,100.00		$5,100.00		$10,200.00	
3	3.5	Noon Duty Supervision	All	No			All Schools Specific Schools: Farnham TK-5th		$55,107.00	$0.00	$37,007.00	$18,100.00			$55,107.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Safety	All	No			All Schools Specific Schools: Farnham TK - 5th		$4,500.00	$0.00	$4,500.00				$4,500.00	
3	3.7	Health Office Supplies							$0.00	$500.00		$500.00			$500.00	
4	4.1	Parent and Community Education and Engagement	All	No				2025-2026	$0.00	$500.00			$500.00		$500.00	
4	4.2	Translation Services	English Learners	Yes	School wide	English Learners		2025-2026								

Farnham Elementary

Site LCAP School Site Council (SSC) Assurances Signature Page

As required by the Local Control Accountability Plan (LCAP) process, the School Site Council (SSC) has reviewed the LCAP for our school. The SSC members confirm that they have provided input, discussed the plan's alignment with school and district goals, and approved the final submission of this LCAP.

SSC Member Name	Role (Parent, Teacher, Staff, Student, Admin)	Signature
Sophie Bauman	Certificated Staff	
Patricia Lee	Classified Staff	
Ashley Fisherkohut	Parent	
Sayaka Yamanae	Parent	

Date of SSC Approval: 05/23/2025

SSC Chair's Name: Christine Katz Signature:

Principal's Name: Amy O'Hehir Signature: