

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Farnham Charter School/Cambrian School District

CDS Code: 43693856046452

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Matt Hill, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

Total LCFF funds,
\$0, 0 %

This chart shows the total general purpose revenue Farnham Charter School/Cambrian School District expects to receive in the coming year from all sources.

The total revenue projected for Farnham Charter School/Cambrian School District is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Farnham Charter School/Cambrian School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

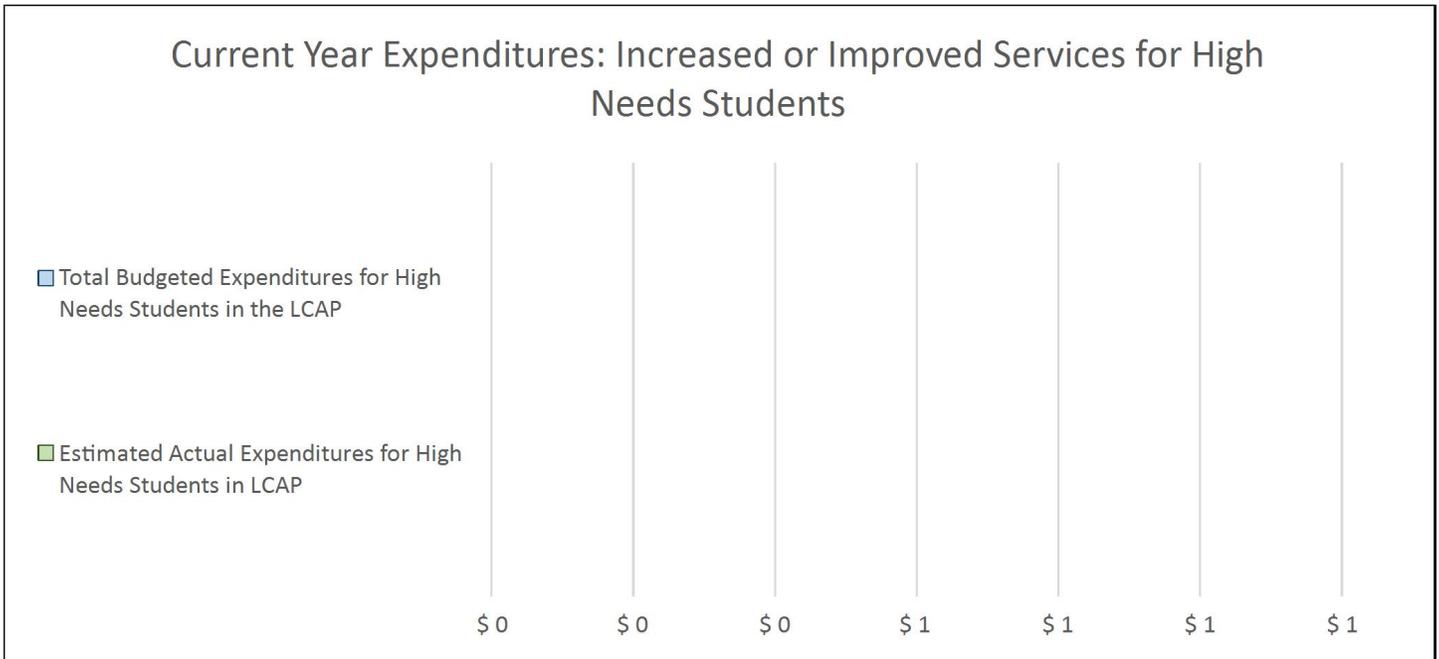
Farnham Charter School/Cambrian School District plans to spend \$ for the 2019-20 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Farnham Charter School/Cambrian School District is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Farnham Charter School/Cambrian School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Farnham Charter School/Cambrian School District plans to spend \$ on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Farnham Charter School/Cambrian School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Farnham Charter School/Cambrian School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Farnham Charter School/Cambrian School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Farnham Charter School/Cambrian School District estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|---|------------------------|--|
| Farnham Charter School/Cambrian School District | Matt Hill Principal | hillm@cambriansd.com (408) 377-3321 |

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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 School serves approximately 500 students in grades TK - 5.

Life Skills

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

INTEGRITY: To act according to a sense of what's right and wrong

INITIATIVE: To do something because it needs to be done

FLEXIBILITY: To be willing to alter plans when necessary

PERSEVERANCE: To keep at it

ORGANIZATION: To plan, arrange and implement in an orderly way; to keep things orderly and ready to use

SENSE OF HUMOR: To laugh and be playful without harming others

EFFORT: To do your best

COMMON SENSE: To use good judgment

PROBLEM-SOLVING: To create solutions in difficult situations and everyday problems

RESPONSIBILITY: To respond when appropriate, to be accountable for your behavior

PATIENCE: To wait calmly for someone or something

FRIENDSHIP: To make and keep a friend through mutual trust and caring

CURIOSITY: A desire to investigate and seek understanding of one's world

COOPERATION: To work together toward a common goal or purpose

CARING: To feel and show concern for others

COURAGE: To act according to one's beliefs

PRIDE: Satisfaction from doing your personal best

PBIS

PBIS stands for Positive Behavior Support and Interventions. All of 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 ABC's: Act Responsibly, Behave Respectfully, and Care for Others. During the school year we are defining, teaching, reviewing and modeling positive social and behavioral expectations in all areas of the school based on what these three rules look like and sound like in each location. The expectations, language, and follow through are the same for everyone.

Parent Involvement

Farnham parents are collaborative partners in the education of their children. These organizations offer many opportunities for parents to stay actively involved in their child's education. The School Site Council advises site administration on programs and expenditures in the Local Control and Accountability Plan (LCAP). The English Language Advisory Committee (ELAC) advises site administration on programs and expenditures related to our English Language Learner program. The Home and School Club brings parents, students, and our community together for a variety of activities. Our Home and School Club raises a significant amount of money to support the school program with field trips, technology, assemblies, etc. These include events such as our Pumpkin Walk, Walkathon, Art Show, Olympic Day, Family Science Night, Movie Night, and dining out events. Parents help in our classes as reading/math volunteers and Arts Vistas Instructors, Project Cornerstone Asset Building Champions, and Garden Adventures docents. Parents are also invited to participate as volunteers in all of the HSC community events mentioned above. Finally, events such as our music program provide additional opportunities for the community to participate in our program.

Professional Development

Staff development is designed in our primary areas of focus: English Learner instruction, writer's workshop model, 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.

LCAP Highlights

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

Four goals have been identified for focus during the 2019-20 school year:

1. Farnham School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, GATE and SpEd) while preparing them for 21st century college and career readiness. Highlights include:

- Improve focus on implementation of Next Generation Science Standards (NGSS)
- Focus on student subgroups: Economically Disadvantaged, Hispanic and English Learners to improve performance gap through Cycle of Inquiry with staff
- Continue refining and improving Tier 2 interventions:
- Maintain and refine extended day ELD and Level Literacy Intervention pull out;
- Improve and expand Math intervention;
- Continue ImagineLearning intervention for ELD and intervention students
- Continue to build out better support for Tier 2 interventions in academics and behaviors support by incorporating Multi-Tiered Systems of Support (MTSS) elements
- Continue Integrated ELD/GLAD, Writers Workshop, Eureka Math, guided reading
- Maintain existing levels of technology deployment
- Support enrichment activities during lunch and after school

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

- Professional development focus on:
- Technology: Effective integration of technology in the classroom
- Social Emotional Learning: Implementation of Second Step Social Emotional Learning Curriculum
- ELA: CCSS-aligned curriculum
- Improve focus on training of Next Generation Science Standards (NGSS)
- Sustaining: Provide professional development for new teachers in existing programs: GLAD, Writers Workshop, Eureka Math
- Continue shared leadership and learning model through Learning Cohorts

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

- Increase Cornerstone ABC parent volunteer readers to ensure full staffing
- Refine and grow practices of Project Cornerstone committee
- Continue PBIS initiatives
- Continue to monitor attendance and provide interventions for chronic attendance issues
- Continue safety training and drills and communication with community
- Provide adequate supervision during student lunch and recess
- Support a counselor on campus 2 days a week
- Support a librarian part time

- Support Inclusion Committee school-wide activities and programs

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.

- Focus on improving parent volunteerism in key areas such as Garden Adventures and Project Cornerstone ABC program
- Increase participation in Parent Coffees, SSC, ELAC
- Parent information and education nights (e.g. Math Nights to support Math curriculum)
- Support stipend for Art Vista coordinator

Review of Performance

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

Greatest Progress

Four goals were identified for focus during the 2017-2018 school year. Here is a summary of progress in each area.

1. Farnham School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, GATE and SpEd) while preparing them for 21st century college and career readiness.

- Year 2 of implementation of targeted Tier 2 interventions for Math, ELA, and ELD: provides services for 14% of our students. We revamped our math intervention to use a different model and saw a lot of success.
- Tier 2 Committee continued to monitor progress of students in the Tier 2 interventions.
- increased our implementation of Imagine Learning for EL students to all EL learners and intervention students
- EL redesignation rate of 13% (14 out of 107 redesignated)
- Continued growth based on state assessments: Overall increase in both ELA and Math with Math showing an 11% increase. Most subgroups also showed growth.
- California Dashboard: GREEN or BLUE on Math, ELA, Chronic Absenteeism, and Suspension Rate categories
- Grades TK-5 implemented FOSS NG NGSS-based science curriculum - year 1
- enrichment activities such as Coding classes and Makerspace as well as HSC sponsored programs implemented for the first time.

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

- 100% of teachers are properly credentialed and properly assigned
- Site PD for the new ELD standards focused on GLAD strategies provided in each staff meeting.
- Entire staff completed Cycle of Inquiry: structure of Professional Learning Communities to use student data to improve instruction and learning

- Variety of leadership opportunities provided including Site Leadership Team, District Curriculum Leadership Council, Site Inclusion Committee, Site Project Cornerstone Committee, and Site Tier 2 Committee
- Implemented shared leadership and learning model called Learning Cohorts to support learning and implementation in FOSS NG/NGSS, ELD, Guided Reading, and Second Step Social Emotional Learning Curriculum
- participated in Guided Reading Professional Development sessions (3) with other elementary schools on Wednesdays.

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

- average daily attendance remained high: 97%
- implemented attendance monitoring system - 32+ conferences held; 1 SARB meetings requested
- improved Tier 1 PBIS implementation: updated referral forms and problem behavior definitions; implemented Friendship at Farnham Problem Solving Wheel and Friendship Bench to support students in conflict resolution
- implemented Tier 2 Check In Check Out year 2. Serviced 12+ students.
- Student Climate Survey for grades 3-5 showed growth in all categories.
- implemented Inclusion Committee Year 2 responsible for bringing cultural awareness and inclusion through campus-wide activities such as My Name, My Identity and Where in the World Is Farnham
- Parent survey showed very positive feedback regarding parent's satisfaction with various Farnham programs.

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.

- maintained high frequency of communication with parent community
- community participation in community events was high based on fundraising results
- Informing and Collecting Feedback on LCAP: 6 ELAC meetings, 6 SSC meetings, 4 Principal Coffees, 9 Home and School Club meetings, 3 School Tours, Community Survey, Staff Survey
- Math Homework Parent Information Night held in January

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

All student groups received a rating of YELLOW, GREEN or BLUE on all indicators on the California Dashboard with the exception of the Hispanic subgroup which received an ORANGE in MATH. This year we did the following to focus on our Hispanic subgroup:

- Eureka math is language heavy, so we focused on ELD in each of our staff meetings.
- we provide math intervention in 3rd grade in the form of a push-in model, and provided math intervention in 4th and 5th grade through an extended day Academic Academy that focused on math support
- newcomer EL students were provided with an extended day ELD program

- all intervention and EL students used a program called Imagine Learning, designed to support EL and intervention students in literacy.
- we offered a Parent Math Night focused on homework
- teachers focused on these students when reviewing assessment data and implementing the Cycle of Inquiry that we did.

Four goals have been identified for focus during the 2019-20 school year. Here are the major areas of need in each goal:

1. Farnham School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, GATE and SpEd) while preparing them for 21st century college and career readiness. Needs include:

- Refinement and expansion of our Tier 2 Math Intervention. Currently focuses on 3rd grade and above. This year was our first year doing a push-in model.
- Student groups that did not show progress and are below standard on the California Dashboard: (see graphic below and comments above)
- Math: Hispanic (ORANGE)
- ELA: None
- Student groups that showed progress but are below standard on the California Dashboard: (see graphic below)
- Math: Socioeconomically disadvantaged (YELLOW)
- ELA: Hispanic, Socioeconomically disadvantaged, Students with Disabilities (YELLOW)
- Implement new ELA/ELD CCSS curriculum: we currently rely on heavy supplementing of an older non-CCSS ELA curriculum. This results in inconsistencies within and between grade levels which especially impacts our target subgroups who have less support at home.
- Continue Cycle of Inquiry: more structured opportunities for teacher to collaborate using data to drive their decision making with a focus on target subgroups above.
- Continue to build out better support for Tier 2 interventions in academics and behaviors support by incorporating Multi-Tiered Systems of Support (MTSS) elements. Use to monitor target subgroups above.
- Continue Integrated ELD/GLAD, Writers Workshop, Eureka Math, guided reading
- Maintain existing levels of technology deployment
- Enrichment activities: We were successful in adding additional enrichment activities such as Makerspace, Science Olympiad and a coding class. More progress can be made.
- Next Generation Science Standards: Our TK-5th grade teachers were able to implement part of the FOSS NG curriculum this year. More attention is required in this area.

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

- Professional development focus on:
- Technology: Effective integration of technology in the classroom
- Social Emotional Learning: Implementation of Second Step Social Emotional Learning Curriculum
- ELA: ELA/ELD CCSS-aligned curriculum
- Training FOSS NG/Next Generation Science Standards (NGSS)
- Continue shared leadership and learning model through Learning Cohorts

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

- Increase Cornerstone ABC parent volunteer readers to ensure full staffing
- Refine and grow practices of Project Cornerstone committee

- Incorporate SEL curriculum (Second Step) practices campus-wide

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.

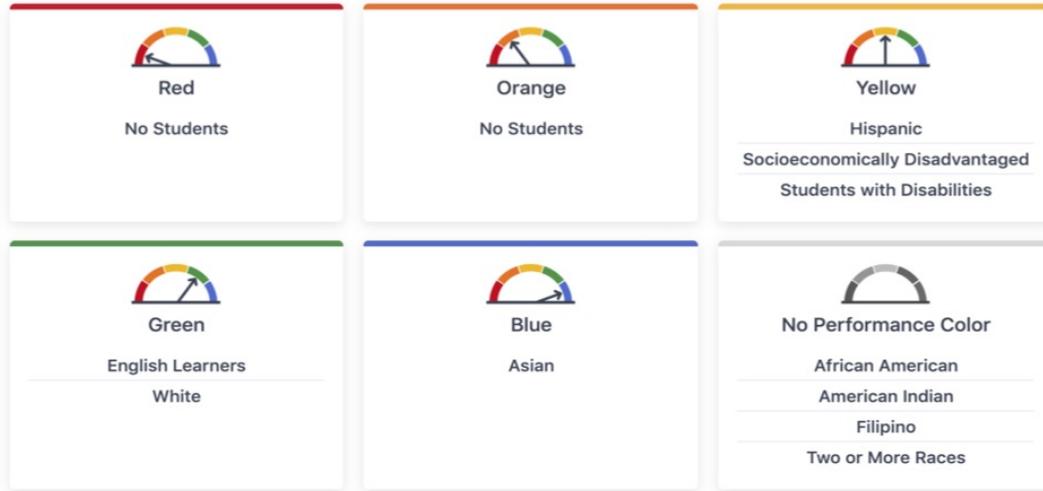
- Focus on improving parent volunteerism in key areas such as Garden Adventures and Project Cornerstone ABC program
- Increase participation in Parent Coffees, SSC, ELAC
- Parent information and education nights (e.g. Math Nights to support Math curriculum)

English Language Arts

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

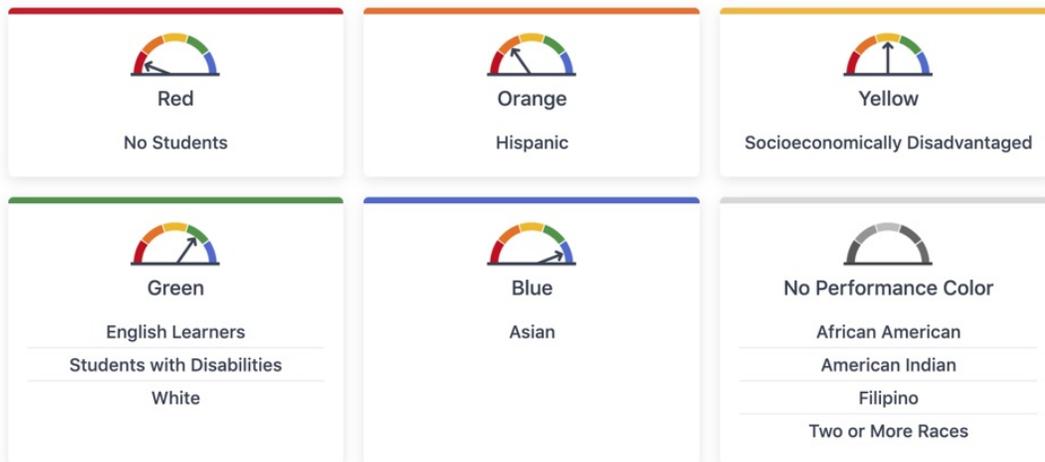


Mathematics

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The "All Students" performance for Math was BLUE and ELA was GREEN. Student groups that were two or more performance levels below on the California Dashboard included:

- ELA: None
- Math: Hispanics (ORANGE), Socioeconomically Disadvantage (YELLOW)

Although ELA was GREEN, three subgroups were YELLOW: Hispanic, SED, SWD

In addition, when the English Language Learner progress is dis-aggregated into RFEP students and EL students, although the RFEP students consistently show above average performance in ELA and Math, the EL students performance showed a widening gap in both ELA and Math.

Next steps:

- continue integrated ELD practices that we put in place this year
- train new teachers in GLAD (25% of staff is not trained)
- expand math intervention to 2nd grade and refine the push-in practice. Provide math intervention in 4th and 5th grade through an extended day Academic Academy that focused on math support
- newcomer EL students received an extended day ELD program
- all intervention and EL students will use a program called Imagine Learning, designed to support EL and intervention students in literacy.
- offer a Parent Math Night focused on homework
- teachers focus on these students when reviewing assessment data and implementing the Cycle of Inquiry - implement two cycles next year. Explicit focus on strategies being use to address these students' needs in the classroom.
- implement Social Emotional Learning curriculum, Second Step, with in-class modeling (providing better social emotional support prepares students to be better learners)
- begin implementing best practices in MTSS to be more efficient about using assessment data and applying interventions.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Farnham was not identified for CSI in 2018-19.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Farnham School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, GATE and SpEd) while preparing them for 21st century college and career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Students will meet/exceed proficiency rates:
a. Local Assessments: All students will improve by 3% in ELA & Math as measured by the DRA reading assessment and Writers Workshop writing prompts.

18-19

Writers Workshop: Narrative: 35%
Writers Workshop: Informational: 45%
Writers Workshop: Opinion: 60%
DRA: 85% at or above proficient (grade level k-2)

Actual

Writers Workshop: Narrative: 44%
Writers Workshop: Informational: 54%
Writers Workshop: Opinion: 68%
DRA: 78% at or above proficient (grade level k-2)

Expected

Actual

Baseline

Writers Workshop: Narrative: 29%
Writers Workshop: Informational: 39%
Writers Workshop: Opinion: 54%
DRA: 79% at or above proficient (grade level K-2)

Metric/Indicator

Students will meet/exceed proficiency rates:
b. Smarter-Balanced Assessment Consortium (SBAC) in ELA & Math: All students will improve by 5% in ELA & Math

18-19

SBAC Math: 64%
SBAC ELA: 71%

Baseline

SBAC Math: 54%
SBAC ELA: 61%

Metric/Indicator

Students will meet/exceed proficiency rates:
c. California English Language Development Test (CELDT): Number of EL students improve by one level as measured by the CELDT will increase 5%

18-19

CELDT: Percent improving at least one level: 76%

Baseline

CELDT: Percent improving at least one level: 66%

Metric/Indicator

Students will meet/exceed proficiency rates:
d. EL Re-designation Rates: 12%

18-19

EL Re-designation Rates: 20%

Baseline

EL Re-designation Rates: 19%

SBAC Math: TBD
SBAC ELA: TBD

CELDT: Percent improving at least one level: TBD%

EL Re-designation Rates: 13% (14 out of 107 redesignated)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| 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. | 3 release days provided for 1-1 DRA for TK-3. | 3 release days per teacher for 1-1 DRA and other assessment for grades TK-3 1000-1999: Certificated Personnel Salaries Supplemental 5850 | 3 release days per teacher for 1-1 DRA and other assessment for grades TK-3 1000-1999: Certificated Personnel Salaries Supplemental 5800 |
| | Literably purchased for grades 4-5 | Purchase Literably for Grades 4-5 to assess reading comprehension 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1062 | Purchase Literably for Grades 4-5 to assess reading comprehension 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 |
| | CAASPP Test coordinator supported IAB and SBAC. | CAASPP Test Coordinator 2000-2999: Classified Personnel Salaries Base 500 | CAASPP Test Coordinator 2000-2999: Classified Personnel Salaries Base 500 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| Teachers will differentiate instruction to provide appropriate instruction for students needing additional support (including but not limited to our significant subgroups of English Learners, Socioeconomically Disadvantaged, and Foster Youth). | Teachers will differentiate instruction to provide appropriate instruction for students needing additional support (including but not limited to our significant subgroups of English Learners, Socioeconomically Disadvantaged, and Foster Youth). | Identify and secure TK/Kindergarten instructional support (hourly rate) 2000-2999: Classified Personnel Salaries Supplemental 13000 | Identify and secure TK/Kindergarten instructional support (hourly rate) 2000-2999: Classified Personnel Salaries Supplemental 13000 |
| Teachers collaborate to determine the appropriate placement of students according to their performance level and CELDT | Instructional aides were in each Kinder class for 1 hr per day. | Assess Kinders for effective class placement 2000-2999: Classified Personnel Salaries Supplemental 500 | Assess Kinders for effective class placement 2000-2999: Classified Personnel Salaries Supplemental 0 |

data at each grade for flexible grouping. Instructional assistants will push into the classrooms to enhance small group instruction.

Instructional aides were in each TK class for 2 hrs per day - 1 hr was paid through the district.

A google survey was used to assess kinder students for placement so there was no cost.

Teachers collaborate to determine the appropriate placement of students according to their performance level and ELPAC data at each grade for flexible grouping. Instructional assistants will push into the classrooms to enhance small group instruction.

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>Teachers will integrate technology embedded instruction through all content areas, which will provide student access to a digital learning environment.</p> <p>Increase opportunities students and staff to incorporate 21st Century Skills, including the 4Cs (Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation), and integrating technology. All students will have access to technology, including SmartBoard technology & iPads and other mobile devices.</p> <p>Technology integrated throughout the day will include the</p> | <p>Teachers will integrate technology embedded instruction through all content areas, which will provide student access to a digital learning environment.</p> <p>Increase opportunities students and staff to incorporate 21st Century Skills, including the 4Cs (Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation), and integrating technology. All students will have access to technology, including LED technology & iPads and other mobile devices such as chromebooks.</p> | <p>Technology Instruction Software and Materials: Reading Eggs, Read Naturally, Zearn.</p> <p>(Home and School Club will pay for Accelerated Reader and Reflex Math)</p> <p>(District paying for Imagine Learning licenses)</p> <p>(RazKids currently on year 3 of a 3 year license) 5000-5999: Services And Other Operating Expenditures Supplemental 4500</p> | <p>Technology Instruction Software and Materials: Reading Eggs, Read Naturally, Zearn.</p> <p>(Home and School Club will pay for Accelerated Reader and Reflex Math)</p> <p>(District paying for Imagine Learning licenses)</p> <p>(RazKids currently on year 3 of a 3 year license)</p> <p>Includes expenditure for newsela. 5000-5999: Services And Other Operating Expenditures Supplemental 7000</p> |

implementation of RazKids reading program for Grades K-2 and Accelerated Reader for Grades 3-5. ImagineLearning licenses will be purchased for all Level 1 and 2 EL students. In addition, Reading Eggs licenses will be purchased for Kinder students who need extra support, and Read Naturally licenses will be purchased for students receiving RSP services.

Technology integrated throughout the day will include the implementation of RazKids reading program for Grades K-2 and Accelerated Reader for Grades 3-5. ImagineLearning licenses will be purchased for all Level 1 and 2 EL students. In addition, Reading Eggs licenses will be purchased for Kinder students who need extra support, and Read Naturally licenses will be purchased for students receiving RSP services.

Zearn was also purchased for our students to support the Eureka math implementation.

Maintain/replace: headphones, doc cameras, printers
 Replace computers: one chromecart
 Replace remaining smartboards with LCD TVs: 4 TVs

*Assumes Home and School Club funds TVs, printers, \$5K of Chromecart.
 4000-4999: Books And Supplies Supplemental 6000

Maintain/replace: headphones, doc cameras, printers
 Replace computers: one chromecart
 Replace remaining smartboards with LCD TVs: 4 TVs

*Assumes Home and School Club funds TVs, printers, \$5K of Chromecart.
 4000-4999: Books And Supplies Supplemental 6500

Zearn 5000-5999: Services And Other Operating Expenditures Base 3000

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| NGSS: Purchase additional FOSS NG kits to extend support to Kinder, 1st and 2nd grades. Supplement existing support in 3rd, 4th and 5th grades. | NGSS: Purchase additional FOSS NG kits to extend support to Kinder, 1st and 2nd grades. Supplement existing support in 3rd, 4th and 5th grades. Every teacher taught at least one module of the new FOSS NG kits. | FOSS NG kits. Assumes partial funding from district. 4000-4999: Books And Supplies Base 9000 | FOSS NG kits. Assumes partial funding from district. Subset of the kits were purchased with previous year's budget. 4000-4999: Books And Supplies Base 4000 |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| Provide extended day enrichment and support activities. | Provide extended day enrichment and support activities. Supported 2 extended day coding classes - one for 4th and 5th grade and one for 1st/2nd graders. | Provide after school support for targeted students in the form of a Homework Center 1000-1999: Certificated Personnel Salaries Supplemental 0 | Provide after school support for targeted students in the form of a Homework Center- renamed Academic Academy - for 4th and 5th grade target students. Supported through volunteer support. |

| | | | |
|--|--|---|--|
| | | | 1000-1999: Certificated Personnel Salaries Supplemental 0 |
| | | Extended day enrichment activities such as: Tech Challenge, Odyssey of the Mind, Math Olympiad. Continue implementation of Science Olympiad 1000-1999: Certificated Personnel Salaries Base 1680 | Two coding classes provided - 6 weeks ea. Maker Challenge Day - 2 times. 1000-1999: Certificated Personnel Salaries Base 1000 |
| | | Purchase supplies for a mobile Makerspace that can be used for enrichment during lunch and in the classroom. Assumes HSC will fund. 4000-4999: Books And Supplies Supplemental 0 | Purchase supplies for a mobile Makerspace that can be used for enrichment during lunch and in the classroom. Assumes HSC will fund. 4000-4999: Books And Supplies Supplemental 0 |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| Provide targeted intervention support for identified students in math and ELA either during or outside of regular school day. | Provide targeted intervention support for identified students in math and ELA either during or outside of regular school day. | Certificated staff provide targeted instructional support after school in ELA/math for students performing below grade level(LLI, Do the Math) 1000-1999: Certificated Personnel Salaries Supplemental 0 | Certificated staff provide targeted instructional support after school in ELA/math for students performing below grade level(LLI, Do the Math) 1000-1999: Certificated Personnel Salaries Supplemental 0 |
| | | Classified staff provide targeted instructional support in ELA/math for students performing below grade level(LLI, Do the Math) 2000-2999: Classified Personnel Salaries Supplemental 38000 | Certificated staff provide targeted instructional support after school in ELA/math for students performing below grade level(LLI, Do the Math) 2000-2999: Classified Personnel Salaries Supplemental 32000 |

Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity. 2000-2999: Classified Personnel Salaries Supplemental 5600

Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity. 2000-2999: Classified Personnel Salaries Supplemental 5600

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The majority of the implementation went to plan.

We continued to improve our implementation of Eureka Math and the ELD standards. A big focus for us was the first year implementation of our newly adopted CCSS-based math curriculum, Eureka Math.

Teachers grades K-3 were allocated 3 release days to administer DRA assessments to their students - fall, winter, and spring (end of year). Kinder teachers administered ESGI (an alternate assessment for early readers) at the beginning of the year.

All teachers in grades 4-5 used an online program called Literably which is an online assessment that provides equivalent results as DRA but can be completed independently by students with less teacher intervention. Allowed teacher to assess more students without requiring a day out of the classroom for the teacher.

These scores were used to differentiate instruction in order to meet student needs. The DRA was also a primary identifier for Tier 2 reading interventions.

Support was provided for Tier 2 Interventions in Math and ELA, as well as ELD. This included staffing 10 ELA intervention groups, 3 Math pushin aides, and 3 extended day ELD groups. The bulk of our intervention services were provided through classified personnel. These programs ran 4 days a week with groups meeting for 20-40 minutes each.

Tier 2 intervention was also provided in the form of Kindergarten aides one hour daily to support providing intervention to target students performing below grade level. LLI Tier 2 intervention was used on some of the kinder classrooms.

In addition, we expanded support for Imagine Learning, a research based ELD online program, to all of our level 1 and 2 ELD students, and Tier 2 students.

Provide after school support for students through Academic Academy. This intervention was primarily targeted at 4th and 5th grade students. Students identified as target students were offered access first.

One grade level, 1st, did implement PowerGroups this year because they were able to meet the requirements needed to implement the program effectively. One classified aide worked in their classrooms 1 hour day, 4 days a week.

Purchased software licenses for Math and ELA programs such as Accelerated Reader, Reflex Math, Reading Eggs, Read Naturally, NewsELA and Razkids. In addition, students used the online program Zearn that complements our new Math adoption, Zearn. Home and School Club helped to subsidize the cost of these programs.

Replaced computer equipment such as aging document cameras, LCD displays, and computers. Home and School Club helped to subsidize the cost of these programs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Teachers grades K-3 were allocated 3 release days to administer DRA assessments to their students - fall, winter, and spring (end of year). These scores were used to differentiate instruction in order to meet student needs. The DRA was also a primary identifier for Tier 2 reading interventions. For this purpose, the DRA scores were effective. Because the DRA was given multiple times during the year, progress was monitored and we were able to determine students who needed more intervention.

Support for Tier 2 Interventions in Math and ELA, as well as ELD. This included staffing 10 ELA intervention groups, 3 Math push-in groups, and 3 extended day ELD groups. Data as follows:

LLI 2016-2019 (3 Year Data Summary)

2018-2019: 90% of our LLI students showed GROWTH.

Serviced 40 total students, 36 students increased in their DRA scores by Spring 2019

- 11 exited the program

5 graduated at grade level.

4 exited to RSP

3 moved away

1 exited by parent request

- 14 increased by .5 grade level in DRA Scores.
- 8 increased in 1 grade level in DRA Scores.
- 5 increased in 2 grade levels in DRA Scores.
- 9 students are receiving LLI + ELD or Math

2016-2019:

4 students have been in the program 2 years.

- 100% 4/4 showed growth.
- These students have shown .5-1 years growth.
- 3 showed .5 year of growth
- 1 showed 1 year of growth (will move from Tier 2- Tier 1)
- 10 students have been in the program for 3 years.
- 100% 10/10 showed growth.
- These students have shown 1-3 years growth.
- 2 showed 1 year of growth
- 7 showed 2 years of growth
- 1 showed 3 years of growth

ELD 2018-2019

- Serviced 15 students
- 6 Kinders, 1-1st, 2-2nd, 3-3rd, 2-4th, 1-5th
- 2 students can exit the program next year

Math Intervention 2018-2019

- Serviced 17 students
- 14/17 students took the screener for round 2
- 85% 12 out of 14- students improved from red to green
- 33% 4 out of 12 - 82% above - Advanced Understanding
- 67% 8 out of 12 - 64% above - Proficient Understanding

Purchased software licenses for Math and ELA programs such as Accelerated Reader, Reflex Math, NewsELA, Zearn and Razkids. Replaced computer equipment such as aging document cameras, LCD displays, and computers. Home and School Club helped to subsidize the cost of these programs. Provided stipend to teacher who provides tech support (sysop).

Provide after school support for students through Academic Academy. This intervention was primarily targeted at 4th and 5th grade students. Small groups of students are pulled to focus on skill deficits.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional purchases for NewsELA and Zearn were unplanned.

Tier 2 interventions were slightly less than expected because it took us a few months longer than expected to get our math program staffed.

The FOSS NG kits purchase was cheaper because I was able to purchase some kits with last year's budget.

We used a google form to screen incoming kinders vs. hiring someone to interview.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator
 a. Highly Qualified Teachers
18-19
 100% of teachers highly qualified
Baseline
 100% of teachers highly qualified

100% of teachers highly qualified.

Metric/Indicator
 b. Participation in professional development opportunities
18-19
 3 District-wide Professional Learning Wednesdays
 3 District-wide Professional Learning Days
Baseline
 3 District-wide Professional Learning Wednesdays

3 District-wide Professional Learning Wednesdays
 3 District-wide Professional Learning Days

Expected

Actual

3 District-wide Professional Learning Days

Metric/Indicator

c. Level of staff satisfaction from professional development surveys

18-19

Maintain or improve staff satisfaction on PD surveys.

Baseline

Maintain or improve staff satisfaction on PD surveys.

Teachers ranked cycle of inquiry, learning cohorts, and teacher observation/access to coaching as most effective for their practice. Desired changes for next year: More planning time for creating units, ELA – GLAD, guided reading

Metric/Indicator

d. BTSA program for all eligible Farnham teachers

18-19

All BTSA-eligible teachers participated

Baseline

All BTSA-eligible teachers participated

Three probationary teachers at Farnham and all participated in BTSA.

Metric/Indicator

e. Schoolwide and district leadership opportunities

18-19

Opportunities:
 Site Leadership Team
 District Curriculum Leadership Council
 Curriculum Pilots
 District and Site PBIS Committee
 Inclusion Committee
 Tier 2 Committee
 GLADIators

Baseline

Opportunities:
 Leadership Team
 CLC
 Aha Moment Minute
 Curriculum Pilots
 PBIS

Site Leadership Team
 District Curriculum Leadership Council
 Learning Cohorts
 District and Site PBIS Committee
 Inclusion Committee
 Tier 2 Committee
 GLADIators

Metric/Indicator

f. Placement of university student teachers

18-19

No university student teachers were placed at Farnham - none were offered/available.

Expected

Actual

Place at least one contingent on teacher interest and student teacher availability.

Baseline
None placed

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| <p>All students will have access to ELA/ELD and Math Common State Standard and Next Generation Science Standards instruction and materials. Identify and secure additional resources, training, materials to support standards mastery. Identify and secure additional resources, training, materials to support standards mastery for students.</p> | <p>NGSS consultant from SCCOE support our NGSS learning cohort. District picked up the cost.</p> <p>Teachers in all of the Learning Cohorts had opportunities to observe other teachers, as did newer teachers.</p> | <p>EL/ELA/Math Intervention students: As additional needs arise for resources, training, admin and teacher leaders will id and secure supplemental resources 4000-4999: Books And Supplies Supplemental 2000</p> <p>Teachers: As additional needs arise for resources, training, admin and teacher leaders will id and secure supplemental resources (includes PD for NGSS, WWS, Guided Reading, ELD, Eureka, Conferences) 4000-4999: Books And Supplies Base 2000</p> | <p>EL/ELA/Math Intervention students: As additional needs arise for resources, training, admin and teacher leaders will id and secure supplemental resources. 4000-4999: Books And Supplies Supplemental 500</p> <p>As additional needs arise for resources, training, admin and teacher leaders will id and secure supplemental resources (includes PD for NGSS, WWS, Guided Reading, ELD, Eureka, Conferences). This included \$900 for guided reading training. 1000-1999: Certificated Personnel Salaries Supplemental 1500</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>All staff will participate in Professional Development in</p> | <p>Learning Cohorts - 4 groups (NGSS, Second Step, Guided</p> | <p>ELA/ELD/Math/Science PD and collaboration -</p> | <p>Learning Cohort Release time. 1000-1999: Certificated</p> |

ELA/ELD and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.

Reading, ELD) met during the year with the option to meet up to meet 3 times and visit other classrooms.

Release Time (3 days per grade level)
1000-1999: Certificated
Personnel Salaries Supplemental 10000

Personnel Salaries Supplemental 6500

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|---|---|
| School support, administration, and regular education activities, supplies, materials, and contract services. (Moved from Goal 3) | | School support, administration, and regular education activities, supplies, materials, and contract services 4000-4999: Books And Supplies Base 39000 | School support, administration, and regular education activities, supplies, materials, and contract services. Includes copy machine. 4000-4999: Books And Supplies Base 22000 |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Farnham hired 3 new teachers this year, all of who are highly qualified and participating in our BTSA program. Our TOSA also worked closely with these teachers and they had access to release days to observe other teachers in the district.

At the site level, the following PD opportunities were implemented during our 2 hour staff/collaboration meetings on Wednesdays (there are approximately 17 of these per year):

Cycle of inquiry: Looking at assessment data such as SBAC results, local assessments, Imagine Learning data, student/teacher/community surveys, and interim assessment blocks In the spring we completed a complete Cycle of Inquiry to improve student learning which consisted of looking at student data, implementing research based strategies in response, and measuring effectiveness of the strategies in a systematic way.

ELD Standards and ELA/ELD Framework: Each staff meeting included a 20 minute segment on ELD - including integrated and designated ELD strategies especially those related to GLAD, and using ImagingLearning data to improved student learning.

Guided Reading: Our site collaborated with the other elementary sites to host three 2-hour sessions on guided reading, differentiated for lower and upper grades.

Safety: Teachers were trained in an updated emergency procedure for releasing students to their parents in the event of an emergency. General safety procedures were reviewed as well.

Positive Behavior Interventions and Supports: The staff reviewed data and updates to our program.

Learning Cohorts: Teams of teachers were tasked with choosing a focus area (ELD, Guided Reading, NGSS/FOSS NG, Second Step Social Emotional Learning curriculum) . These groups were to focus on learning more about the area they chose, changing a practice in their classroom, and sharing their learning from this experience with the staff in the form of a PD in the spring. teachers were released to meet and to observe other teachers.

Newsela: We piloted this online literacy site and had two of our teachers become certified Newsela trainers.

Additional PD: In addition, teachers took advantage of additional PD opportunities. One teacher received participated in a PBI workshop over the summer.

We were open to student teachers but none were provided.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

a. Highly qualified teachers: Maintained 100% qualified teachers. Supported two long term substitutes during the year.

b. Participation in PD opportunities.

Teachers ranked cycle of inquiry, learning cohorts, and teacher observation/access to coaching as most effective for their practice. Areas that were most helpful: ELD, IL, GLAD refresher, Learning cohorts

Cycle of inquiry: Implemented a complete cycle by all staff members in the spring. Majority of staff indicated this helped their professional practice.

ELD Standards and ELA/ELD Framework: Majority of staff indicated this helped their professional practice. Teachers not yet GLAD trained overwhelming feel this would help their practice.

Guided Reading: All teachers completed 6 hours of training. The majority of classrooms are implementing guided reading.

Safety: Teachers were trained in an updated emergency procedure for releasing students to their parents in the event of an emergency. General safety procedures were reviewed as well. Conducted variety of drills including an extended student release drill.

Positive Behavior Interventions and Supports: Overall student climate indicators all showed a rise.

- Often + always percentage
- I like school – 61-->69%
- I feel like I do well in school 64-->70%
- My school wants me to do well 90-->93%
- My school has clear rules for behavior 88->92%
- Teachers treat me with respect 86-->93%
- Good behavior is noticed at my school 65-->68%
- I get along with other students 79-->83%
- I feel safe at school 80--> 83%
- Students treat each other well 63-->68%
- There is an adult at my school who will help me if I need it 79-->82%

Learning Cohorts: Majority of staff indicated this helped their professional practice. Most indicate they would like to continue practice next year with a few changes: including a team member on each team who is an expert in the area to help focus discussions and ideas.

Newsela: We piloted this online literacy site and had two of our teachers become certified Newsela trainers. Newsela was not widely adopted among the staff - Imagine Learning was prioritized instead. Staff will leverage a much cheaper alternative means to achieve access to non-fiction next year called Readworks.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We needed fewer release days than forecast for our learning cohorts.

Our spending on supplies and contracts was less because our HSC offset the supply budget with an additional \$5k and we changed our copier contract to a cheaper provider.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The addition of Guided Reading formalized PD.

The purchase and training for Newsela.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1. At least a 90% score on the PBIS Tiered Fidelity Inventory (TFI)

18-19

PBIS Tiered Fidelity Inventory (TFI): 90%

Baseline

PBIS Tiered Fidelity Inventory (TFI): 83%

Metric/Indicator

2. A 5% decrease in major office referrals and suspensions

18-19

39 Referrals
2 suspensions

Actual

PBIS Tiered Fidelity Inventory (TFI): 93% (Tier 1), 73% (Tier 2)

69 Referrals
2 suspensions (1 in house, 1 out of house)

Expected

Baseline
43 Referrals
3 suspensions

Metric/Indicator
3. Maintain a 95% Attendance Rate

18-19
Attendance Rate: 95%

Baseline
Attendance Rate: 98%

Metric/Indicator
4. Student climate survey for 3rd, 4th, and 5th graders

18-19
Students feel safe sometimes/always: 84%

Baseline
Expected 2017-18

Actual

Attendance Rate: 97%

Scores reflect 2017-18 --> 2018-19 year change of (Often + Always) percentage

- I like school – 61-->69%
- I feel like I do well in school 64-->70%
- My school wants me to do well 90-->93%
- My school has clear rules for behavior 88->92%
- Teachers treat me with respect 86-->93%
- Good behavior is noticed at my school 65-->68%
- I get along with other students 79-->83%
- I feel safe at school 80 -->83%
- Students treat each other well 63-->68%
- There is an adult at my school who will help me if I need it 79-->82%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Monitor student attendance and discipline records. Establish strategies to maintain regular and high attendance rates. These actions include school support,

Actual
Actions/Services

A2A used to monitor attendance, send letters, schedule meetings, etc. Worked with Student Services, parents, teachers, etc. to brainstorm solutions for chronic cases.

Budgeted
Expenditures

School support, administration, and regular education activities, supplies, materials, and contract services (Moved to Goal 2) 4000-

Estimated Actual
Expenditures

School support, administration, and regular education activities, supplies, materials, and contract services (Moved to Goal 2) 4000-

administration, and regular education activities.

Sysop supported teachers with tech requests.

Sub discretionary used to support teachers with activities such as supporting the Maker Challenge, Science Fair, etc. These teachers facilitated an event during the school day and needed to be released. Also used to support teachers who need to be released to attend SST meetings.

4999: Books And Supplies Base 0

Sub discretionary 1000-1999: Certificated Personnel Salaries Base 2500

Sysop 1000-1999: Certificated Personnel Salaries Other 3500

4999: Books And Supplies Base 0

Sub discretionary 1000-1999: Certificated Personnel Salaries Base 1500

Sysop 1000-1999: Certificated Personnel Salaries Other 3500

Action 2

Planned Actions/Services

Services will be provided to meet the emotional, behavioral and mental needs of students. Study Study Team Process in employed for students who are struggling academic due to emotional, social, mental, and/or academic challenges. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support.

Actual Actions/Services

Two counselors were on campus two days, 1 each, per week.

SST meetings held once a month.

Check In, Check Out in year 2 implementation - with 10+ students participating.

Budgeted Expenditures

School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. Parenting class was presented in 2017-18 and may be presented again in 2018-19, based on need. \$8K covers one day of counseling a week. Students Services will pay for one day, and the site will pay for another day giving us 2 days total. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6000

Estimated Actual Expenditures

School Counselor & Almaden Valley Counseling Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6000

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Staff will develop a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students. These offerings may include flexible hours for library access; school clubs; sports; student leadership opportunities; after school activities; etc.

Librarian maintained. Library capital equipment covered by HSC.

School Librarian 2000-2999: Classified Personnel Salaries Supplemental 10000

School Librarian 2000-2999: Classified Personnel Salaries Supplemental 11519

Library updates: New shelving, furniture to accommodate increase in collection size from HSC grant in 2017-18 4000-4999: Books And Supplies Base 1600

Library updates: New shelving, furniture to accommodate increase in collection size from HSC grant in 2017-18. HSC footed the cost. 4000-4999: Books And Supplies Base 0

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| <p>Establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies. This safety school plan will developed in collaboration with the district and contract service provided by the district.</p> | <p>Maintained state mandated emergency drill schedule Added additional lockdown drills. Trained staff. Performed extended drill for student release.</p> <p>Staffed 5 noon duty supervisors and a supervisor for kinder yard during morning recess. makerspace was staffed by a volunteer.</p> <p>Staffed a crossing guard at corner until city can staff the position.</p> <p>Staffed after school pick up supervision for TK-3.</p> <p>Health funds spent to support health office.</p> <p>Purchase a shed to house emergency supplies.</p> | <p>Ensure sufficient supervision during recesses. Recess/lunch supervision: includes library time for Makerspace and possible garden supervision. 2000-2999: Classified Personnel Salaries Other 20000</p> <p>Ensure sufficient supervision during recesses. Recess/lunch supervision: includes library time for Makerspace and possible garden supervision. 2000-2999: Classified Personnel Salaries Supplemental 9000</p> <p>Crossing guard 2000-2999: Classified Personnel Salaries Base 5000</p> | <p>Ensure sufficient supervision during recesses. Recess/lunch supervision: includes library time for Makerspace and possible garden supervision.</p> <p>2000-2999: Classified Personnel Salaries Other 20000</p> <p>Ensure sufficient supervision during recesses. Recess/lunch supervision: includes library time for Makerspace and possible garden supervision.</p> <p>Maker Space was supervised by a volunteer so this funds were not needed.</p> <p>2000-2999: Classified Personnel Salaries Supplemental 8000</p> <p>Crossing guard</p> <p>2000-2999: Classified Personnel Salaries Base 5000</p> |

| | | | |
|--|--|--|---|
| | | After-school Student Pickup Supervision Program for TK-3 Dismissal Period 2000-2999: Classified Personnel Salaries Supplemental 1700 | After-school Student Pickup Supervision Program for TK-3 Dismissal Period 2000-2999: Classified Personnel Salaries Supplemental 1700 |
| | | Health (Fund 018-0314) 4000-4999: Books And Supplies Other 500 | Health (Fund 018-0314) 4000-4999: Books And Supplies Other 500 |
| | | Emergency Supplies - includes funding for storage shed. 4000-4999: Books And Supplies Base 2000 | Emergency Supplies - includes funding for storage shed. 4000-4999: Books And Supplies Base 2000 |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.</p> <p>Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students.</p> | <p>Updated PBIS posters around campus. Maintained only a single site lead for PBIS.</p> | <p>The Farnham's PBIS Program (The Farnham ABCs) - a consistent language and behavioral standards will be established and maintained. 4000-4999: Books And Supplies Supplemental 500</p> <p>3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads) 1000-1999: Certificated Personnel Salaries Supplemental 600</p> | <p>The Farnham's PBIS Program (The Farnham ABCs) - a consistent language and behavioral standards will be 4000-4999: Books And Supplies Supplemental 200</p> <p>3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads) 1000-1999: Certificated Personnel Salaries Supplemental 300</p> |

Project Cornerstone Membership Fee - supports Expect Respect Workshop, etc. District will cover cost of membership - \$1000
5800: Professional/Consulting Services And Operating Expenditures Supplemental 0

Project Cornerstone Membership Fee - supports Expect Respect Workshop, etc. District will cover cost of membership - \$1000
5800: Professional/Consulting Services And Operating Expenditures Supplemental 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Over all the attendance rate was well above our target. We used an automated attendance system to track chronic attendance issues, send letters of notification, and schedule conferences. Regular reminders were provided in newsletters to parents regarding attendance.

This year we implemented a monthly Tier 2 team meeting. The team consisted of teachers, admin, and resource specialist. Each month the team reviewed teacher requests for Student Success Team meetings for students struggling academically or behaviorally. We held monthly all-day SST meeting where we met with 3-4 families/teachers for given students. As part of an SST outcome, students could be referred to a Tier 2 intervention in ELD, Math, or ELA, referred to our Almaden Valley Counselor, or referred to the Check In Check Out CICO program. Two counselors were on campus two days, 1 each, per week.

We fully implemented CICO this year, hosting 10+ students for 6+ weeks per student.

Librarian fully funded. HSC funded additional capital equipment for the library.

Maintained a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies. This safety school plan is developed in collaboration with the district and contract service provided by the district. Staff reviewed Incident Command System (ICS) procedures. All staff were also trained in mandated reporting. Staff were trained in emergency student release procedure and a drill was held. Regular emergency drills occurred at least monthly. This included noon duty supervision, crossing guard, afterschool supervision, health fund.

Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. Referrals were entered in SWIS and used to drive decisions in terms of focus. We continued to focus on conflict resolution, especially during unstructured time. The PBIS team met 4 times and worked closely with our Project Cornerstone coordinators. Two new elements were introduced in our program last year and reinforced this year:

- Friendship at Farnham Problem Solving poster. These posters had steps for students to use when they are having a disagreement. Students and staff were trained and the posters were hung around the campus.
- Friendship Bench (project Cornerstone). Introduced to allow students who are lonely or want a new friend an easy way to find a friend.

Updated PBIS posters around campus. Maintained only a single site lead for PBIS.

In addition, we held several assemblies over the year, the majority of which were focused on social emotional learning. Examples included Steve Seskin (anti-bullying), story telling assembly, Physics Show, and two PBIS assemblies, etc. We also reported the results of the student climate survey to our grades 3-5.

We had a robust Cornerstone implementation. Our 4th and 5th grade Cornerstone students attended the Expect Respect workshop. In addition, we implemented the Cornerstone ABC reader program with parent readers in each class with a majority of classes staffed with a parent reader.

Sub discretionary used to support teachers with activities such as supporting the Maker Challenge, Science Fair, etc. These teachers facilitated an event during the school day and needed to be released. Also used to support teachers who need to be released to attend SST meetings.

Staffed 5 noon duty supervisors and a supervisor for kinder yard during morning recess. makerspace was staffed by a volunteer.

Staffed a crossing guard at corner until city can staff the position.

Staffed after school pick up supervision for TK-3.

Health funds spent to support health office.

Purchase a shed to house emergency supplies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Attendance rate: Our attendance rate was well above target. Number of truancy letters sent: 354

Number of attendance conferences: 44. Number of SARB meetings: 2 requested

The number of behavior referrals increased this year by 15%. Physical altercations decreased by 50% but Technology violations rose dramatically.

The second year of our implementation of our Tier 2 team to monitor students receiving or possibly eligible for Tier 2 services provided us with a systematic way to monitor students. We fully implemented CICO for a second year, hosting 12 students for 6+ weeks per student. About 75% of the students responded positively to the program and were able to exit.

During the year, approximately 38 students were seen by our counselors. About 55% of the cases met their intervention goal.

Librarian fully funded. The library received updated capital equipment and additional books. We believe the library has been sufficiently updated at this point.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No major differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes made to goal.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Site:

- a. School Site Council (SSC) and English Learner Advisory Committee (ELAC) involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed LCAP goals and progress with both our School Site Council and ELAC over a series of meetings during the year, reviewing assessment data, survey results, etc. Early in the year, our ELAC and SSC committees decided to merge and meet together to enrich discussions. Reviewed community survey results with both teams and discussed their feedback. Full agendas and minutes for both teams are available at www.cambrian.org/domain/358.
- b. Bi-monthly principal coffees held to review elements from LCAP goal areas (student achievement, EL language Learners, School Climate and Community Engagement). Parents were asked for feedback and input at sessions. Parent coffees held on these dates: Oct 11, 2018; Dec 12, 2018; Feb 13, 2019; Apr 4, 2019.
- c. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meeting on 2/6/19. Staff also participated in a district-wide professional learning survey.
- d. Positive Behavior Intervention Support (PBIS) SWIS data was reviewed in December and will be reviewed with staff on May 2019 at our year-end PBIS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus next year.
- e. Community survey developed and issued to parents in January-February 2019. Multiple email and written reminders were sent out. A total of 134 families responded (up from 89 last year). The results were disseminated to HSC, SSC, ELAC, at parent coffees, and at our staff meeting during the February through April timeframe.
- f. Students grades 3-5 were given a school climate survey in March. The results have been used to help identify school climate priorities for 2019-20 year. Farnham improved in all areas. Results were shared with staff and with students grades 3-5.
- g. Home and School Club meetings were held on the first Wed of each month. Reviewed LCAP goals and progress over a series of meetings during the year, reviewing assessment data, survey results, etc.

h. School Tours were held during 3 times: 1/16/19, 2/7/19, 2/28/19.

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

Step 1. Informing and educate all stakeholder groups of 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. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district and site website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Step 2: Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team, comprised 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, 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 was sent to the Farnham community, Farnham staff, and Farnham student body. The results of this survey was summarized and shared with our community and stakeholders in forums such as Home and School Club, SSC, ELAC, and Principal's Coffees. These sessions provided the site with some clear areas of identified need and suggested strategies to address that need. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

Step 3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and actions and services. Goals were developed to correspond with the district's strategic plan, current school performance on local and state assessments, and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:

1. Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
2. Proficiency Rates on the State ELA and Math assessments
3. CELDT/ELPAC scores
4. English Learner Re-designation rates
5. Results from the Community, Staff, and Student LCAP Surveys

6. PBIS Tiered Fidelity Inventory (TFI)

Step 4. Review the draft LCAP for 2019-20 with stakeholders and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators and actions that appear in this LCAP.

Step 5: Revision of the LCAP based on final review. Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. Staff adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on June 2019.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The responses and input were varied. Here are the primary trends that seemed common from many of our stakeholders:

- **Social Emotional Learning (SEL):** In our teacher survey, SEL support was a priority in terms of needs. We made some progress this year and our student climate survey showed that we made growth in all areas this year. SEL will be a priority in our professional development plan for 2019-20.
- **School Climate:** Parents had a very favorable perception of school climate with nearly 100% of the parents surveyed saying they had an overall favorable impression of Farnham. Our teachers indicated that Project Cornerstone is a key part of our school climate. We had 86% of our classes covered with Cornerstone ABC parent readers this year, an increase of 14% from last year. Parents surveyed indicated that they felt informed regarding safety and emergency procedures. Work and childcare were the two main reasons more parents do not volunteer with most indicating that they are aware of how to get involved. Our students provided us with feedback that they would like more anti-bullying signs, less teacher favoritism, and a suggestion box (note: the number bullying incidents is very low for Farnham).
- **Enrichment/acceleration activities:** A common theme from parents was a desire for great focus on students who would benefit from enrichment or acceleration opportunities. Many parents referred to our afterschool programs and asked for more variety and more opportunities for enrichment, especially in STEAM opportunities and language classes. This goal was partially addressed in the 2018-19 year with the addition of Coding Classes, but more work can be done in conjunction with our Home and School Club to bring in a greater variety of STEAM related activities and language classes.

- Homework: Parents indicated that they are able to help their child with ELA and Math homework, although they struggle more with Math. A small number (~10%) indicated that too much homework is given, that they have to reteach concepts especially in math, and lastly concerns about the approach being taken in the new math program, Eureka. Parent education and consistent homework policy was a focus this year and it had a positive impact as reflected by the reduced number of complaints. Continued communication regarding homework policy (which limits the amount of homework) and the math program will continue to help next year.
- Facilities: Parents also frequently referred to the upkeep of the facilities, with many references to the condition of the paint on the exterior, bathrooms, etc. In general, there is a belief that the facilities look "tired" and need improved maintenance. Note, several parents indicated this is not a reflection of our custodial practices - rather year-to-year maintenance that has been deferred.
- Technology: Teachers indicated that having more training in terms of effective technology integration was important - this was second only to SEL training. Our parents support technology integration with some reservations: they want the technology integration to be used in reasonable doses and they want effective applications to be used - they were clearly wary of too much screen time and using technology as an electronic babysitter. Reviewing our tech practices, supporting digital citizenship and learning about effective tech practices will be a priority in 2019-20.
- Math, Writers Workshop, GLAD: Concerns were raised about a more consistent plan for training new teachers, as well as maintenance/refresher training for our teachers.
- Science: Teachers recognized that NGSS professional development is a need. This year, all teachers had access to FOSS NG at all grade levels. More training is needed to help these teachers be more effective.
- ELA: Teachers also identified a consistent ELA curriculum as a high priority need. Consistency within grade levels, and between grade levels will help reduce the number of students who needs ELA interventions. Support for next year is dependent upon decisions at the district level regarding ELA curriculum adoption.
- ELD: Our staff made progress this year on the new ELD standards and integrated/designated ELD. We visited this topic in each staff meeting. The teachers indicated that the priority can be lowered in terms of needs for training.
- Interventions: Teachers and parents as well as data indicated that our extended day ELD, reading and math interventions were effective. Many teachers asked for more interventions so we can support more students. Teachers also acknowledged that the math push-in model was successful but want to see it expanded beyond 3rd grade.

Based on the feedback, here are some actions for the 2019-20 school year:

- Social Emotional Learning (SEL): Provide in-class modeled lessons for each grade level throughout the year. Teachers will incorporate lesson elements into their daily activities. Focus on using Second Step curriculum as the core.
- School Climate: Continue to support Project Cornerstone teacher committee and the parent-led ABC Reader program. Continue work with emergency response and safety - incorporate 2-3 lockdown drills and incorporate a student release drill again. Continue parent outreach for parent volunteers. Add a site student suggestion box and explore the request for more anti-bullying signs.
- Enrichment/acceleration activities: Work with our Home and School Club to bring in a greater variety of STEAM related activities and language classes. Dedicate noon duty supervisor to facilitate makerspace activities during lunch.
- Homework: Continued communication regarding homework policy (which limits the amount of homework) and the math program - consider another parent math night.
- Facilities: Refer feedback to district office to prioritize work at Farnham.
- Technology Effectiveness: Review our tech practices, supporting digital citizenship and learning about effective tech practices will be a priority in 2019-20. Plan to make this topic a common theme in our Wed staff meetings
- Math, Writers Workshop, GLAD: Leverage TOSA to support new teacher training and refresher sessions. (pacing guide development, classroom observation, supporting struggling and exceeding learners)
- Science: Offer training in NGSS/FOSS NG. Note, this is a lower priority than the ELA, Tech Effectiveness, and SEL professional support.
- ELA: Support for next year is dependent upon decisions at the district level regarding ELA curriculum adoption. If a new curriculum is not adopted, focus areas may be on guided reading (after purchase of a guided reading library) and/or readers workshop and/or a foundational literacy (phonics, phonemic awareness) program for TK-2.
- Interventions: Continue literacy and ELD interventions. In math, consider either a) expanding into 2nd grade or b) implementing an excel/RTI model to support students who need intervention. Also, implement two Cycles of Inquiry to support our target subgroups including EL, Hispanic, economically disadvantaged, and SWD subgroups.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Farnham School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, GATE and SpEd) while preparing them for 21st century college and career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

1.1 To annually increase the percentage of all students who are proficient/advanced on the Common Core State Standards (CCSS) for ELA, Mathematics, Science and Social Science
1.2 To close the achievement gap for Farnham's lowest performing sub-groups by annually increasing the percentage of ELs, Hispanic, Economically Disadvantaged and Special Education students who are proficient/advanced in ELA, Mathematics, Science and Social Science

Metrics

1. Development Reading Assessment (DRA): Grades K-5
2. ELA & Math CCSS Interim Benchmark Assessments: Grades 1-5
3. District Writing Assessments: Grades K-5
4. MARS Performance Assessment: Grades 2-5
5. Smarter Balanced Assessment Consortium (SBAC): Grades 3-5

6. California English Language Development Test (CELDT/ELPAC): Grades TK-5

As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|--|
| Students will meet/exceed proficiency rates: a. Local Assessments: All students will improve by 3% in ELA & Math as measured by the DRA reading assessment and Writers Workshop writing prompts. | Writers Workshop: Narrative: 29% Writers Workshop: Informational: 39% Writers Workshop: Opinion: 54% DRA: 79% at or above proficient (grade level K-2) | Writers Workshop: Narrative: 32% Writers Workshop: Informational: 42% Writers Workshop: Opinion: 57% DRA: 82% at or above proficient (grade level k-2) | Writers Workshop: Narrative: 35% Writers Workshop: Informational: 45% Writers Workshop: Opinion: 60% DRA: 85% at or above proficient (grade level k-2) | Writers Workshop: Narrative: 38% Writers Workshop: Informational: 48% Writers Workshop: Opinion: 63% DRA: 88% at or above proficient (grade level k-2) |
| Students will meet/exceed proficiency rates: b. Smarter-Balanced Assessment Consortium (SBAC) in ELA & Math: All students will improve by 5% in ELA & Math | SBAC Math: 54% SBAC ELA: 61% | SBAC Math: 59% SBAC ELA: 66% | SBAC Math: 64% SBAC ELA: 71% | SBAC Math: 69% SBAC ELA: 76% |
| Students will meet/exceed proficiency rates: c. California English Language Development | CELDT: Percent improving at least one level: 66% | CELDT: Percent improving at least one level: 71% | CELDT: Percent improving at least one level: 76% | CELDT (ELPAC?): Percent improving at least one level: 81% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|------------------------------|------------------------------|------------------------------|------------------------------|
| Test (CELDT): Number of EL students improve by one level as measured by the CELDT will increase 5% | | | | |
| Students will meet/exceed proficiency rates: d. EL Re-designation Rates: 12% | EL Re-designation Rates: 19% | EL Re-designation Rates: 20% | EL Re-designation Rates: 20% | EL Re-designation Rates: 20% |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Unchanged Action

Budgeted Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

Specific Schools: Farnham
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham

Specific Grade Spans: TK-5

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

| | | | |
|------------------|---|--|--|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | 5850 | 5850 | 3900 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 0000: Unrestricted 3 release days per teacher for 1-1 DRA and other assessment for grades TK-3 | 1000-1999: Certificated Personnel Salaries 3 release days per teacher for 1-1 DRA and other assessment for grades TK-3 | 1000-1999: Certificated Personnel Salaries 2 release days per teacher for 1-1 DRA and other assessment for grades TK-3 |
| Amount | 1000 | 1062 | 1062 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 0000: Unrestricted Purchase Literably for Grades 4-5 to assess reading comprehension | 5800: Professional/Consulting Services And Operating Expenditures Purchase Literably for Grades 4-5 to assess reading comprehension | 5800: Professional/Consulting Services And Operating Expenditures Purchase Literably for Grades 4-5 to assess reading comprehension |
| Amount | | 500 | 500 |
| Source | | Base | Base |
| Budget Reference | | 2000-2999: Classified Personnel Salaries CAASPP Test Coordinator | 2000-2999: Classified Personnel Salaries CAASPP Test Coordinator |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

Specific Schools: Farnham
Specific Grade Spans: TK-5
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

Teachers will differentiate instruction to provide appropriate instruction for students needing additional support (including but not limited to our significant subgroups of English Learners, Socioeconomically Disadvantaged, and Foster Youth).

Teachers collaborate to determine the appropriate placement of students according to their performance level and CELDT data at each grade for flexible grouping. Instructional assistants will push into the classrooms to enhance small group instruction.

2018-19 Actions/Services

Teachers will differentiate instruction to provide appropriate instruction for students needing additional support (including but not limited to our significant subgroups of English Learners, Socioeconomically Disadvantaged, and Foster Youth).

Teachers collaborate to determine the appropriate placement of students according to their performance level and CELDT data at each grade for flexible grouping. Instructional assistants will push into the classrooms to enhance small group instruction.

2019-20 Actions/Services

Teachers will differentiate instruction to provide appropriate instruction for students needing additional support (including but not limited to our significant subgroups of English Learners, Socioeconomically Disadvantaged, and Foster Youth).

Teachers collaborate to determine the appropriate placement of students according to their performance level and ELPAC data at each grade for flexible grouping. Instructional assistants will push into the classrooms to enhance small group instruction.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 13500 | 13000 | 16500 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries Identify and secure TK/Kindergarten instructional support (hourly rate) | 2000-2999: Classified Personnel Salaries Identify and secure TK/Kindergarten instructional support (hourly rate) | 2000-2999: Classified Personnel Salaries Identify and secure TK/Kindergarten instructional support (hourly rate) |
| Amount | 400 | 500 | |
| Source | Supplemental | Supplemental | |
| Budget Reference | 2000-2999: Classified Personnel Salaries Assess Kinders for effective class placement | 2000-2999: Classified Personnel Salaries Assess Kinders for effective class placement | |
| Amount | 500 | | |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies TK-specific classroom needs e.g. sensory table | | |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

Specific Schools: Farnham
Specific Grade Spans: TK-5
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

Teachers will integrate technology embedded instruction through all content areas, which will provide student access to a digital learning environment.

Increase opportunities students and staff to incorporate 21st Century Skills, including the 4Cs (Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation), and integrating technology. All students will have access to technology, including SmartBoard technology & iPads and other mobile devices.

Technology integrated throughout the day will include the implementation of RazKids reading program for Grades K-2 and Accelerated Reader for Grades 3-5. ImagineLearning licenses will be purchased for all Level 1 and 2 EL students.

2018-19 Actions/Services

Teachers will integrate technology embedded instruction through all content areas, which will provide student access to a digital learning environment.

Increase opportunities students and staff to incorporate 21st Century Skills, including the 4Cs (Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation), and integrating technology. All students will have access to technology, including SmartBoard technology & iPads and other mobile devices.

Technology integrated throughout the day will include the implementation of RazKids reading program for Grades K-2 and Accelerated Reader for Grades 3-5. ImagineLearning licenses will be purchased for all Level 1 and 2 EL students. In addition, Reading Eggs licenses will be purchased for Kinder students who need extra support, and

2019-20 Actions/Services

Teachers will integrate technology embedded instruction through all content areas, which will provide student access to a digital learning environment.

Increase opportunities students and staff to incorporate 21st Century Skills, including the 4Cs (Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation), and integrating technology. All students will have access to technology, including whole class document camera and computer display technology, iPads and other mobile devices such as chromebooks.

Technology integrated throughout the day will include the implementation of RazKids reading program for Grades K-2 and Accelerated Reader for Grades 3-5. ImagineLearning licenses will be purchased for all EL students and all students receiving targeted interventions. In addition, Reading Eggs licenses will be

Read Naturally licenses will be purchased for students receiving RSP services.

purchased for Kinder students who need extra support, and Read Naturally licenses will be purchased for students receiving RSP services. Zearn will be purchased for Eureka math. Reflex math will be purchased for grades 2-4 for math fluency. Many of these costs will be subsidized by our HSC.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 10350 | 4500 | 9500 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Tech Instr. S/W, Materials: Raz Kids, Reading Eggs, Read Naturally, Imagine Learning. (Home and School Club will pay for Accelerated Reader and Reflex Math) | 5000-5999: Services And Other Operating Expenditures Technology Instruction Software and Materials: Reading Eggs, Read Naturally, Zearn. (Home and School Club will pay for Accelerated Reader and Reflex Math) (District paying for Imagine Learning licenses) (RazKids currently on year 3 of a 3 year license) | 5000-5999: Services And Other Operating Expenditures Tech Instr. S/W, Materials: Raz Kids (Gr 1-2), Reading Eggs (Gr TK/K), Read Naturally (RSP), Imagine Learning, Zearn, Reflex Math (Gr 2-4), Accelerated Reader (Gr 3-5) |

| | | | |
|------------------|---|--|---|
| Amount | 8500 | 6000 | 1900 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies Hardware: headphones, update doc cameras, replace printers, Chromecart | 4000-4999: Books And Supplies Maintain/replace: headphones, doc cameras, printers Replace computers: one chromecart Replace remaining smartboards with LCD TVs: 4 TVs *Assumes Home and School Club funds TVs, printers, \$5K of Chromecart. | 4000-4999: Books And Supplies Maintain/replace: headphones, doc cameras, printers Replace remaining smartboards with LCD TVs: 1 TVs |
| Amount | | | 11500 |
| Source | | | Base |
| Budget Reference | | | 4000-4999: Books And Supplies One new chromebook cart to replace cart that is at EOL. |
| Amount | | | 1200 |
| Source | | | Base |
| Budget Reference | | | 4000-4999: Books And Supplies Maintain/replace: headphones, doc cameras, printers Replace remaining smartboards with LCD TVs: 1 TVs |

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

NGSS: Purchase additional FOSS NG kits to extend support to Kinder, 1st and 2nd grades. Supplement existing support in 3rd, 4th and 5th grades.

2018-19 Actions/Services

NGSS: Purchase additional FOSS NG kits to extend support to Kinder, 1st and 2nd grades. Supplement existing support in 3rd, 4th and 5th grades.

2019-20 Actions/Services

Purchases completed in 2018-19

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 3000 | 9000 | 0 |
| Source | Base | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies FOSS NG kits | 4000-4999: Books And Supplies FOSS NG kits. Assumes partial funding from district. | 4000-4999: Books And Supplies FOSS NG kits. Assumes partial funding from district. |

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide extended day enrichment and support activities.

2018-19 Actions/Services

Provide extended day enrichment and support activities.

2019-20 Actions/Services

Provide extended day enrichment and support activities.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | 3300 | 0 | 3700 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Provide after school support for targeted students | 1000-1999: Certificated Personnel Salaries Provide after school support for targeted students in the form of a Homework Center | 1000-1999: Certificated Personnel Salaries Certificated staff: Provide targeted instructional support in ELA/math for students performing below grade level (e.g. homework center) |

| | | | |
|------------------|--|--|--|
| Amount | 1800 | 1680 | 1440 |
| Source | Supplemental | Base | Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries Extended day enrichment activities: Tech Challenge, Odyssey of the Mind, Math Olympiad | 1000-1999: Certificated Personnel Salaries Extended day enrichment activities such as: Tech Challenge, Odyssey of the Mind, Math Olympiad. Continue implementation of Science Olympiad | 1000-1999: Certificated Personnel Salaries Extended day enrichment activities: Tech Challenge, Odyssey of the Mind, Math Olympiad, Science Olympiad, Coding Class, etc. |
| Amount | 1000 | 0 | |
| Source | Supplemental | Supplemental | |
| Budget Reference | 4000-4999: Books And Supplies Purchase supplies and a cart for a mobile Makerspace that can be used for enrichment during lunch and in the classroom. | 4000-4999: Books And Supplies Purchase supplies for a mobile Makerspace that can be used for enrichment during lunch and in the classroom. Assumes HSC will fund. | |

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham
Specific Grade Spans: TK-5

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide targeted intervention support for identified students in math and ELA either during or outside of regular school day.

Provide targeted intervention support for identified students in math and ELA either during or outside of regular school day.

Provide targeted intervention support for identified students in math and ELA either during or outside of regular school day.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 12600 | 0 | |
| Source | Supplemental | Supplemental | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Certificated staff provide targeted instructional support after school in ELA/math for students performing below grade level(LLI, Do the Math) | 1000-1999: Certificated Personnel Salaries Certificated staff provide targeted instructional support after school in ELA/math for students performing below grade level(LLI, Do the Math) | |
| Amount | 19000 | 38000 | 35558 |
| Source | Title I | Supplemental | Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries Classified staff provide targeted instructional support in ELA/math for students performing below grade level(LLI, Do the Math) | 2000-2999: Classified Personnel Salaries Classified staff provide targeted instructional support in ELA/math for students performing below grade level(LLI, Do the Math) | 2000-2999: Classified Personnel Salaries Classified staff provide targeted instructional support in ELA/math for students performing below grade level(LLI, Math intervention: push in) |

| | | | |
|------------------|---|---|---|
| Amount | 8720 | | |
| Source | Supplemental | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries Classified staff provide targeted instructional support in ELA/math for students performing below grade level(LLI, Do the Math) | | |
| Amount | 4200 | 5600 | 6000 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity. | 2000-2999: Classified Personnel Salaries Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity. | 2000-2999: Classified Personnel Salaries Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity. |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

All teachers at Farnham possess credentials appropriate to their position. The following areas have been identified as needs for professional development based on staff surveys and assessment results:

- Designated ELD;
- Continue Integrated ELD/GLAD;
- Math: pacing guide development, classroom observation, supporting struggling and exceeding learners
- NGSS: Purchase TK-2 FOSS NG Kits, Provide TK-5 PD
- ELA: guided reading, Writer's Workshop grade level pacing guides
- Student achievement: Continue Achievement Teams professional development: data-driven collaboration time for teachers with a focus on Writers Workshop and the Eureka math curriculum.
- Social Emotional Learning/Behavior Management: Training on Second Step SEL curriculum

Professional development in the above areas will be driven either at the site level or at the district level.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|--|--|
| a. Highly Qualified Teachers | 100% of teachers highly qualified | 100% of teachers highly qualified | 100% of teachers highly qualified | 100% of teachers highly qualified |
| b. Participation in professional development opportunities | 3 District-wide Professional Learning Wednesdays 3 District-wide Professional Learning Days | 3 District-wide Professional Learning Wednesdays 3 District-wide Professional Learning Days | 3 District-wide Professional Learning Wednesdays 3 District-wide Professional Learning Days | 3 District-wide Professional Learning Wednesdays 3 District-wide Professional Learning Days |
| c. Level of staff satisfaction from professional development surveys | Maintain or improve staff satisfaction on PD surveys. | Maintain or improve staff satisfaction on PD surveys. | Maintain or improve staff satisfaction on PD surveys. | Maintain or improve staff satisfaction on PD surveys. |
| d. BTSA program for all eligible Farnham teachers | All BTSA-eligible teachers participated | All BTSA-eligible teachers participated | All BTSA-eligible teachers participated | All BTSA-eligible teachers participated |
| e. Schoolwide and district leadership opportunities | Opportunities: Leadership Team CLC Aha Moment Minute Curriculum Pilots PBIS | Opportunities: Leadership Team CLC Aha Moment Minute Curriculum Pilots PBIS Math Leadership Team Diversity Committee | Opportunities: Site Leadership Team District Curriculum Leadership Council Curriculum Pilots District and Site PBIS Committee Inclusion Committee Tier 2 Committee GLADIators | Opportunities: Site Leadership Team District Curriculum Leadership Council Curriculum Pilots District and Site PBIS Committee Inclusion Committee Tier 2 Committee GLADIators |
| f. Placement of university student teachers | None placed | Place at least one contingent on teacher interest and student teacher availability. | Place at least one contingent on teacher interest and student teacher availability. | Place at least one contingent on teacher interest and student teacher availability. |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham

Specific Grade Spans: TK-5

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

All students will have access to ELA/ELD and Math Common State Standard and Next Generation Science Standards instruction and materials. Identify and secure additional resources, training, materials to support standards mastery. Identify and secure additional resources,

2018-19 Actions/Services

All students will have access to ELA/ELD and Math Common State Standard and Next Generation Science Standards instruction and materials. Identify and secure additional resources, training, materials to support standards mastery. Identify and secure additional resources,

2019-20 Actions/Services

All students will have access to ELA/ELD and Math Common State Standard and Next Generation Science Standards instruction and materials. Identify and secure additional resources, training, materials to support standards mastery. Identify and secure additional resources,

training, materials to support standards mastery for students.

training, materials to support standards mastery for students.

training, materials to support standards mastery for students.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|--|
| Amount | 2000 | 2000 | 1840 |
| Source | Supplemental | Supplemental | Base |
| Budget Reference | 4000-4999: Books And Supplies EL/Intervention students: As additional needs arise for resources, training, admin and teacher leaders will id and secure supplemental resources | 4000-4999: Books And Supplies EL/ELA/Math Intervention students: As additional needs arise for resources, training, admin and teacher leaders will id and secure supplemental resources | 5000-5999: Services And Other Operating Expenditures Teacher Supplemental training: As additional needs arise for training, administrators and teacher leaders will identify and secure supplemental training and professional development (includes PD for NGSS, WWS, Guided Reading, ELD, Eureka, Conferences) |
| Amount | 2000 | 2000 | 1000 |
| Source | Base | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies Teachers: As additional needs arise for resources, training, admin and teacher leaders will id and secure supplemental resources (includes PD for NGSS, WWS, PBL, Conferences) | 4000-4999: Books And Supplies Teachers: As additional needs arise for resources, training, admin and teacher leaders will id and secure supplemental resources (includes PD for NGSS, WWS, Guided Reading, ELD, Eureka, Conferences) | 4000-4999: Books And Supplies Teacher supplemental resources: As additional needs arise for resources, administrators and teacher leaders will identify and secure supplemental resources (includes field trip supplement funds) |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

Specific Schools: Farnham
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham

Specific Grade Spans: TK-5

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

All staff will participate in Professional Development in ELA/ELD and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.

2018-19 Actions/Services

All staff will participate in Professional Development in ELA/ELD and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.

2019-20 Actions/Services

All staff will participate in Professional Development in ELA/ELD and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.

Budgeted Expenditures

| | | | |
|------------------|--|--|---|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | 13800 | 10000 | 6000 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries ELA/ELD/Math training and collaboration - Release Time (4 days per grade level) | 1000-1999: Certificated Personnel Salaries ELA/ELD/Math/Science PD and collaboration - Release Time (3 days per grade level) | 1000-1999: Certificated Personnel Salaries PD and collaboration - target students - Release Time (2 days per grade level) (eg. Learning Cohorts) |

Action 3

| | |
|-----|---|
| All | Specific Schools: Farnham Specific Grade Spans: TK-5 |
|-----|---|

OR

| | | |
|--|--|----------------------------------|
| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |
|--|--|----------------------------------|

Actions/Services

| | | |
|--|---|---|
| | New Action | Unchanged Action |
| | School support, administration, and regular education activities, supplies, materials, and contract services. (Moved from Goal 3) | School support, administration, and regular education activities, supplies, materials, and contract services. |

Budgeted Expenditures

| | | | |
|------------------|--|---|---|
| Amount | | 39000 | 11500 |
| Source | | Base | Base |
| Budget Reference | | 4000-4999: Books And Supplies School support, administration, and regular education activities, supplies, materials, and contract services | 5000-5999: Services And Other Operating Expenditures Rental of copy machines |

| | | | |
|------------------|--|--|---|
| Amount | | | 11650 |
| Source | | | Base |
| Budget Reference | | | 4000-4999: Books And Supplies Instructional and office supplies |
| Amount | | | 500 |
| Source | | | Supplemental |
| Budget Reference | | | 4000-4999: Books And Supplies EL/Intervention programs: As additional needs arise for resources or training, administration and teacher leaders will identify and secure supplemental resources. |
| Amount | | | 3000 |
| Source | | | Base |
| Budget Reference | | | 5000-5999: Services And Other Operating Expenditures Dues, memberships, repairs, contracts, postage/printing, furniture/equipment |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

School climate and school engagement continue to be areas of strength at Farnham.

We need to maintain the current process for working with families that have attendance issues.

Continue PBIS and collection and analysis of data using SWIS

Continue to provide social emotional support for our students through contracted services such as Almaden Valley Counseling. Provide training to teachers on social emotional learning curriculum including Second Step.

In Project Cornerstone, support our Cornerstone ABC Parent Reader program, an important element in teaching students about anti-bullying and empathy.

Continue participating in a variety of emergency drills including fire, lockdown, and earthquake. We also work on improving our implementation of the Incident Command System. Our police liaison also trained our teachers in lockdown best practices.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 1. At least a 90% score on the PBIS Tiered Fidelity Inventory (TFI) | PBIS Tiered Fidelity Inventory (TFI): 83% | PBIS Tiered Fidelity Inventory (TFI): 88% | PBIS Tiered Fidelity Inventory (TFI): 90% | PBIS Tiered Fidelity Inventory (TFI): 90% |
| 2. A 5% decrease in major office referrals and suspensions | 43 Referrals 3 suspensions | 41 Referrals 2 suspensions | 39 Referrals 2 suspensions | 37 Referrals 2 suspensions |
| 3. Maintain a 95% Attendance Rate | Attendance Rate: 98% | Attendance Rate: 95% | Attendance Rate: 95% | Attendance Rate: 95% |
| 4. Student climate survey for 3rd, 4th, and 5th graders | Expected 2017-18 | Students feel safe sometimes/always: 79% | Students feel safe sometimes/always: 84% | Students feel safe sometimes/always: 89% |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Monitor student attendance and discipline records. Establish strategies to maintain regular and high attendance rates. This will include school support, administration, and regular education activities.

2018-19 Actions/Services

Monitor student attendance and discipline records. Establish strategies to maintain regular and high attendance rates. These actions include school support, administration, and regular education activities.

2019-20 Actions/Services

Monitor student attendance and discipline records. Establish strategies to maintain regular and high attendance rates.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|---|
| Amount | 53000 | 0 | |
| Source | Base | Base | |
| Budget Reference | 4000-4999: Books And Supplies School support, administration, and regular education activities, supplies, materials, and contract services | 4000-4999: Books And Supplies School support, administration, and regular education activities, supplies, materials, and contract services (Moved to Goal 2) | |
| Amount | 2500 | 2500 | 2500 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Sub discretionary | 1000-1999: Certificated Personnel Salaries Sub discretionary | 1000-1999: Certificated Personnel Salaries Sub discretionary |

| | | | |
|------------------|--|--|--|
| Amount | 4000 | 3500 | 3500 |
| Source | Other | Other | Other |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Sysop | 1000-1999: Certificated Personnel Salaries Sysop | 1000-1999: Certificated Personnel Salaries Sysop |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham
Specific Grade Spans: TK-5
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Services will be provided to meet the emotional, behavioral and mental needs of students. Study Study Team Process in employed for students who are struggling

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Services will be provided to meet the emotional, behavioral and mental needs of students. Study Study Team Process in employed for students who are struggling

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Services will be provided to meet the emotional, behavioral and mental needs of students. Study Study Team Process in employed for students who are struggling

academic due to emotional, social, mental, and/or academic challenges. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support.

academic due to emotional, social, mental, and/or academic challenges. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support.

academic due to emotional, social, mental, and/or academic challenges. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | 8000 | 6000 | 6000 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis.. | 5800: Professional/Consulting Services And Operating Expenditures School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. Parenting class was presented in 2017-18 and may be presented again in 2018-19, based on need. \$8K covers one day of counseling a week. Students Services will pay for one day, and the site will pay for another day giving us 2 days total. | 5800: Professional/Consulting Services And Operating Expenditures School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. \$6K covers one day of counseling a week. Students Services will pay for one day, and the site will pay for another day giving us 2 days total. |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Specific Schools: Farnham
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

| |
|--|
| English Learners |
| Foster Youth |
| Low Income |
| [Add Students to be Served selection here] |

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| |
|--|
| Schoolwide |
| [Add Scope of Services selection here] |

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| |
|----------------------------------|
| Specific Schools: Farnham |
| Specific Grade Spans: TK-5 |
| [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| |
|------------------|
| Unchanged Action |
|------------------|

Select from New, Modified, or Unchanged for 2018-19

| |
|------------------|
| Unchanged Action |
|------------------|

Select from New, Modified, or Unchanged for 2019-20

| |
|------------------|
| Unchanged Action |
|------------------|

2017-18 Actions/Services

| |
|---|
| Staff will develop a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students. These offerings may include flexible hours for library access; school clubs; sports; clubs; student leadership opportunities; after school activities; sports; etc. |
|---|

2018-19 Actions/Services

| |
|--|
| Staff will develop a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students. These offerings may include flexible hours for library access; school clubs; sports; student leadership opportunities; after school activities; etc. |
|--|

2019-20 Actions/Services

| |
|--|
| Staff will develop a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students. These offerings may include flexible hours for library access; school clubs; sports; student leadership opportunities; after school activities; etc. |
|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 11000 | 10000 | 11500 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries School Librarian | 2000-2999: Classified Personnel Salaries School Librarian | 2000-2999: Classified Personnel Salaries School Librarian |

| | | | |
|------------------|--|--|--|
| Amount | 5000 | 1600 | 500 |
| Source | Supplemental | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies Library updates: New shelving and updates to book collection to align with CCSS | 4000-4999: Books And Supplies Library updates: New shelving, furniture to accommodate increase in collection size from HSC grant in 2017-18 | 4000-4999: Books And Supplies Updates to library equipment - maintenance. |
| Amount | 1500 | | |
| Source | Base | | |
| Budget Reference | 6000-6999: Capital Outlay Basketball pole for kinder playground | | |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham
Specific Grade Spans: TK-5
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|------------------|------------------|--|
| Unchanged Action | Unchanged Action | |
|------------------|------------------|--|

2017-18 Actions/Services

Establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies. This safety school plan will developed in collaboration with the district and contract service provided by the district.

2018-19 Actions/Services

Establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies. This safety school plan will developed in collaboration with the district and contract service provided by the district.

2019-20 Actions/Services

Establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies. This safety school plan will developed in collaboration with the district and contract service provided by the district.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | 25752 | 20000 | 20000 |
| Source | Other | Other | Other |
| Budget Reference | 2000-2999: Classified Personnel Salaries Ensure sufficient supervision during recesses. Recess/lunch supervision: includes library time for Makerspace and possible garden supervision | 2000-2999: Classified Personnel Salaries Ensure sufficient supervision during recesses. Recess/lunch supervision: includes library time for Makerspace and possible garden supervision. | 2000-2999: Classified Personnel Salaries Ensure sufficient supervision during recesses. Recess/lunch supervision. |
| Amount | 4500 | 9000 | 7000 |
| Source | Base | Supplemental | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries Crossing guard | 2000-2999: Classified Personnel Salaries Ensure sufficient supervision during recesses. Recess/lunch supervision: includes library time for Makerspace and possible garden supervision. | 2000-2999: Classified Personnel Salaries Recess/lunch supervision for library time for Makerspace and possible garden supervision |

| | | | |
|------------------|--|---|---|
| Amount | 1200 | 5000 | 5000 |
| Source | Supplemental | Base | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries After-school Student Pickup Supervision Program for K-2 Dismissal Period | 2000-2999: Classified Personnel Salaries Crossing guard | 2000-2999: Classified Personnel Salaries Crossing guard |
| Amount | 300 | 1700 | 1700 |
| Source | Other | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies Health (Fund 018-0314) | 2000-2999: Classified Personnel Salaries After-school Student Pickup Supervision Program for TK-3 Dismissal Period | 2000-2999: Classified Personnel Salaries After-school Student Pickup Supervision Program for TK-3 Dismissal Period |
| Amount | 500 | 500 | 500 |
| Source | Base | Other | Other |
| Budget Reference | 4000-4999: Books And Supplies Emergency supplies | 4000-4999: Books And Supplies Health (Fund 018-0314) | 4000-4999: Books And Supplies Health (Fund 018-0314) |
| Amount | 4000 | 2000 | 500 |
| Source | Supplemental | Base | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries Ensure sufficient supervision during recesses. Recess/lunch supervision: includes library time for Makerspace and possible garden supervision | 4000-4999: Books And Supplies Emergency Supplies - includes funding for storage shed. | 4000-4999: Books And Supplies Emergency supplies - water, snacks, resupply backpacks |

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Farnham
Specific Grade Spans: TK-5
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.

Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students.

2018-19 Actions/Services

Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.

Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students.

2019-20 Actions/Services

Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.

Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|--|
| Amount | 500 | 500 | 500 |
| Source | Supplemental | Supplemental | Base |
| Budget Reference | 4000-4999: Books And Supplies The Farnham ABC Program - a consistent language and behavioral standards will be established. | 4000-4999: Books And Supplies The Farnham's PBIS Program (The Farnham ABCs) - a consistent language and behavioral standards will be established and maintained. | 4000-4999: Books And Supplies The Farnham's PBIS Program (The Farnham ABCs) - a consistent language and behavioral standards will be established and maintained. |
| Amount | 600 | 600 | 500 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries 3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads) | 1000-1999: Certificated Personnel Salaries 3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads) | 1000-1999: Certificated Personnel Salaries 3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (1 site lead) |
| Amount | | 0 | 0 |
| Source | | Supplemental | Supplemental |
| Budget Reference | | 5800: Professional/Consulting Services And Operating Expenditures Project Cornerstone Membership Fee - supports Expect Respect Workshop, etc. District will cover cost of membership - \$1000 | 5800: Professional/Consulting Services And Operating Expenditures Project Cornerstone Membership Fee - supports Expect Respect Workshop, etc. District will cover cost of membership - \$1000 |

| | | | |
|------------------|--|--|---|
| Amount | | | 10500 |
| Source | | | Supplemental |
| Budget Reference | | | 5800: Professional/Consulting Services And Operating Expenditures Social Emotional Learning Professional Development: Using Second Step and other curriculum, a trainer will model lessons in all classrooms on a regular basis. Teachers will incorporate modeled lesson elements into future classroom interactions and activities. |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
|--------------------|----------|---------|---------|---------|

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$116,960

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2019-20 SUPPLEMENTAL ALLOCATIONS:

Farnham School: 30.34% of High Needs Students/Total Site Enrollment - (LCFF Supplemental: \$116,960)

The funding calculation employed by the district for Farnham School, in response to LCFF guidelines for the 2019-20 school year is: \$116,960

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 selected students per data review as well as extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students.

Supplemental funds not being used in a school-wide manner.

Focused targeted, differentiated instruction and learning for selected students per data review as well as and extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students. These additional and extended programs and services includes instructional coaching/mentoring and professional development for teachers and staff working specifically with unduplicated students, Tier II interventions, EL services including designated English Language Development (ELD) instruction, counseling services and parent engagement.

Services provided in the LCAP and SPSA that are focused on SWD, EL, Foster Youth, and SED, EL students are designed to meet their instructional and social/emotional needs within the school day and in supportive services that include targeted, differentiated instruction, mental health services, and both before and after school extended day options. These student populations comprise 26% of our student population resulting in a 4.84% increase in supplemental funding and supports.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$115,156

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The funding calculation employed by the district for Farnham School, in response to LCFF guidelines for the 2017-18 school year is: \$128,420.00

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, number of new teachers at the site, and if the district moves ahead with materials adoption, to site some examples.

Targeted, differentiated instruction and learning for selected students per data review as well as extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students.

Supplemental funds not being used in a school wide manner.

Focused targeted, differentiated instruction and learning for selected students per data review as well as and extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students. These additional and extended programs and services includes instructional coaching/mentoring and professional development for teachers and staff working specifically with unduplicated students, Tier II interventions, EL services including designated English Language Development (ELD) instruction, counseling services and parent engagement.

Services provided in the LCAP and SPSA that are focused on SWD, EL, Foster Youth, and SED, EL students are designed to meet their instructional and social/emotional needs within the school day and in supportive services that include targeted, differentiated instruction, mental health services, and both before and after school extended day options. These student populations comprise 26% of our student population resulting in a 4.84% increase in supplemental funding and supports.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$128,420.00

Percentage to Increase or Improve Services

4.84%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The funding calculation employed by the district for Farnham School, in response to LCFF guidelines for the 2017-18 school year is: \$128,420.00

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, number of new teachers at the site, and if the district moves ahead with materials adoption, to site some examples.

Targeted, differentiated instruction and learning for selected students per data review as well as extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students.

Supplemental funds not being used in a school wide manner.

Focused targeted, differentiated instruction and learning for selected students per data review as well as and extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students. These additional and extended programs and services includes instructional coaching/mentoring and professional development for teachers and staff working specifically with unduplicated students, Tier II interventions, EL services including designated English Language Development (ELD) instruction, counseling services and parent engagement.

Services provided in the LCAP and SPSA that are focused on SWD, EL, Foster Youth, and SED, EL students are designed to meet their instructional and social/emotional needs within the school day and in supportive services that include targeted, differentiated instruction, mental health services, and both before and after school extended day options. These student populations comprise 26% of our student population resulting in a 4.84% increase in supplemental funding and supports.



Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|--------------------------------------|------------------------------------|------------|------------|------------|--|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Funding Sources | 426,784.00 | 182,109.00 | 244,972.00 | 214,392.00 | 211,150.00 | 670,514.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Base | 148,560.00 | 50,680.00 | 67,500.00 | 75,280.00 | 70,190.00 | 212,970.00 |
| Other | 48,000.00 | 24,000.00 | 30,052.00 | 24,000.00 | 24,000.00 | 78,052.00 |
| Supplemental | 230,224.00 | 107,429.00 | 128,420.00 | 115,112.00 | 116,960.00 | 360,492.00 |
| Title I | 0.00 | 0.00 | 19,000.00 | 0.00 | 0.00 | 19,000.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | | | | | |
|---|---|---|----------------|----------------|----------------|--|
| Object Type | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 426,784.00 | 182,109.00 | 244,972.00 | 214,392.00 | 211,150.00 | 670,514.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0000: Unrestricted | 0.00 | 0.00 | 6,850.00 | 0.00 | 0.00 | 6,850.00 |
| 1000-1999: Certificated Personnel Salaries | 50,260.00 | 20,100.00 | 41,000.00 | 24,130.00 | 21,540.00 | 86,670.00 |
| 2000-2999: Classified Personnel Salaries | 228,600.00 | 108,999.00 | 99,872.00 | 115,300.00 | 115,758.00 | 330,930.00 |
| 4000-4999: Books And Supplies | 124,200.00 | 35,750.00 | 77,400.00 | 63,400.00 | 30,450.00 | 171,250.00 |
| 5000-5999: Services And Other Operating Expenditures | 9,000.00 | 10,000.00 | 10,350.00 | 4,500.00 | 25,840.00 | 40,690.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 14,724.00 | 7,260.00 | 8,000.00 | 7,062.00 | 17,562.00 | 32,624.00 |
| 6000-6999: Capital Outlay | 0.00 | 0.00 | 1,500.00 | 0.00 | 0.00 | 1,500.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|---------------------|---|---------------------------------------|------------|------------|------------|--|
| Object Type | Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | All Funding Sources | 426,784.00 | 182,109.00 | 244,972.00 | 214,392.00 | 211,150.00 | 670,514.00 |
| | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Supplemental | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0000: Unrestricted | Supplemental | 0.00 | 0.00 | 6,850.00 | 0.00 | 0.00 | 6,850.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 10,360.00 | 2,500.00 | 2,500.00 | 4,180.00 | 2,500.00 | 9,180.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 7,000.00 | 3,500.00 | 4,000.00 | 3,500.00 | 3,500.00 | 11,000.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 32,900.00 | 14,100.00 | 34,500.00 | 16,450.00 | 15,540.00 | 66,490.00 |
| 2000-2999: Classified Personnel Salaries | Base | 33,000.00 | 17,180.00 | 4,500.00 | 17,500.00 | 24,500.00 | 46,500.00 |
| 2000-2999: Classified Personnel Salaries | Other | 40,000.00 | 20,000.00 | 25,752.00 | 20,000.00 | 20,000.00 | 65,752.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental | 155,600.00 | 71,819.00 | 50,620.00 | 77,800.00 | 71,258.00 | 199,678.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 0.00 | 0.00 | 19,000.00 | 0.00 | 0.00 | 19,000.00 |
| 4000-4999: Books And Supplies | Base | 105,200.00 | 28,000.00 | 59,000.00 | 53,600.00 | 26,850.00 | 139,450.00 |
| 4000-4999: Books And Supplies | Other | 1,000.00 | 500.00 | 300.00 | 500.00 | 500.00 | 1,300.00 |
| 4000-4999: Books And Supplies | Supplemental | 18,000.00 | 7,250.00 | 18,100.00 | 9,300.00 | 3,100.00 | 30,500.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 0.00 | 3,000.00 | 0.00 | 0.00 | 16,340.00 | 16,340.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental | 9,000.00 | 7,000.00 | 10,350.00 | 4,500.00 | 9,500.00 | 24,350.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental | 14,724.00 | 7,260.00 | 8,000.00 | 7,062.00 | 17,562.00 | 32,624.00 |
| 6000-6999: Capital Outlay | Base | 0.00 | 0.00 | 1,500.00 | 0.00 | 0.00 | 1,500.00 |

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

| Goal | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
|---------------|---|---|----------------|----------------|----------------|--|
| Goal 1 | 171,384.00 | 79,400.00 | 93,720.00 | 85,692.00 | 92,760.00 | 272,172.00 |
| Goal 2 | 106,000.00 | 30,500.00 | 17,800.00 | 53,000.00 | 35,490.00 | 106,290.00 |
| Goal 3 | 125,800.00 | 60,219.00 | 122,352.00 | 62,900.00 | 70,200.00 | 255,452.00 |
| Goal 4 | 23,600.00 | 11,990.00 | 11,100.00 | 12,800.00 | 12,700.00 | 36,600.00 |
| Goal 5 | | | 0.00 | 0.00 | 0.00 | 0.00 |
| Goal 6 | | | 0.00 | 0.00 | 0.00 | 0.00 |
| Goal 7 | | | 0.00 | 0.00 | 0.00 | 0.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Expenditures Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|--|---|---|----------------|----------------|----------------|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources | | | | | |

| Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|--|---|---|----------------|----------------|----------------|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources | | | | | |