



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary [2023-24]

### 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.

At Farnham, students strive for academic excellence supported by a compassionate and collaborative community. We celebrate diversity and honor each child as a unique individual.

#### 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 2021 and winter 2022.
- 50% of our students performed at or above grade level according to the 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 16 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 tenured 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 four 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 2022-2023 were less than 1%, and the rate maintained from the year prior
- Reimplementation with the fidelity of the PBIS and positive behavior recognition systems
- Continued implementation 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
- Nugent Counseling Services up to 2 days per week with 31 students being served.
- Behavior Specialist providing consultation and direct services for students with IEPs

The 2023 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?)

- 90% of parents feel welcomed and valued when visiting the school
- 90% report family's ethnicity and culture are recognized and respected by school staff
- 76% report school activities are planned at different times to provide all parents a chance to participate
- 96% Feel school communication is timely, done in a consistent manner, and provided via multiple methods (newsletters, packets, emails, text, calls, websites..)
- 96% report that school communication and information are easy to understand and provided in a language parents can understand
- 86% agree they are provided regular reports of their child's educational progress
- 96% 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
- 80% 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 allows 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, specific phonics instruction, 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 2022-2023 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 2022-2023 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 2022-2023 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, Multilingual Learners, School Climate, and Community Engagement). Parents were asked for feedback and input at sessions. Parent coffees were held on these dates: February 3, 2023, March 24, 2023, and May 26, 2023. The alternating months provided opportunities for the Farnham Home & School Club to meet with families.
- Staff reviewed LCAP goals and provided feedback via an online survey for each goal at the scheduled staff meeting on April 19, 2023. Staff also participated in a district-wide professional learning survey.
- Positive Behavior Intervention Support (PBIS) SWIS data was reviewed in December and will be reviewed with staff in June 2023 at our year-end Leadership/MTSS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus for next year.
- Community survey was developed and issued to parents in February-March 2023. 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 2023-20234 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 Tuesday or Wednesday 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: 01/31/2023, 02/06/2023, and 02/16/2023.

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

3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals 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 2023-2024 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 2022-2023 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 2023-2024 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, 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>	<p>ELA SBAC 2022 - All students 34.8 points above standard</p> <p>Fastbridge ELA 2023 (aReading) - All students 23% are some or high risk in March 2023</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>	<p>ELA SBAC 2022 - Hispanic Students 24.9 points below standard</p> <p>Fastbridge ELA 2023 (aReading) - Hispanic Students 44% are</p>		Hispanic Students will perform at standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			some or high risk in March 2023		
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>	<p>ELA SBAC 2022 - Socioeconomically Disadvantaged Students 33.9 points below standard</p> <p>Fastbridge ELA 2023 (aReading) - Socioeconomically Disadvantaged Students 32% are some or high risk in March 2023</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>	<p>Math SBAC 2022 - All students 17.1 points above standard</p> <p>Fastbridge Math 2023 (aMath) - All students 24% 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</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>	<p>Math SBAC 2022 - Hispanic Students 45.7 points below standard</p> <p>Fastbridge Math 2023 (aMath) - Hispanic Students 36% are</p>		Hispanic Students will perform at standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	42% are some or high risk		some or high risk in March 2023		
Math SBAC data or local assessment Data - SED	Math SBAC 2019 - Socioeconomically Disadvantaged Students 61.4 points below standard  Fastbridge Math 2021 - 51% are some or high risk	Math SBAC scores will be release in the Fall of 2022  Fastbridge Math 2022 - SED students 52% are some or high risk in March 2022	Math SBAC 2022 - Socioeconomically Disadvantaged Students 51.9 points below standard  Fastbridge Math 2023 (aMath) - Socioeconomically Disadvantaged Students 35% are some or high risk in March 2023		Socioeconomically Disadvantaged Students will perform at standard
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 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	English Learner Reclassification Rate - 13% 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.	\$0.00	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
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).	\$0.00	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

Action #	Title	Description	Total Funds	Contributing
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
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
1.13	Para educators for grades K-1	Provide additional support for our youngest learners.	\$10,000.00	No

## Goal Analysis [2022-23]

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.



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.

With the new role of the Instructional Specialist, we will be able to provide explicit professional development that is relevant to our school site.

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

We had four Instructional Support Specialists on our site this school year. They provided targeted intervention support for students in phonics, Leveled Literacy Intervention, and English Language Development. Collaboration with the TOSA, ISS, and Teachers happened regularly throughout the school year. There were six dedicated days for Professional Learning Community collaboration focused on reading.

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.

There will be a dedicated TOSA, now identified as an Instructional Specialist, on our site five days each week. This should continue to support our goal of providing targeted intervention to help our lowest-performing students. This ISS team member will be able to provide instructional coaching for our teachers.

**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 instructional practices consistently.	90% of teachers are implementing best Tier 1 instructional practices consistently.		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.	100% of Teachers appropriately assigned.		Farnham/CSD will maintain its' highly effective process for teacher recruitment, selection and support

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development, Training & Staff Collaboration Time Evaluations/Reflections Tool	___ % of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline established in 2021-22)	85% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.	90% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.		90% of teachers/staff indicated that the professional 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	\$3,500.00	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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		ELD Zones of Regulation (TK-5th Grade) Behavior prevention/positive intervention strategies Student engagement		
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
2.6	Professional Learning Communities	Farnham will have dedicated time for grade levels to look at data and make informed decisions on best teaching practices to help support all students in a grade level.		No

## Goal Analysis [2022-23]

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

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.

The budget expenditures and estimated actual expenses are the same.

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

MTSS/Leadership Team was established. Moving forward, the focus will be on monthly meetings, with every other month looking at SST referrals and the opposite month looking at SWIS Data to drive the plan forward.

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.

MTSS/Leadership Team was established. Moving forward, the focus will be on monthly meetings, with every other month looking at SST referrals and the opposite month looking at SWIS Data to drive the plan forward. The focus will be on the best Tier 1 implementation practices in the classroom.

**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 2023) taken by third, fourth, and fifth graders, 72% responded that they always or often like school, 75% reported that they feel like they do well in school, and 67% 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.	75% of students in 3rd-5th grade 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.	72% of students in 3rd-5th grade 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.	23.5% of students chronically absent in 2022		2% of students will not be chronically absent by 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	0 students suspended in 2020-2021	0 students suspended in 2021-2022	1 student suspended in 2022-2023		Maintain less than 1% of students to be 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).	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	Continue 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

Action #	Title	Description	Total Funds	Contributing
3.4	Counseling	Provide counseling services on site for 3 days per week	\$20,000.00	No
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.	\$0.00	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	Makerspace	Trained volunteers bring the multifaceted curriculum to classrooms exposing students to hands-on opportunities for learning.	\$10,000.00	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



Action #	Title	Description	Total Funds	Contributing
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
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 Software Site License	Continue to provide a safe library space for our Farnham students to check out books with a librarian.	\$13,000.00	No
3.19	Performing arts	Bring in Starting Arts to provide performing arts instruction	\$7,200.00	No
3.20	Improve Attendance	Improve attendance rates across all students and for every student group ensuring that no group falls in the lowest status.	\$0.00	No

## Goal Analysis [2022-23]

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.

Our chronically absent students have increased dramatically. We were still dealing with the COVID guidelines which forced students to remain home until they tested negative or up to 10 days (whichever came first). Santa Clara County updated its guidelines in the beginning of the spring to allow students to return after 5 days of quarantine. Our team is working on developing a plan to support those students that have fallen into the chronically absent category.

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.

Increase in Art Vista stipend for the director from \$8500 to \$10,000. This was implemented to make the cost equitable across the school district.  
There is a change in funding for the librarian to the central office. The school site will be responsible for the Library software site licenses. We have removed the after school supervision In order to support families with multiple siblings being released at different times. Our community is able to pick up the siblings at the various dismissal times.

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

All of the "in person" community events are back in full force. The community has come together and is working collaboratively to support our students.

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.

Farnham has struggled with getting our Makerspace back up and running after the pandemic lockdown. Prior to the upcoming school year, the plan is to get a person dedicated to overseeing the Makerspace to create time for each class to attend bi-weekly sessions for making. The current Art Vista Docent has expressed interest in moving to the lead position for the Makerspace. The idea was brought up by the School Site Council and ELAC committee to have the same volunteer model as Art Vista to encourage more parent participation in the Makerspace.

**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 2023), stakeholders prioritized support for parent focus groups and parent organizations (55% of those surveyed). There was also an emphasis on the importance of overcoming the barriers that prevent families from being able to volunteer.

## Measuring and Reporting Results

Metric	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.	All staff members feel comfortable using the Language Line to support communication with our multilingual families. We have held one Spanish Speaker Night with a focus on how school works.		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	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	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.	Farnham has all positions required filled on all committees. The meeting participation has increased to include the sitting Board, committee members, and Classroom Liaisons.		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	\$0.00	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 [2022-23]

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

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.

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.

Farnham continues to grow and reflect on how to support our diverse community. Efforts towards supporting our growing multilingual community will continue. We have begun to reach out to families to ask if they would be willing to be a point of contact for our new families.

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.

There have been no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**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.**

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$159,800.00	\$20,500.00	\$13,200.00		\$193,500.00	\$139,800.00	\$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	\$0.00				\$0.00
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				\$0.00
1	1.4	Mathematics Differentiation Professional Development	All	\$0.00				\$0.00
1	1.5	Science	All	\$0.00				\$0.00
1	1.6	Technology	All	\$0.00				\$0.00
1	1.7	Intervention Support	English Learners Foster Youth 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

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.12	ELD	English Learners	\$3,400.00				\$3,400.00
1	1.13	Para educators for grades K-1	ELs, SED, Foster Youth All	\$10,000.00				\$10,000.00
2	2.1	Farnham Leadership Voice	All	\$3,500.00				\$3,500.00
2	2.2	Farnham Special Education Team	Students with Disabilities	\$0.00				\$0.00
2	2.3	MTSS - Tier 1 & Tier 2	All	\$0.00				\$0.00
2	2.4	Professional Development	All	\$0.00				\$0.00
2	2.5	Grade Level Collaboration	All	\$0.00				\$0.00
2	2.6	Professional Learning Communities	All					
3	3.1	Tier 1 Social Emotional Learning	All	\$0.00				\$0.00
3	3.2	Community Building	All	\$0.00				\$0.00
3	3.3	Enrichment Opportunities	All	\$0.00				\$0.00
3	3.4	Counseling	All	\$20,000.00				\$20,000.00
3	3.5	Zones of Regulation	All	\$0.00				\$0.00
3	3.6	MTSS	All	\$0.00				\$0.00
3	3.7	Extracurricular learning opportunities	All	\$0.00				\$0.00
3	3.8	Family Outreach Team	All	\$0.00				\$0.00
3	3.9	Friday Morning Assembly	All	\$0.00				\$0.00
3	3.10	Makerspace	All	\$10,000.00				\$10,000.00
3	3.11	Professional Learning Community	All	\$0.00				\$0.00
3	3.12	Noon Duty Supervision	All		\$20,000.00			\$20,000.00
3	3.13	Inclusion & Equity Committee	All	\$0.00				\$0.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.14	Project Cornerstone	All	\$0.00				\$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 Software Site License	All	\$13,000.00				\$13,000.00
3	3.19	Performing arts	All			\$7,200.00		\$7,200.00
3	3.20	Improve Attendance	All	\$0.00				\$0.00
4	4.1	Volunteers	All	\$0.00				\$0.00
4	4.2	Parent Education	All			\$1,000.00		\$1,000.00
4	4.3	School Committees	All	\$0.00				\$0.00
4	4.4	Translation Services	English Learners	\$2,000.00				\$2,000.00
4	4.5	Professional Learning Community	All	\$0.00				\$0.00
4	4.6	Parent Information events and School Activities	All	\$0.00				\$0.00
4	4.7	Farnham Representation on District Committees	All	\$0.00				\$0.00
4	4.8	Home Visits	All	\$0.00				\$0.00

## 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 April 25, 2023.

Attested:



Principal, Mrs. Amy O'Hehir on April 25, 2023



SSC Chairperson, Patricia Lee on April 25, 2023