



Local Control 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 [2021-22]

General Information

A description of the LEA, its schools, and its students.

Farnham School Vision and Mission

The staff at Farnham Elementary School believes that children learn best in a variety of ways. We believe in a cooperative educational community that supports the importance of education. Students, staff, parents, and community leaders share the responsibility to educate our students. We strive to encourage our students to be literate, reflective, citizens who uphold strong educational and social standards.

About Farnham Elementary School

At Farnham, we believe that educating children is the responsibility of the total school community. The staff is dedicated to providing powerful learning experiences that meet the needs of all of our students. We create a caring environment where students feel safe, take risks in their learning and develop lifelong learning skills. Farnham has strong parent involvement. We are proud of the many volunteers that provide services to our school. We offer a wide variety of activities that promote a well-rounded educational experience. We believe Farnham is a great school. We are proud of our students, parents, staff, and community as they work together for student achievement. Like all schools in the Cambrian School District, we are a California Distinguished School. Located in West San Jose, bordering Los Gatos and Campbell, Farnham serves a total student enrollment of 376 students ranging from grades TK-5.

Farnham serves a diverse group of students. Our student population is: 15% English Learners representing over 50 languages spoken in the district, 55% of the students qualify for the free and reduced-price school lunch, 10% of the students receive special education services.

Life Skills

Our LifeSkills program is used throughout the school to provide positive guidelines for behavior. Weekly assemblies and recognition encourage students to use these skills.

PBIS

PBIS stands for Positive Behavior Support and Interventions. All Cambrian Schools participate in the PBIS program. Our goal is to work together to create and maintain a school environment that is Predictable, Positive, Safe, and Consistent. Our three primary school rules are the Farnham ABCs: Act Responsibly, Behave Respectfully, and Care for Others. During the school year, we are defining, teaching, reviewing, and modeling positive social and behavioral expectations in all areas of the school-based on what these three rules look like and sound like in each location. The expectations, language, and follow-through are the same for everyone. Parent Involvement Farnham parents are collaborative partners in the education of their children. These organizations offer many opportunities for parents to stay actively involved in their child's education. The School Site Council advises site administration on programs and expenditures in the Local Control and Accountability Plan (LCAP). The English Language Advisory Committee (ELAC) advises site administration on programs and expenditures related to our English Language Learner program. The Home and School Club brings parents, students, and our community together for a variety of activities. Our Home and School Club raises a significant amount of money to support the school program with field trips, technology, assemblies, etc. These include events such as our Pumpkin Walk, Walkathon, Art Show, Olympic Day, Family Science Night, Movie Night, and dining out events. Parents help in our classes as reading/math volunteers and Arts Vistas Instructors, Project Cornerstone Asset Building Champions, and Garden Adventures docents. Parents are also invited to participate as volunteers in all of the HSC community events mentioned above. Finally, events such as our music program provide additional opportunities for the community to participate in our program.

Professional Development

Staff development is designed in our primary areas of focus: English Learner instruction, GLAD, Zones of Regulation, Benchmark Advanced, guided reading, Common Core State Standards (CCSS) for Math and ELA, Next Generation Science Standards, and differentiation. Using CCSS assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced in areas such as math, science, or language arts, specific time through either teacher release days or 2 hours on early release days is dedicated to staff development to ensure the even and effective implementation of the program.

Due to the Impact of COVID-19, our operations were dramatically transformed. On March 16th, 2020 it became necessary to move solely to an online educational platform. This shift to distance learning greatly impacted our families who rely on the school for more than an education. The site leadership & community organizations worked together to ensure that all students had a device to participate in synchronous and asynchronous instruction. Our school and district staff were instrumental in reaching out to families whose students were not accessing virtual classes to investigate how to best support participation. We discovered that many families struggled with wi-fi access. Additionally, many of our families struggled with food insecurity. Principals across the district coordinated efforts to organize meal distribution, hot spots, and chrome book distribution. On March 15, 2021, our students returned to school in a hybrid model. On May 3rd we were able to increase in-person instruction for all students who returned for four full days and one asynchronous day each week for the remainder of the school year.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Goal 1 - High Academic Achievement

Farnham School will provide high-quality and dynamic instruction for ALL students while preparing them for “next-generation” college and career readiness with a specific focus on increasing academic performance for all Hispanic/Latino, Socioeconomically Disadvantaged, English learners, and Students with Disabilities.

2018-2019 CA State Assessments

- Overall English Language Arts (ELA) performance was 18.7 points above standard although the scores declined 12.2 points. The Students with Disabilities (SWD) increased significantly by 11.6 points.
- Overall Math performance was 18.1 points above standard although the scores declined 6.3 points. The Students with Disabilities (SWD) increased significantly by 16.6 points.
- 68.8% of English Learner (EL) students were making progress towards English language proficiency.
- Reclassified English Learners maintained their performance in math from the previous year by 0.6 points.

2020-2021 Local Assessments

- Over 50% of our students are performing at or above grade level according to Fastbridge aMath Benchmark Assessment in both fall 2020 and winter 2021.
- 50% of our students performed at or above grade level according to Fastbridge aReading Benchmark Assessment in fall 2020.

Other: 2019-2021

- Consistent implementation of Benchmark Advance Curriculum (2019-2021)
- Consistent Implementation of Fastbridge ELA and Math screeners in grades 1-5.
- Continued targeted intervention support with the Leveled Literacy Intervention (LLI) instruction. (How many students receive services?)
- Continued intervention (? Not sure what you want to say here)

Goal 2 Effective Leadership, Teaching, and Learning

Farnham School will provide highly qualified staff through recruitment, retention, and professional development so every student thrives.

Reflections: Successes

- All teachers at Farnham possess credentials appropriate to their position
- Most General Education teachers have received Guided Language Acquisition by Design (GLAD) training/certification
- ELA, Math, Science and SEL curricula have been used for at least two years and teachers have breadth and depth of experience teaching them.
- Teachers have mastered the usage of digital curriculum and tools to facilitate 21st Century learning
- PBIS consistent training and protocols sitewide (Goal 3)
- Teachers are making progress in Writers Workshop training and GLAD implementation (both areas of focus this year and will continue as areas of focus next year); teachers will need continued support and training with the new embedded ELA/ELD

framework, and successfully meeting the needs of EL learners in the classroom; areas of need in technology include more support with collaboration tools for both students and staff (e.g. Google Docs or other apps).

Goal 3 Positive School Environment, Climate, Culture

Farnham School will provide a supportive, orderly and inclusive environment so that all students can reach their full potential.

Reflections: Successes

- Suspension rates in 2018-2019 were less than 1% and the rate declined from the year prior
- Reimplementation with fidelity of PBIS and positive behavior recognition systems
- Implementation with fidelity of Second Step Curriculum
- Behavior prevention/intervention and Safety Care training provided to staff to support teachers with response to major student behaviors
- Continuation of ABC Project Cornerstone Program
- Makerspace
- Nugent Counseling Services up to 2 days per week (How many students served?)
- Behavior Specialist providing consultation and direct services for students with IEPs

2020-2021 Local Student Climate Survey showed improvement in the following areas from the 2019-2020 school year:

- 3% increase in students reporting they like school (79%)
- 4% increase in students reporting that the school has clear rules for behavior (96%)
- 1% increase in students reporting that the teachers treat them with respect (95%)
- 5% increase in students reporting they feel good behavior is noticed at school (81%)
- 3% increase in students reporting they get along with others (89%)
- 16% increase in students reporting students treat each other with respect (89%)
- 1% increase in students reporting they feel safe at school (88%)

Goal 4 Strong Parent and Community Engagement

Promote a welcoming and inclusive environment for all parents, families, and community stakeholders where they can support the success of all students in school.

Reflections: Successes

Parent/Family Engagement Survey Results April 2021 (How many respondents?)

- 97.6% of parents feel welcomed and valued when visiting the school
- 98.9% report family's ethnicity and culture is recognized and respected by school staff
- 96.4% report school activities are planned at different times to provide all parents a chance to participate
- 98% Feel school communication is timely, done in a consistent manner, and provided via multiple methods (newsletters, packets, emails, text, calls, websites..)
- 96.5% report school communication and information is easy to understand and provided in a language parents can understand
- 96.5% agree they are provided regular reports of their child's educational progress

- 96.34% Feel they are considered an important part of the decision-making process, are welcomed/appreciated as volunteers and are provided opportunities to get involved at school
- 95.3% of parents are encouraged to communicate to school staff any concerns they may have related to their child's grade/program placement and academic progress
- 95.3% feel school staff recognize and work to remove barriers that may keep parent volunteers from participating in school activities

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 1 - High Academic Achievement

Farnham School will provide high-quality and dynamic instruction for ALL students while preparing them for “next-generation” college and career readiness with a specific focus on increasing academic performance for all Hispanic/Latino, Socioeconomically Disadvantaged, English learners, and Students with Disabilities by June 2022.

Reflections: Identified Needs

2018-2019 CA State Assessments

- ELA performance decreased significantly by 24.6 points for EL and decreased by 9 points for Hispanic/Latino students. Only 13.64% of EL and 22.64% of Hispanic/Latino students were meeting or exceeding standards.
- Although overall ELA performance increased significantly for SWD and SED, only 33.34% and 34.78% respectively were meeting or exceeding the standard.
- Math performance for Hispanic students decreased by 4.7 points and decreased significantly by 37.4 points for ELs. Only 35.85% of Hispanic/Latino and 112.58% of current ELs are meeting or exceeding the standard.
- Although overall math performance for SED and SWDs increased, only 13.64% of SED and 41.66% of SWD are meeting or exceeding the standard.

2020-2021 LCAP Survey of Parents and Staff Results

- 86% feel more supports/differentiated instruction and support for struggling students is needed
- 78% would like more student enrichment offerings (e.g. languages, comp sci, music, makerspace)

Goal 2 Effective Leadership, Teaching, and Learning

Farnham School will provide highly qualified staff through recruitment, retention, and professional development so every student thrives.

Reflections: Identified Needs

- Supporting New Teachers and/or Instructional Aides with on-boarding/training plan
- Retention of SPED staff
- Additional Behavior Prevention/Intervention/Response training
- MTSS/Strategies to support all learners to ensure seamless and fruitful experiences for students

- Professional development and/or collaboration opportunities to develop best practices for integrating Writer’s Workshop and Guided Reading with our adopted ELA curriculum (Benchmark Advance)
- Differentiation for students at all levels
- Teachers will need continued support and training with the new embedded ELA/ELD framework, and successfully meeting the needs of EL learners in the classroom
- Using data-driven collaboration to collectively support students
- Support with utilizing effective Tier 2 interventions in the classroom setting

Goal 3 Positive School Environment, Climate, Culture

Farnham School will provide a supportive, orderly and inclusive environment so that all students can reach their full potential.

Reflections: Identified Needs

2020-2021 LCAP Survey of Families and Staff Results

- 65% identify social and emotional support as students transition back to full in-person learning as the top priority for school climate/student engagement
- 64% Support for parent focus groups and parent organizations (HSC, Newcomer Support, English Learner Parent Support)
- 54% identify the importance of continuing to emphasize positive culture programs (restorative justice, PBIS, social justice, bullying prevention)
- 62% feel more supports/differentiated instruction is needed
- 82% want an increase in extra-curricular activities (e.g. sports, visual and performing arts, music, MakerSpace/Steam...)

2018-2019 CA Dashboard Data:

- Chronic Absenteeism increased slightly overall (1%). Specifically, absenteeism increased for the following student groups: SWD 5.7%; SED 2.1%; Two or More Races 5.7%
- Inconsistent student engagement during distance learning

2019-2020 Local Behavior Data

- 36 Major Referrals
- 55.56% happened in the classroom setting

Goal 4 Strong Parent and Community Engagement

Promote a welcoming and inclusive environment for all parents, families, and community stakeholders where they can support the success of all students in school.

Reflections: Identified Needs

Parent/Family Engagement Survey Results April 2021

- 91.8% of families feel they are included in making decisions related to the educational placement and progress of their child

LCAP Survey of Staff and Families March 2021

- 49% of the community feels there is a need for school community support (translators, school/home liaison)

- 55% of the community feel there is a need to support for parent focus groups and parent organizations (HSC, Newcomer Support, English Learner Parent Support)
- 64% of community report that we need to continue to provide School-Family communication (phone calls, text messaging, district and school newsletters, website) - language support

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP will provide an overview of our priorities for the next school years and beyond. It will include our successes and areas that need improvement. Data will be provided from the SBAC 2018-2019 as well as information from the Fastbridge Universal Screeners aReading and Math. There is a focus on supporting the teachers with effective professional development in GLAD strategies, Writer's Workshop, guided reading, intervention supports, and equity for all students. It also includes information from key stakeholders including students, staff, families, and the greater community.

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 was not identified for comprehensive support and improvement for the 2020-2021 school year.

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 was not identified for comprehensive support and improvement for the 2020-2021 school year.

Monitoring and Evaluating Effectiveness

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

Farnham was not identified for comprehensive support and improvement for the 2020-2021 school year.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Site:

- a. School Site Council (SSC) and English Learner Advisory Committee (ELAC) involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed LCAP goals and progress with both our School Site Council and ELAC over a series of meetings during the year, reviewing assessment data, survey results, etc. Early in the year, our ELAC and SSC committees decided to merge and meet together to enrich discussions. Reviewed community survey results with both teams and discussed their feedback. Full agendas and minutes for both teams are available at www.cambrian.org/domain/358.
- b. Bi-monthly principal coffees held to review elements from LCAP goal areas (student achievement, EL language Learners, School Climate, and Community Engagement). Parents were asked for feedback and input at sessions. Parent coffees held on these dates: Sept. 15, 2020, Oct. 15, 2020, Nov. 17, 2020, Jan. 12, 2021, Mar 8, 2021, and Apr 27, 2021.
- c. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at the scheduled staff meeting on Mar 10, 2021. Staff also participated in a district-wide professional learning survey.
- d. Positive Behavior Intervention Support (PBIS) SWIS data was reviewed in December and will be reviewed with staff in May 2021 at our year-end PBIS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus next year.
- e. Community survey developed and issued to parents in February-March 2021. Multiple emails and written reminders were sent out. A total of 85 families responded. The results were disseminated to HSC, SSC, ELAC, at parent coffees, and at our staff meeting during the February through April timeframe.
- f. Students grades 3-5 were given a school climate survey in April. The results have been used to help identify school climate priorities for the 2021-2022 year. Farnham improved in all areas. Results were shared with staff and with students in grades 3-5.
- g. Home and School Club meetings were held on the first Wed of each month. Reviewed LCAP goals and progress over a series of meetings during the year, reviewing assessment data, survey results, etc.
- h. Virtual School Tours were held 3 times: 1/16/19, 2/7/19, 2/28/19.

In general, the review of SPSA/LCAP goals occurred in 5 steps with stakeholder groups including Home and School Club, ELAC, and SSC: Step 1. Informing and educating all stakeholder groups of the SPSA/LCAP process. During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was 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 stakeholders were invited to attend these meetings including parents, students, school faculty and staff, and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings, and Principal Coffees/Chats. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district and site website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Step 2: Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team, composed 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, School Site Council, English Learner Advisory Committee (ELAC), and parents during our Principal's Coffee. During the meetings, participants were asked to provide feedback regarding our current LCAP goals and the plans about how to address them. Participants were asked to give feedback on the ideas as well as to suggest new ideas to consider. In addition, surveys covering the areas connected to the 8 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 stakeholders in forums such as Home and School Club, SSC, ELAC, and Principal's Coffees/Chats. These sessions provided the site with some clear areas of identified need and suggested strategies to address that need. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

Step 3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and 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 was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:

1. Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
2. Proficiency Rates on the State ELA and Math assessments
3. CELDT/ELPAC scores
4. English Learner Redesignation rates
5. Results from the Community, Staff, and Student LCAP Surveys
6. PBIS Tiered Fidelity Inventory (TFI)
7. Fastbridge aReading & aMath scores

Step 4. Review the draft LCAP for 2019-20 with stakeholders 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.

Step 5: Revision of the LCAP based on final review. 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.

A summary of the feedback provided by specific stakeholder groups.

Overall, the stakeholders have been very focused on keeping our community safe during the COVID 19 pandemic. There was a lot of emphasis placed on ensuring our families have the necessary, food, shelter, family support, communication, equipment, and supplies to support learning at home. All stakeholders agreed that communication in a family's native language was more important this year than before. It was suggested that we create a community liaison group to support families who speak another language other than English.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

During the 2020-2021 School Year Farnham School has been involving families, students, staff, and community members in multiple stakeholder engagement opportunities. Home and School Club Meetings were held monthly, Principal Chats were held every other month, and School Site Council & English Language Advisory Council meetings occurred quarterly. There were multiple surveys administered to get specific stakeholder input to update, review, and discuss the Local Control Accountability Plan for the 2021-2022 school year. These opportunities provided necessary feedback on what types of intervention programs to make available to students in ELA and Math, increased counseling support, and classroom lessons on social emotional well being, and ongoing professional development, coaching, and learning to address student learning needs.

Goals and Actions

Goal

Goal #	Description
1	Farnham School will provide high quality and dynamic instruction for ALL students while preparing them for “next generation” college and career readiness with a specific focus on increasing academic performance for all Hispanic/Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities.

An explanation of why the LEA has developed this goal.

Looking at the 2019 SBAC data shows that although the overall student performance in both math and English Language Arts is above standard, all scores declined significantly. Our stakeholders provided feedback suggesting that more support/differentiated instruction and support for struggling students is needed to ensure success for all. It was also determined that more enrichment opportunities for the students would be a benefit.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA SBAC data or local assessment data - All Students	<p>ELA SBAC 2019 - All students 18.7 points above standard</p> <p>Fastbridge ELA 2021- All students 20% are some or high risk</p>				All students will be 30 points above standard
ELA SBAC data or local assessment data - Hispanic	<p>ELA SBAC 2019 - Hispanic Students 32.2 points below standard</p> <p>Fastbridge ELA 2021- Hispanic Students 35% are some or high risk</p>				Hispanic Students will perform at standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA SBAC data or local assessment data - SED	<p>ELA SBAC 2019 - Socioeconomically Disadvantaged Students 46.3 points below standard</p> <p>Fastbridge ELA 2021- Socioeconomically Disadvantaged Students 40% are some or high risk</p>				Socioeconomically Disadvantaged Students will perform at standard
Math SBAC data or local assessment Data - All Students	<p>Math SBAC 2019 - All students 18.1 points above standard</p> <p>Fastbridge Math 2021 - All students 18% are some or high risk</p>				All students will be 25 points above standard
Math SBAC data or local assessment Data - Hispanic	<p>Math SBAC 2019 - Hispanic Students 53.2 points below standard</p> <p>Fastbridge Math 2021 - Hispanic students 42% are some or high risk</p>				Hispanic Students will perform at standard
Math SBAC data or local assessment Data - SED	<p>Math SBAC 2019 - Socioeconomically Disadvantaged Students 61.4 points below standard</p>				Socioeconomically Disadvantaged Students will perform at standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Fastbridge Math 2021 - 51% are some or high risk				
Annual SARC - All students have access to state-aligned instructional materials and resources, including technology devices & internet access.	All students have access to state-aligned instructional materials and resources, including technology devices & internet access.				All students will continue to have access to state-aligned instructional materials and resources, including technology devices & internet access.
CA Dashboard Local Indicator - English Learner Progress Indicator (ELPI)	CA Dashboard Local Indicator - English Learner Progress Indicator (ELPI) - 68.8% making progress towards English language proficiency				CA Dashboard Local Indicator - Maintain English Learner Progress Indicator (ELPI) - 68.8% making progress towards English language proficiency
English Learner Reclassification Rate	English Learner Reclassification Rate -				

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA/ELD Professional Development	ELA: High quality instruction of Benchmark ELA/ELD curriculum including the differentiation and intervention components.		No
2	Writer's Workshop & Reader's Workshop Professional Development	ELA: Balanced Literacy integration of Writer's Workshop & Reader's Workshop strategies with Benchmark Advance Curriculum.		No

Action #	Title	Description	Total Funds	Contributing
3	GLAD Professional Development	English Language Development. Consistent integration at all grade levels of Guided Language Acquisition by Design (GLAD) strategies in all content areas.		No
4	Mathematics Differentiation Professional Development	Mathematics: Identify and implement instructional strategies and supplemental mathematics curriculum to differentiate and meet the needs of all students (e.g. Big ideas, essential standards, Number Talks, small group instruction, supplemental intervention materials or curriculum).		No
5	Science	Next-generation Science Standards (NGSS): Complete vertical grade level articulation planning to align teaching of NGSS standards consistently across grade levels. Continue to implement FOSS curriculum, supplemented by Mystery Science.		No
6	Technology	Promote the use of vetted instructional technology/tools as a means to deliver rigorous and relevant learning opportunities aligned to content standards that lead to increased student achievement, 21st century skill development, and make learning accessible for all students.		No
7	Intervention Support	Identify and implement intervention programs for ELA and Math to provide additional or extended learning supports to target student subgroups performing below grade level standards, including EL, SED, and SpEd students	\$49,000.00	Yes
8	Enrichment Support	Increase enrichment opportunities during and outside of the instructional day (e.g. Math Olympiad, PBL, Makerspace, Innovation Hour/Flex Learning time, STEAM...)	\$5,000.00	No
9	Office Supplies & Equipment	Provide basic supplies for instruction.	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
10	NGSS	Mystery Science Experiment Kits purchased by district to enhance hands on science.	\$1,000.00	No
11	Provide extended day enrichment and support activities	Provide after school support for targeted students in the form of a homework/enrichment center		No
12	ELD	Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity	\$3,400.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Our main focus is to provide a place where students feel welcome, supported, and where 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 together to learn and problem solve creates an innovative community of learners working, sharing, and learning together.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	___% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)				100% of teachers implementing best Tier 1 instructional practices consistently.
Annual SARC - 100% of Teacher appropriately assigned	100% of Teachers appropriately assigned.				Farnham/CSD will maintain its' highly effective process for teacher recruitment, selection and support
Professional Development, Training & Staff	___% of teachers/staff indicated that the				90% of teachers/staff indicated that the professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Collaboration Time Evaluations/Reflections Tool	professional development, training & staff collaboration was an effective use of their time. (Baseline established in 2021-22)				development, training & staff collaboration was an effective use of their time.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Farnham Leadership Voice	Establish positive culture/climate supporting continuous improvement by establishing an instructional leadership team to ensure all teachers have a voice		No
2	Farnham Special Education Team	Recruit and retain highly qualified staff, focus on Special Education certificated staff and paraprofessionals. Induction/new teacher & para training & support Onboarding plan		No
3	MTSS - Tier 1 & Tier 2	MTSS expanded implementation to meet the needs of all learners with emphasis on Tier 1 and Tier 2		No
4	Professional Development	3 half-day Release days for teacher professional development and collaboration opportunities around: GLAD Differentiation ELD Zones of regulation (TK-5th Grade) Behavior prevention/positive intervention strategies Student engagement		No

Action #	Title	Description	Total Funds	Contributing
5	Grade Level Collaboration	Grade level collaboration and Structured release time and instructional rounds. All staff will use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.		No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

In meetings and surveys, our stakeholders determined that in order 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 then we impact the way students experience school that will result in students who are more confident, feel a sense of belonging, and want to include others. In the School Climate Survey (April 2021) taken by third, fourth, and fifth graders, 79% responded that they always or often like school, 68% reported that they feel like they do well in school, and 81% indicated that good behavior is noticed at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey - Students reported that they feel like they do well in school.	68% of students reported that they feel like they do well in school.				85% of students in 3rd-5th grade will report that they feel like they do well in school by 2023-2024.
School Climate Survey - Students reported that they like school	79% responded that they always or often like school				85% of students in 3rd-5th grade will report that they always or often like school by 2023-2024.
Chronic Absenteeism Rate	5.3% of our students are chronically absent according to the 2019 California Dashboard				2% of students will not be chronically absent by 2023-2024
Suspension Rate	0 students suspended in 2020-2021				Maintain less than 1% of students to be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					suspended by 2023-2024
SWIS Major Office Referrals	Less than 1% of students received a Major office referrals in 2020-2021				Maintain less than 1% of students to receive a major office referral

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tier 1 Social Emotional Learning	Continue Second Step social emotional curriculum school-wide, hold PD that promotes mental health for students, have school counselor create and present regularly scheduled lessons.		No
2	Community Building	Resume or add, when safe to do so, school-wide community-building events (e.g. Back to School Picnic, walk-a-thon, Pumpkin Walk, movie nights, open house...) and leadership opportunities for students (e.g. Student Council)		No
3	Enrichment Opportunities	Continue, resume or expand Makerspace, Library, Art, Music and PE opportunities for students.		No
4	Counseling	Provide counseling services on site for 2 days per week		No
5	Zones of Regulation	Provide lessons modeled in classrooms to support implementation of Zones of Regulation TK-5th Grade including ongoing professional development opportunities for staff.		No
6	MTSS	MTSS: Continue with regular review of behavior data and implementing strategies to support students (restorative justice		No

Action #	Title	Description	Total Funds	Contributing
		practices, behavior specialist consult, Check-In/Check Out, Behavior Intervention Plans)		
7	Extracurricular learning opportunities	Resume extracurricular learning opportunities (e.g.Field Trips, after school extracurricular activities...) when safe to do so		No
8	Family Outreach Team	Create a family outreach team that can build relationships and advocate for this group of students. They can focus on each child's individual needs.		No
9	Friday Morning Assembly	Celebrate school-wide culture at a weekly Friday morning assembly		No
10	Art Vistas	Trained volunteers bring the multifaceted curriculum to classrooms exposing students to art history, technique, and hands-on projects.	\$8,500.00	No
11	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal		No
12	Noon Duty Supervision	Supervisors for recess and lunch	\$20,000.00	No
13	Multicultural Committee	Reinstate the multicultural committee to celebrate the diversity of Farnham School		No
14	Project Cornerstone	Programs for achieving positive social and academic outcomes in alignment with Multi-Tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS), and schoolwide efforts to improve climate by changing student behavior.		No

Action #	Title	Description	Total Funds	Contributing
15	Safety	Provide an extra crossing guard at Woodard and Twilight to ensure student safety with coming to school and leaving to go home.	\$4,500.00	No
16	Health Office Supplies	Provide extra supplies for the health office	\$500.00	No
17	Library	Continue to provide a safe library space for our Farnham students to check out books with a librarian.	\$13,000.00	No
18	After School Supervision for siblings	In order to support families with multiple siblings being released at different times, we will provide after school supervision between the minutes in which our youngest and oldest students are released to allow parents to have one pick up time.	\$4,300.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

In meetings and surveys, our stakeholders determined that in order 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 2021), stakeholders prioritized support for parent focus groups and parent organizations (55% of those surveyed). There was also an emphasis on the importance of bringing back the community events that were put on hold due to the restrictions surrounding the COVID 19 pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Establish parent support groups <ul style="list-style-type: none"> • New families • Families who speak another language other than English (translators) • School/Home Liaison 	Parents' prioritization of support for parent focus groups and parent organizations is 55% in District's Parent LCAP Survey (0 Parent Support Groups)				Establish parent support groups <ul style="list-style-type: none"> • New families • Families who speak another language other than English (Translators) • School/Home Liaison
Parent participation in school events, such as Parent Conferences, Principal's Coffees,	98% of community participated in the goal setting conferences, 25% of parents participate in				Maintain community involvement in goal setting conferences as well as participation in Principal Coffee/Chats

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Workshops, etc.	the Principal Coffee/Chats				
Parent Participation in School Committees, such as School Site Council, ELAC, Home & School Club Meetings, etc.	Farnham has all positions required filled on all committees. The meeting participation usually consists of sitting Board or committee members only.				Increase participation by 15% of families to attend and participate in HSC meetings.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Volunteers	Re-introduce/expand parent volunteer opportunities in the classroom and at school wide events. Parent volunteer opportunities will be reestablished to help parents partner in their child's education. These programs may include, Project Cornerstone ABC Readers, Art Vista, Garden Adventures, other.		No
2	Parent Education	Provide parent education opportunities around supporting students and families social and emotional needs and academic programs		No
3	School Committees	Increase parent representation on school committees so the groups reflect the demographic populations of students enrolled at the school.		No
4	Translation Services	Use translation services to communicate with parents who do not speak English so they're informed and encouraged to participate in school programs and activities to support their child.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal.		No
6	Parent Information events and School Activities	These events may include, but are not limited to: Principal coffees/chats, Open House, Back to School Night, Science Family Night, Math Night, Parenting classes, Literacy Night		
7	Farnham Representation on District Committees	Maintain standing committees in which information is provided and ideas sought concerning the school and increase participation and parent representatives from our diverse community. District committees: District Local Control Accountability Plan Advisory Committee, District English Learner Advisory Committee, Home & School Club President Meetings with the Superintendent		No
8	Home Visits	Continue to provide home visits to families to increase the home and school connection.		No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.02%	\$86,220

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The LCFF Supplemental funds provide supplemental programs, services, and resources for target and high-needs students in addition to and above the core programs for all students. In addition to site-level services, the districtwide level services, programs and resources will include 2.5 FTE ELD/Tier II Teachers on Special Assignment to provide instructional support/coaching and professional development for staff focused on supporting teaching and learning for English Learners, Socio-economically Disadvantaged students, and Homeless & Foster Youths at all 6 school sites TK-8. The services will also include additional counseling for all sites, supplemental materials, and instructional technology, and other support services to increase/improve services, including extended learning time beyond the school day and school year for high needs students. Because there is not a large concentration of high needs students at any one school, the district provides instructional coaching and support, Tier II facilitation and coordination, training and implementation, additional instructional technology tools & resources, and professional development for all staff to address the needs of targeted and high needs students at all sites to provide additional learning support as needed.

The primary benefit of the expenditures is for the target students, but all high needs student groups will be served in the plan. The research supports that these are the most effective uses of the additional funds; to improve the overall educational program improves equity and access for targeted, at-risk, and high-needs pupils while providing all students an excellent program. Improving the overall educational program is augmented with targeted supports as described.

Site-specific Services:

- Additional & Extended instructional services & support, including LLI, EL Support, Math Intervention

District-wide Services:

Information in the Multi-tiered Systems of Support, English Language Arts/English Language Development & Universal Design for Learning frameworks describes the benefit of explicit language instruction for all students to better access the state standards, so these strategies will be shared with all teachers to enhance language instruction across all grades and content areas. The supplemental funds are being spent on actions and services that are principally directed toward unduplicated student groups. These include:

- Staff professional development focused on differentiated instructional strategies for at-risk students;
- Additional social-emotional learning & mental health services;
- Teachers on Special Assignment - coordination and facilitation of services; instructional support/coaching for staff; professional development; community engagement;
- Purchase of instructional supplemental materials, including instructional technology and resources for blended learning, such as Imagine Learning Language & Literacy;
- Supplemental reading and math intervention programs & services implementation; and
- Extended learning programs and services beyond the school day and school year

The professional development training provides for staff working with English Learners, Socio-economically Disadvantaged students, and Foster and Homeless Youths is designated district-wide. All teachers will receive training on strategies and differentiated instruction for ELs, SED, and Homeless/Foster Youth students and high achieving students. CSD believes that these strategies are effective teaching strategies that will benefit all students. The amounts listed in the LCAP are estimates and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, the number of new teachers at the site, and if the district moves ahead with materials adoption, to cite some examples. Targeted, differentiated instruction and learning for all students and selected students per data review, as well as extended learning time, will be provided. Student progress is monitored with formative and summative assessments on a regular basis and instruction is adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$120,700.00	\$20,500.00	\$5,000.00		\$146,200.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$105,700.00	\$40,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	ELA/ELD Professional Development					
1	2	All	Writer's Workshop & Reader's Workshop Professional Development					
1	3	All	GLAD Professional Development					
1	4	All	Mathematics Differentiation Professional Development					
1	5	All	Science					
1	6	All	Technology					
1	7	English Learners Low Income	Intervention Support	\$49,000.00				\$49,000.00
1	8	All	Enrichment Support			\$5,000.00		\$5,000.00
1	9	All	Office Supplies & Equipment	\$35,000.00				\$35,000.00
1	10	All	NGSS	\$1,000.00				\$1,000.00
1	11	All	Provide extended day enrichment and support activities					
1	12	English Learners	ELD	\$3,400.00				\$3,400.00
2	1	All	Farnham Leadership Voice					
2	2	Students with Disabilities	Farnham Special Education Team					
2	3	All	MTSS - Tier 1 & Tier 2					
2	4	All	Professional Development					
2	5	All	Grade Level Collaboration					
3	1	All	Tier 1 Social Emotional Learning					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	Community Building					
3	3	All	Enrichment Opportunities					
3	4	All	Counseling					
3	5	All	Zones of Regulation					
3	6	All	MTSS					
3	7	All	Extracurricular learning opportunities					
3	8	All	Family Outreach Team					
3	9	All	Friday Morning Assembly					
3	10	All	Art Vistas	\$8,500.00				\$8,500.00
3	11	All	Professional Learning Community					
3	12	All	Noon Duty Supervision		\$20,000.00			\$20,000.00
3	13	All	Multicultural Committee					
3	14	All	Project Cornerstone					
3	15	All	Safety	\$4,500.00				\$4,500.00
3	16	All	Health Office Supplies		\$500.00			\$500.00
3	17	All	Library	\$13,000.00				\$13,000.00
3	18	All	After School Supervision for siblings	\$4,300.00				\$4,300.00
4	1	All	Volunteers					
4	2	All	Parent Education					
4	3	All	School Committees					
4	4	English Learners	Translation Services	\$2,000.00				\$2,000.00
4	5	All	Professional Learning Community					
4	6		Parent Information events and School Activities					
4	7	All	Farnham Representation on District Committees					
4	8	All	Home Visits					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$54,400.00	\$54,400.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$3,400.00	\$3,400.00
Schoolwide Total:	\$51,000.00	\$51,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Intervention Support	Schoolwide	English Learners Low Income	Specific Schools: Farnham	\$49,000.00	\$49,000.00
1	12	ELD	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Farnham	\$3,400.00	\$3,400.00
4	4	Translation Services	Schoolwide	English Learners	All Schools Specific Schools: Farnham	\$2,000.00	\$2,000.00

