



## 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 [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

#### 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 Vista 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.

## 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.

### 2021-2022 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:

- Consistent implementation of Benchmark Advance Curriculum (2019-2022)
- Consistent Implementation of Fastbridge ELA and Math screeners in grades 1-5 with the introduction to TK-K
- Continued targeted intervention support with the Leveled Literacy Intervention (LLI) instruction. 57 students in grades 1st-4th were served. 21 students were exited from LLI as they met the grade-level expectations.
- Continued ELD Level 1 class (served 9 students throughout the school year)

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
- All 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 three 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 teaching language arts using the Benchmark Advance curriculum in a workshop model, 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 2021-2022 were less than 1% and the rate declined from the year prior
- Reimplementation with the fidelity of the PBIS and positive behavior recognition systems
- Implementation with the fidelity of the 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 with 31 students being served.
- School Psychologist had two lunch bunch groups that met once a week for 6 weeks. This group was provided for 12 students.

- Behavior Specialist providing consultation and direct services for students with IEPs

2022 Local Student Climate Survey showed improvement in the following areas:

- 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 2022 (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 that 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 2024.



### Reflections: Identified Needs

CSD's local assessments (aReading, aMath, CBMReading, and Writing) show gaps in performance levels between all Farnham students part of our SWD, SED, and Hispanic/Latino subgroups. The results are summarized below.

Early Reading and Early Math results should be interpreted with caution as TK students were given the assessments and CSD has subsequently determined that they were NOT developmentally appropriate for this age group. CSD is awaiting information from the state regarding appropriate assessments for TK moving forward. However, this particular cohort of students will need to be consistently monitored by Farnham and CSD staff for academic progress as they were the age group likely most impacted by the COVID-19 pandemic and the reduction in access to early childhood education and socialization opportunities that it caused.

Fall 2021 Early Reading (identified high/some risk):

- All assessed Farnham Students - 31%, SED - 40%, H/L - 50%, SWD - 50%

Spring 2022 Early Reading (identified high/some risk):

- All assessed Farnham Students - 46%, SED - 48%, H/L - 63%, SWD - 63%

Fall 2021 Early Math (identified high/some risk):

- All assessed Farnham Students - 23%, SED - 42%, H/L - 37%, SWD - 29%

Spring 2022 Early Math (identified high/some risk):

- All assessed Farnham Students - 39%, SED - 57%, H/L - 57%, SWD - 75%

Fall 2021 aReading (identified high/some risk):

- All assessed Farnham Students - 28%, SED - 49%, H/L - 54%, SWD - 58%

Spring 2022 aReading (identified high/some risk):

- All assessed Farnham Students - 23%, SED - 44%, H/L - 42%, SWD - 44%

Fall 2021 aMath (identified high/some risk):

- All assessed Farnham Students - 23%, SED - 50%, H/L - 38%, SWD - 58%

Spring 2022 aMath (identified high/some risk):

- All assessed Farnham Students - 25%, SED - 51%, H/L - 47%, SWD - 44%

### 2021-2022 LCAP Survey of Parents and Staff Results

- 86% feel more support/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 meet 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

##### 2021-2022 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 support/differentiated instruction is needed
- 82% want an increase in extra-curricular activities (e.g. sports, visual and performing arts, music, MakerSpace/Steam...)

#### Next Steps

Our focus will be to continue doing what we have and our focus will be on having families back on our campus to support the learning and programs at Farnham. We feel that this will increase the feedback received from families about not feeling that they are a part of decision making, being informed of their student's progress, and creating more opportunities for them to become involved.

##### 2021-2022 Local Behavior Data

- 18 Major Referrals
- 45.8% happened in the classroom setting
- 45.8% happened on the playground

### 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 2022

47% of families agreed that Parents are considered an important part of the decision-making process for developing the school’s parent education program

49% of Farnham families agreed that School staff recognize and work to remove barriers that may keep parent volunteers from participating



in school activities

49% of Farnham families agree that Parents are included in making decisions related to the educational placement and progress of their child

40% of Farnham families agree that The school provides information to parents about community organizations that support their child's learning

55% agree that School activities are planned at different times of the day and week to provide all parents a chance to participate

51% of families agreed that Volunteer parents are given helpful guidance suggestions and materials provided by the school that allow them to best use their skills and talents when volunteering in the school

58% of families agree that The school provides opportunities for parents and community partners to become more involved in school activities

58% agreed that Parents are provided regular reports of their child's educational progress

58% of Farnham Families agreed that Parents are encouraged to communicate to school staff any concerns they may have related to their child's grade/program placement and academic progress

#### Next Steps

- Create more opportunities for families to become involved.
- Poll parents on the best time to volunteer or attend meetings
- Continue to include an option on Zoom to allow for more participation
- Continue to use translation services to communicate
- Start Parent Education Events
- Continue strong Home & School Club inclusion
- Increase opportunities for classroom volunteers
- Expand Project Cornerstone
- Bring back ArtVistas Programs
- Restore the Farnham Garden

## 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 Fastbridge Universal Screeners aReading, Early Reading, aMath, and Early Math. There is a focus on supporting the teachers with effective professional development in GLAD strategies, Benchmark in a workshop model, 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 2021-2022 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 2021-2022 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 2021-2022 school year.



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- The School Site Council (SSC) and English Learner Advisory Committee (ELAC) were 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](http://www.cambrian.org/domain/358).
- Bi-monthly principal coffees are 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 are held on these dates: Sept. 9, 2021, and Nov. 16, 2021. Further Parent coffees were put on hold due to the pandemic surges throughout the rest of the school year.
- Staff reviewed LCAP goals and provided feedback via an online survey for each goal at the scheduled staff meeting on Mar 30, 2022. Staff also participated in a district-wide professional learning survey.
- Positive Behavior Intervention Support (PBIS) SWIS data was reviewed in December and will be reviewed with staff in June 2022 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.
- Community survey was developed and issued to parents in February-March 2022. Multiple emails and written reminders were sent out. A total of 55 families responded. The results were disseminated to HSC, SSC, and ELAC, at parent coffees, and at our staff meeting during the February through April timeframe.
- Students in grades 3-5 were given a school climate survey in April. The results have been used to help identify school climate priorities for the 2022-2023 year. Farnham improved in all areas. Results were shared with staff and with students in grades 3-5.
- Home and School Club meetings were held on the first Wed of each month adjusting to accommodate events and holidays. Reviewed LCAP goals and progress over a series of meetings during the year, reviewing assessment data, survey results, etc.
- School Tours were held 3 times: 03/31/2022, 04/25/2022, and 06/01/2022.

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

1. Informing and educating all stakeholder groups about 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.

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 those needs. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals 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:

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

4. Review the draft LCAP for 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.

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 educational partners.

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 input from educational partners.

During the 2021-2022 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 2022-2023 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	High Academic Achievement

An explanation of why the LEA has developed this goal.

Farnham School will provide high-quality and dynamic instruction for ALL students while preparing them for “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.

## 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>	<p>ELA SBAC scores will be released in the Fall of 2022</p> <p>Fastbridge ELA 2022 - All students 23% are some or high risk in March 2022</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>	<p>ELA SBAC scores will be released in the Fall of 2022</p> <p>Fastbridge ELA 2022 - Hispanic Students 53% are some or high risk in March 2022</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>	<p>ELA SBAC scores will be released in the Fall of 2022</p> <p>Fastbridge ELA 2022 - Socioeconomically Disadvantaged Students 50% are some or high risk in March 2022</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>	<p>Math SBAC scores will be release in the Fall of 2022</p> <p>Fastbridge Math 2022 - All students 32% are some or high risk in March 2022</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>	<p>Math SBAC scores will be release in the Fall of 2022</p> <p>Fastbridge Math 2022 - Hispanic Students 52% are some or high risk in March 2022</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>	<p>Math SBAC scores will be release in the Fall of 2022</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	Fastbridge Math 2022 - SED students 52% are some or high risk in March 2022			
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 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.
English Learner Reclassification Rate	English Learner Reclassification Rate - 12% of our English Language Learners have been reclassified	English Learner Reclassification Rate - 8.5% of our English Language Learners have been reclassified			Farnham School will reclassify 20% of our English Language Learners will be reclassified by 2023-24 school year.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA/ELD Professional Development	ELA: High quality instruction of Benchmark ELA/ELD curriculum including the differentiation and intervention components.		No
1.2	Benchmark Curriculum Professional Development to support the workshop model	ELA: Balanced Literacy integration of Benchmark Advance Curriculum using a workshop model	\$5,000.00	No



Action #	Title	Description	Total Funds	Contributing
1.3	GLAD Professional Development	English Language Development. Consistent integration at all grade levels of Guided Language Acquisition by Design (GLAD) strategies in all content areas.	\$0.00	No
1.4	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
1.5	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.	\$0.00	No
1.6	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.	\$0.00	No
1.7	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
1.8	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
1.9	Office Supplies & Equipment	Provide basic supplies for instruction.	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	NGSS	Mystery Science Experiment Kits purchased by district to enhance hands on science.	\$1,000.00	No
1.11	Provide extended day enrichment and support activities	Provide after school support for targeted students in the form of a homework/enrichment center	\$3,400.00	No
1.12	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.

1.1 ELA: High-quality instruction of Benchmark ELA/ELD curriculum including the differentiation and intervention components. Teachers were able to dive into FastBridge data to determine individual differentiation and intervention components.

1.2 ELA: Balanced Literacy integration of Benchmark Advance Curriculum using a workshop model.

1.3 English Language Development. Consistent integration at all grade levels of Guided Language Acquisition by Design (GLAD) strategies in all content areas. All teachers consistently use GLAD strategies in their classrooms throughout the day and across content areas.

1.4 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).

1.5 Next-generation Science Standards (NGSS): Complete vertical grade level articulation planning to align teaching of NGSS standards consistently across grade levels. Continue to implement the FOSS curriculum, supplemented by Mystery Science. All teachers taught science using both FOSS and Mystery Science. Students had many opportunities to experiment and be guided through the scientific method.

1.6 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. All students in grades 2-5 had access to individual Chromebooks in their classrooms. We were able to provide nine iPads to each TK-1st



Grade classroom to be used for rotations throughout the school day. All classes went through the grade-appropriate Common Sense Media lessons to instill technology expectations and guidelines.

1.7 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. We were able to provide Leveled Literacy Intervention to our 1st-4th Grade students

1.8 Increase enrichment opportunities during and outside the instructional day (e.g. Math Olympiad, PBL, Makerspace, Innovation Hour/Flex Learning time, STEAM...). Due to the pandemic, we had very little opportunity to provide additional enrichment opportunities during and outside the instructional day. We were able to offer a monthly school-wide STEAM challenge that was created by one of our teachers.

1.9 Provide basic supplies for instruction. All supplies were provided.

1.10 Mystery Science Experiment Kits purchased by district to enhance hands-on science. All classrooms were provided the hands-on Mystery Science kits which were used throughout the year. The students and teachers offered positive feedback about the experiments.

1.11 Provide after-school support for targeted students in the form of a homework/enrichment center. This did not happen, as we were unable to secure an adult available to supervise the center.

1.12 Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity. This has been ongoing throughout the school year. Seven of our TK-1st Grade Level 1 EL students were provided explicit instruction using Frames for Fluency in the morning before school four days each week.

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

Provide after school support for targeted students in the form of a homework/enrichment center - we were not able to fill this position.

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

Identifying and implementing 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 was very effective this year due to our ability to create time for the grade level teams to work in collaborative groups to dig deeper into the FastBridge Screener data. We were able to serve students in first-fourth grade in LLI. Our SpEd students were also introduced to the Soliday system to help support their letter, sound, and word knowledge.

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.

We will begin to recalibrate our SBAC data with the new testing results being released in the summer of 2022.

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



# 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)	80% of teachers implementing best Tier 1 in			100% of teachers implementing best Tier 1 instructional practices consistently.
Annual SARC - 100% of Teacher appropriately assigned	100% of Teachers 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	85% of teachers/staff indicated that the professional			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.			development, training & staff collaboration was an effective use of their time.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Farnham Leadership Voice	Establish positive culture/climate supporting continuous improvement by establishing an instructional leadership team to ensure all teachers have a voice	\$0.00	No
2.2	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	\$0.00	No
2.3	MTSS - Tier 1 & Tier 2	MTSS expanded implementation to meet the needs of all learners with emphasis on Tier 1 and Tier 2	\$0.00	No
2.4	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	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
2.5	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.	\$0.00	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.

There were no substantive differences in planned actions and actual implementation of these actions.

2.1 Establish a positive culture/climate supporting continuous improvement by establishing an instructional leadership team to ensure all teachers have a voice. This was established and rotated among the teachers to allow for different voices at each meeting.

2.2 Recruit and retain highly qualified staff, focus on Special Education certificated staff and paraprofessionals.

Induction/new teacher & para training & support

Onboarding plan

Unfortunately, we are losing multiple special education staff members at the end of this school year. The retention of highly qualified staff will continue to be a focus.

2.3 MTSS expanded implementation to meet the needs of all learners with an emphasis on Tier 1 and Tier 2. We were able to meet as an SST Team frequently throughout the year as well as in grade-level PLCs to look at data to drive instruction.

2.4 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. Teachers had three half-day release days to specifically focus on ELA data and instruction. Being able to narrow the focus was essential for best teaching practices.

2.5 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.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Will need additional support from the district to recruit and retain special education staff.

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.

No changes were made.

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



# 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.	78% 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	78.4% of students reported 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	14% of our students are chronically absent according to our Power School data.			2% of students will not be chronically absent by 2023-2024
Suspension Rate	0 students suspended in 2020-2021	0 students suspended in 2021-2022			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	Less than 1% of students received a Major office referral in 2021-2022. The most common referral was physical aggression on the playground (34% of total Major Referrals).			Maintain less than 1% of students to receive a major office referral

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$0.00	No
3.2	Community Building	Resume or add 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. loop duty, morning announcements, flag duty, buddy reading...)	\$0.00	No
3.3	Enrichment Opportunities	Continue, resume or expand Makerspace, Library, Art, Music and PE opportunities for students.	\$0.00	No
3.4	Counseling	Provide counseling services on site for 2 days per week	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
3.5	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
3.6	MTSS	MTSS: Continue with regular review of behavior data and implementing strategies to support students (restorative justice practices, behavior specialist consult, Check-In/Check Out, Behavior Intervention Plans)	\$0.00	No
3.7	Extracurricular learning opportunities	Resume extracurricular learning opportunities (e.g. Field Trips, after school extracurricular activities...)	\$0.00	No
3.8	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.	\$0.00	No
3.9	Friday Morning Assembly	Celebrate school-wide culture at a weekly Friday morning assembly	\$0.00	No
3.10	Art Vistas	Trained volunteers bring the multifaceted curriculum to classrooms exposing students to art history, technique, and hands-on projects.	\$8,500.00	No
3.11	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	\$0.00	No
3.12	Noon Duty Supervision	Supervisors for recess and lunch	\$20,000.00	No
3.13	Inclusion & Equity Committee	Continue the inclusion and equity committee to celebrate the diversity of Farnham School	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	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.	\$0.00	No
3.15	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
3.16	Health Office Supplies	Provide extra supplies for the health office	\$500.00	No
3.17	Library	Continue to provide a safe library space for our Farnham students to check out books with a librarian.	\$13,000.00	No
3.18	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
3.19	Performing arts	Bring in Starting Arts to provide performing arts instruction	\$7,200.00	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.

3.1 Continue Second Step social-emotional curriculum school-wide, hold PD that promotes mental health for students, and have school counselors create and present regularly scheduled lessons. We were able to have a school-wide message and focus each week centered around the Second Step curriculum. Our counselors were not able to present lessons in the classrooms but were able to meet with individuals and small groups throughout the school year.



- 3.2 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)
- 3.3 Continue, resume, or expand Makerspace, Library, Art, Music, and PE opportunities for students. All extracurricular classes were implemented in a modified way due to the pandemic restrictions.
- 3.4 Provide counseling services on-site for 2 days per week - Counseling services were implemented two days each week throughout the school year.
- 3.5 Provide lessons modeled in classrooms to support the implementation of Zones of Regulation TK-5th Grade including ongoing professional development opportunities for staff.
- 3.6 MTSS: Continue with regular review of behavior data and implementing strategies to support students (restorative justice practices, behavior specialist consult, Check-In/Check-Out, Behavior Intervention Plans). This is ongoing with the MTSS Team. We will begin to bring this information to the staff during our staff meetings to get insight into behaviors and what we can do to support our school as a whole.
- 3.7 Resume extracurricular learning opportunities (e.g. Field Trips, after-school extracurricular activities...) when safe to do so. These were very restricted this school year due to the pandemic restrictions.
- 3.8 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. This was not implemented this school year due to the pandemic restrictions.
- 3.9 Celebrate school-wide culture at a weekly Friday morning assembly. This happened every Friday.
- 3.10 Trained volunteers bring the multifaceted curriculum to classrooms exposing students to art history, technique, and hands-on projects. This was not implemented this year due to the lack of volunteers and the restrictions for volunteers on our campus due to the pandemic.
- 3.11 Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal. We were able to create grade-level PLCs which focused on reading data and instruction.
- 3.12 Supervisors for recess and lunch - we continue to be able to recruit and retain highly qualified supervisors for recess and lunch duty.
- 3.13 Reinstate the multicultural committee to celebrate the diversity of Farnham School - The committee was renamed Inclusion and Equity Team. We were able to create 4 opportunities for students to share about themselves within their classroom and school-wide celebrations. Opportunities included: My Name, My Identity. Place a pin on the world map to share where your ancestors came from. Multicultural Fair to share your family heritage with your class and the entire school.
- 3.14 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. We met regularly to ensure we are meeting the needs of our students throughout the different tiers.

3.15 Provide an extra crossing guard at Woodard and Twilight to ensure student safety with coming to school and leaving to go home. This was difficult to staff in the morning, but we were able to secure a staff member to cross students in the afternoon from 2:00-3:00 pm. We hope to find someone to cross students from 8:00-8:15 next school year. We will be exploring options to have students trained in safety protocols to see if this is an option for the future.

3.16 Provide extra supplies for the health office. We were able to provide additional health supplies as needs arose throughout the school year.

3.17 Continue to provide a safe library space for our Farnham students to check out books with a librarian. We were able to hire a librarian and are excited for her to return next year to continue to support our Falcons in the library.

3.18 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.

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

We did not provide after-school supervision between the minutes in which our youngest and oldest students were released. We will be revisiting this for the next school year.

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

Any actions that we were not able to implement or move forward with were due to the pandemic restrictions or lack of staffing.

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.

Adding action item 3.19 to include instruction in theater arts for all students. After partnering with Starting Arts this year we wanted to continue this partnership by including a performing arts theater arts component for all students.

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



# 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"> <li>• New families</li> <li>• Families who speak another language other than English (translators)</li> <li>• School/Home Liaison</li> </ul>	Parents' prioritization of support for parent focus groups and parent organizations is 55% in District's Parent LCAP Survey (0 Parent Support Groups)	We have increased the use of translators for our conferences, IEP meetings, and office interactions.			Establish parent support groups <ul style="list-style-type: none"> <li>• New families</li> <li>• Families who speak another language other than English (Translators)</li> <li>• School/Home Liaison</li> </ul>
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	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	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.	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
4.1	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.	\$0.00	No
4.2	Parent Education	Provide parent education opportunities around supporting students and families social and emotional needs and academic programs	\$1,000.00	No
4.3	School Committees	Increase parent representation on school committees so the groups reflect the demographic populations of students enrolled at the school.	\$0.00	No
4.4	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
4.5	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.	\$0.00	No
4.6	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		No
4.7	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	\$0.00	No
4.8	Home Visits	Continue to provide home visits to families to increase the home and school connection.	\$0.00	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.

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.

4.1 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, and others. These were introduced in a modified way due to pandemic restrictions. We were not able to have the Art Vista program due to our coordinator stepping down and not having someone to step into the role.

4.2 Provide parent education opportunities around supporting students' and families' social and emotional needs and academic programs. This did not happen due to pandemic restrictions.

4.3 Increase parent representation on school committees so the groups reflect the demographic populations of students enrolled at the school. Our parent representation on school committees did not change.

4.4 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. We were able to use translation services with much more frequency. We send all communication through Smore so that it is able to be translated into multiple languages.

4.5 Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal. Grade Level PLCs were formed with a focus on literacy.

4.6 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 - all events happened at a scaled-back level due to pandemic restrictions. There were no parenting classes or math and literacy nights.

4.7 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. This was maintained

4.8 Continue to provide home visits to families to increase the home and school connection. Home visits continued throughout the year.

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

All actions were in process outside of those we were unable to do because of pandemic restrictions.

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

All actions are showing positive progress toward the goal.

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.

Addition of money added to support parent education. Hope is to partner with outside agencies to support our parent community.



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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

For the 2022-23 school year, the Cambrian School District has calculated that it will receive \$1,109,362 plus a carryover estimate of \$202,375 for a total of \$1,311,737 for the 2022-23 Supplemental fund under the Local Control Funding Formula (LCFF). The amount of supplemental funds used for district-wide services is \$775,000. The remaining supplemental funds' balance of \$536,737 is allocated to school sites for site-level services for high-needs pupils. School site level services include additional and extended learning time, supplemental instructional materials, professional development on ELD, and differentiated instruction for high-needs students.

The LCFF Supplemental, Title I, Title II, Title III, and Title IV funds will be combined to provide supplemental programs, services, and resources for target and high needs students, in addition, 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, 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 directly 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 in order 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 with an excellent program. Improving the overall educational program is augmented with targeted support as described.

Information in the Multi-Tiered Systems of Support, English Language Arts/English Language Development, and Universal Design for Learning frameworks describes the benefits 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 supplemental instructional materials, including instructional technology and resources for blended learning, such as Imagine Learning Language & Literacy & Imagine Math;
- 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 provided for staff working with English Learners, Socio-Economically Disadvantaged students, and Foster and Homeless Youth 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 targeted 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.

The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services sections of the Cambrian School District 2021-24 LCAP for 2022-23. The contributing action titles are:

#### LCAP Goal 1: High Academic Achievement

- 1.1. Supplemental Instruction, Intervention, and Support
- 1.2. Summer Programs (1.2)
- 1.3. Supplemental Text, Instructional Materials, and Resources
- 1.5. Targeted Services for Unduplicated Students
- 1.6. Expanded Learning Opportunities/Extended Care Programs
- 1.7. Tier III/ELD Teachers on Special Assignment

LCAP Goal 2: Effective Leadership, Teaching, and Learning

2.2. Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support

LCAP Goal 3: Positive School Climate, Environment, and Culture

3.1. Coordination of Student Services

3.2. Counseling and Mental Health Services

3.4. Health Services and Supports

3.5. Foster/Homeless Youth Services

Goal 4: Strong Parent and Community Engagement

4.2. Enrollment and Targeted Family Engagement and Support

4.4. English Learners Language Services

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. Our English Learners, Low Income, and Foster/Homeless Youth students have the most opportunity for continued academic growth according to the most current state and local assessments. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Cambrian School District be effective in meeting the district LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our district. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness. Since its inception, these actions and services have resulted in increased academic achievement and enhanced the learning of unduplicated students.

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

Using the calculation tool provided by the state, our District has calculated that it will receive \$1,109,362 in Supplemental Funds under the Local Control Funding Formula (LCFF) and an estimated \$202,375 carryover from 2021-22. The proportionality percentage to increase or improve services has been calculated at 4.54%. The district has demonstrated that it has met the 5.41% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.



A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District and its 4 charter schools did not and does not receive additional concentration grant funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$129,100.00	\$20,500.00	\$13,200.00		\$162,800.00	\$109,100.00	\$53,700.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ELA/ELD Professional Development	All					
1	1.2	Benchmark Curriculum Professional Development to support the workshop model	All	\$5,000.00				\$5,000.00
1	1.3	GLAD Professional Development	All					\$0.00
1	1.4	Mathematics Differentiation Professional Development	All					
1	1.5	Science	All					\$0.00
1	1.6	Technology	All					\$0.00
1	1.7	Intervention Support	English Learners Low Income	\$49,000.00				\$49,000.00
1	1.8	Enrichment Support	All			\$5,000.00		\$5,000.00
1	1.9	Office Supplies & Equipment	All	\$35,000.00				\$35,000.00
1	1.10	NGSS	All	\$1,000.00				\$1,000.00
1	1.11	Provide extended day enrichment and support activities	All	\$3,400.00				\$3,400.00
1	1.12	ELD	English Learners	\$3,400.00				\$3,400.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Farnham Leadership Voice	All					\$0.00
2	2.2	Farnham Special Education Team	Students with Disabilities					\$0.00
2	2.3	MTSS - Tier 1 & Tier 2	All					\$0.00
2	2.4	Professional Development	All					\$0.00
2	2.5	Grade Level Collaboration	All					\$0.00
3	3.1	Tier 1 Social Emotional Learning	All					\$0.00
3	3.2	Community Building	All					\$0.00
3	3.3	Enrichment Opportunities	All					\$0.00
3	3.4	Counseling	All					\$0.00
3	3.5	Zones of Regulation	All					\$0.00
3	3.6	MTSS	All					\$0.00
3	3.7	Extracurricular learning opportunities	All					\$0.00
3	3.8	Family Outreach Team	All					\$0.00
3	3.9	Friday Morning Assembly	All					\$0.00
3	3.10	Art Vistas	All	\$8,500.00				\$8,500.00
3	3.11	Professional Learning Community	All					\$0.00
3	3.12	Noon Duty Supervision	All		\$20,000.00			\$20,000.00
3	3.13	Inclusion & Equity Committee	All					\$0.00
3	3.14	Project Cornerstone	All					\$0.00
3	3.15	Safety	All	\$4,500.00				\$4,500.00
3	3.16	Health Office Supplies	All		\$500.00			\$500.00
3	3.17	Library	All	\$13,000.00				\$13,000.00
3	3.18	After School Supervision for siblings	All	\$4,300.00				\$4,300.00
3	3.19	Performing arts	All			\$7,200.00		\$7,200.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Volunteers	All					\$0.00
4	4.2	Parent Education	All			\$1,000.00		\$1,000.00
4	4.3	School Committees	All					\$0.00
4	4.4	Translation Services	English Learners	\$2,000.00				\$2,000.00
4	4.5	Professional Learning Community	All					\$0.00
4	4.6	Parent Information events and School Activities	All					
4	4.7	Farnham Representation on District Committees	All					\$0.00
4	4.8	Home Visits	All					\$0.00



**2022-23 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.00%		\$54,400.00	0.00%	0.00 %	<b>Total:</b>	\$54,400.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$3,400.00
								<b>Schoolwide Total:</b>	\$51,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Intervention Support	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Farnham	\$49,000.00	
1	1.12	ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Farnham	\$3,400.00	
4	4.4	Translation Services	Yes	Schoolwide	English Learners	All Schools Specific Schools: Farnham	\$2,000.00	

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (LCAP) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this LCAP and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

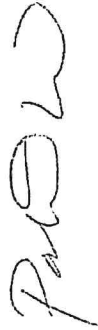
This LCAP is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This LCAP was adopted by the SSC at a public meeting on May 24, 2022.

Attested:



Principal, Mrs. Amy O'Hehir on 05.24.2022



SSC Chairperson, Patricia Lee on 05.24.2022

