

Farnham Elementary School



Charter #574 Petition Renewal
Renewal Term: July 1, 2018 - June 30, 2023

15711 Woodard Road • San Jose, CA 95124 • 408-377-3321

www.cambriansd.org/Farnham/

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I. AFFIRMATION AND ASSURANCES

As the authorized lead petitioner, I, Dr. Carrie Andrews, hereby certify that the information submitted in this application for the renewal of a dependent California public charter school named Farnham Elementary School is located within the Cambrian School District boundaries and is authorized by the Cambrian School District Board of Education. It is true to the best of my knowledge and belief, that this petition for renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, Farnham Elementary School will follow all federal, state, local laws and regulations that apply to Farnham including but not limited to:

- ❖ Farnham will operate as a dependent charter school, following all of Cambrian School District Board Policies and Procedures.
- ❖ Farnham will operate with limited independence from the Education Code in regards to offering attendance options for individuals living outside the district's attendance boundaries who want to continue or begin their Transitional Kindergarten – 5th grade education at Farnham.
- ❖ The school will pursue the mission and vision of the Cambrian School District and the Farnham commitment to excellence as described in the District's Mission and Vision Statements.
- ❖ The school will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- ❖ Farnham Elementary School encourages parental involvement and parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. [Ref. Education Code Section 47605(n)]
- ❖ The school shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- ❖ The school shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C) and Education Code Section (l)]
- ❖ The school shall at all times maintain all necessary and appropriate insurance coverage of school facilities, school personnel and District liability claims of all current and future policies.
- ❖ Farnham School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- ❖ The school shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- ❖ The school shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- ❖ The school shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ❖ Farnham shall offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a) (1) for each fiscal year.
- ❖ The school shall, on a regular basis, consult with its parents and teachers regarding the School's education programs. [Ref. Education Code Section 47605(c)(2)]
- ❖ Farnham shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- ❖ The school shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
- ❖ The school shall comply with the Public Records Act.
- ❖ The school shall comply with the Family Educational Rights and Privacy Act.
- ❖ The school shall meet or exceed the legally required minimum number of school days as set forth by Cambrian School District. [Ref. Title 5 California Code of Regulations Section 11960]
- ❖ All current and future contracts agreed upon between the Cambrian School District, Cambrian District Teachers' Association (CDTA) and California School Employees Association (CSEA) Local Chapter 641 in accordance with the Educational Employment Relations Act (EERA)

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for Farnham Elementary School located in the Cambrian School District boundaries is true to the best of my knowledge and belief; I further understand that if renewed, the school will comply with all assurances listed above.

Dr. Carrie Andrews
Dr. Carrie Andrews
Cambrian School District Superintendent

6.8.18
Date

II. EXECUTIVE SUMMARY

In July of 2003, Farnham Elementary School was voted on and approved to become a dependent charter public school by the school site and the Governing Board. The renewal of the dependent neighborhood charter public school will continue to offer the Farnham community flexibility in the area of enrollment of students. Currently, Farnham enrolls over 11% of its students from outside the Cambrian School District boundaries which allows options for individuals living outside the District's attendance boundaries to be educated at Farnham Elementary School if they choose.

Statement of Operations

Farnham Elementary School will continue its current operational relationship with the district in all of the following ways:

- ❖ Governance by the Cambrian School District Board of Education
- ❖ Maintenance and insurance of school facilities
- ❖ Changes, additions or alterations to the facilities
- ❖ Maintenance of the non-instructional operations
- ❖ Insurance of school personnel and district against liability claims of all current and future district policies
- ❖ All current and future contracts agreed upon between the Cambrian School District, Cambrian District Teachers' Association (CDTA) and California School Employees Association (CSEA) Local Chapter 641 in accordance with the Educational Employment Relations Act
- ❖ All operations currently in place with other neighborhood schools in the district

Student Demographics

	Hispanic/ Latino	Asian	African American	Pacific Islander	American Indian/Alaskan Native	White	Filipino	Other
Farnham	100	134	26	2	2	232	21	9
District	765	615	134	22	27	1635	94	330

	Total Students	Economically Disadvantaged	Homeless	Foster Youth	Special Education	English Learners
Farnham	526	86	0	0	60	111
District	3625	656	10	3	482	483

PowerSchool & CALPADS March 2018

III. EDUCATIONAL PHILOSOPHY AND PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. -CA Education Code 47605 (b)(5)(A)(i)

Farnham School will subscribe to the Mission of the Cambrian School District.

Cambrian School District Mission Statement

Cambrian School District, a caring and collaborative community, develops creative and critical thinkers who communicate effectively, value diversity and are ready to excel in a global society.

Farnham School, serves approximately 526 students, and a neighborhood school that offers students the promise of an exceptional education in Transitional kindergarten through fifth grades which leads to successful middle school and high school experiences, and the post-secondary options of fulfilling employment or admission to institutions of higher education. This promise is made with the understanding that an education is a shared responsibility of the public schools, parents, community, and the individual learners.

Farnham School utilizes instructional materials adopted by the Cambrian School District. Instructional strategies and structures implemented provide support for all levels of students; special education, English Language Learners and those who are achieving below, at and above grade level. Support will be provided by flexible small groups in the classroom, reading and math intervention assistance, extended day programs, and enrichment and extension lessons through differentiated instruction to meet and extend all learners.

Special Education

If students attending Farnham School qualify for special education funds, then the Cambrian School District shall treat Farnham students as it treats other Cambrian School District students.

In terms of Special Day classes, resource specialist services and speech services, the charter school will follow all current and future district regulations, practices and policies.

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

-CA Education Code 47605 (b)(5)(A)(ii)

Farnham will continue to follow Cambrian District's Strategic Plan requirements to develop and implement the Local Control Accountability Plan.

The guiding principles are:

We believe in...

- ❖ Valuing and teaching the whole child
- ❖ Preparing all Cambrian students to be successful in addressing the challenges of the 21st century as global citizens
- ❖ Honoring and encouraging the strengths of every child
- ❖ Fostering a strong sense of community and creating a safe, orderly learning environment for all
- ❖ Academic excellence that is built through collaboration and teamwork

IV. MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's education program. -CA Education Code 47605 (b)(5)(B)

Farnham School will be held accountable for all learners meeting the measures of success as set forth in the Local Control Accountability Plan goals of the school and District. Our goal is for all Farnham students to meet the statewide performance standards developed by the California Department of Education and described in multiple measures. These standards include the subject fields of language arts, mathematics, science, social studies and physical education. All students will participate in state-mandated and district-mandated assessments and meet district standards.

*The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
-CA Code Section 47605(b)(5)(C)*

Student progress will be objectively measured by the annual statewide assessments as determined by the State of California and by formative and summative district assessments. Student report cards will be aligned to the same schedule adopted by the Cambrian School District.

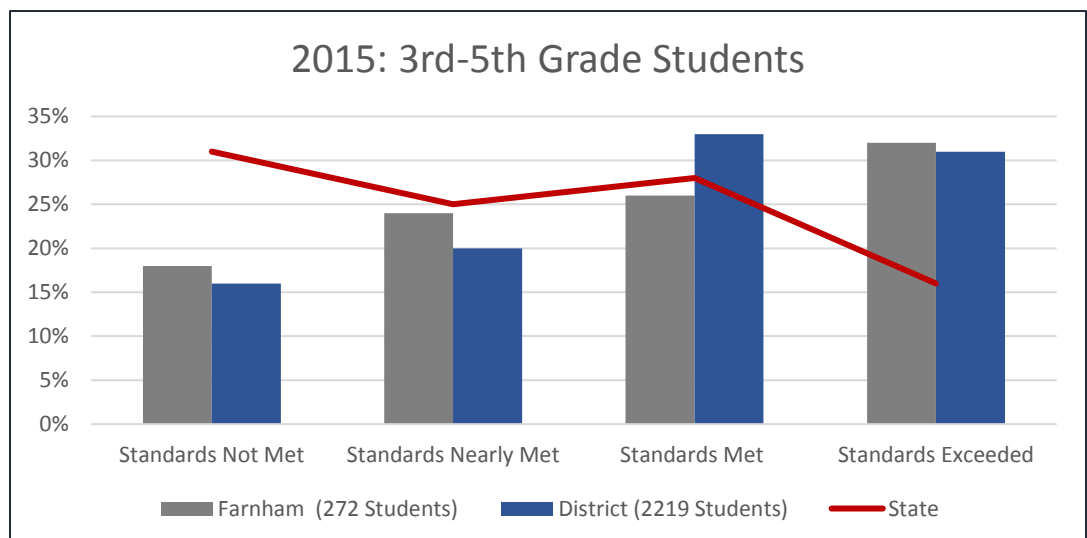
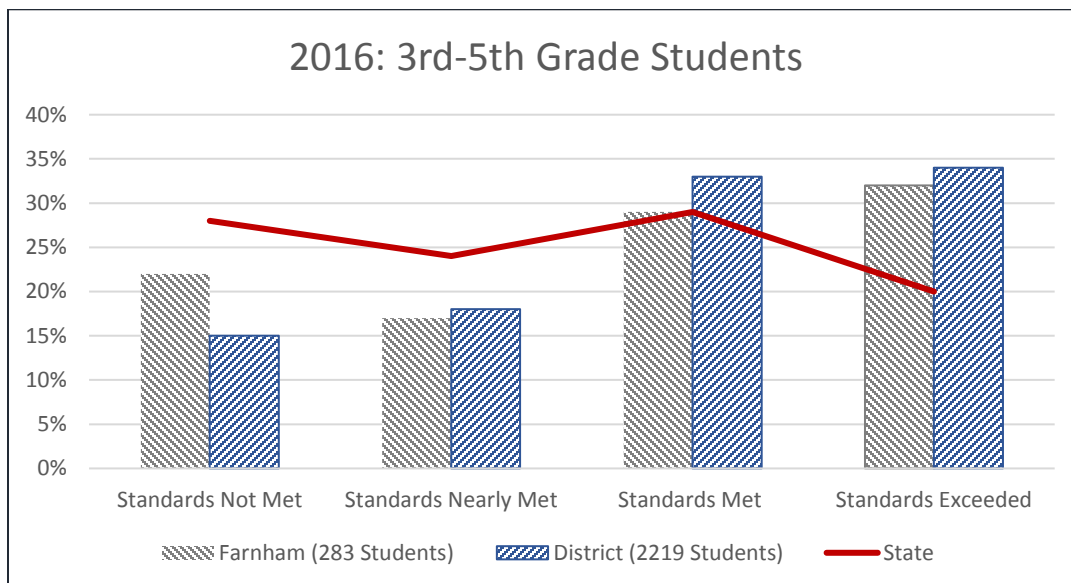
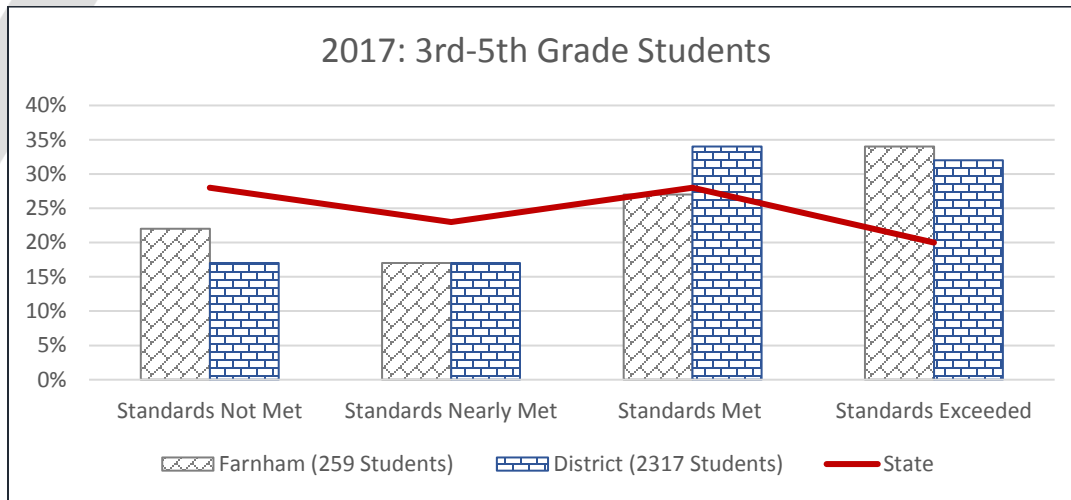
Progress will also be measured by project performances, portfolios, informal and formal assessments. Progress will be discussed on a regular basis with students, parents and guardians.

Measurable Outcomes for Charter Renewal:

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

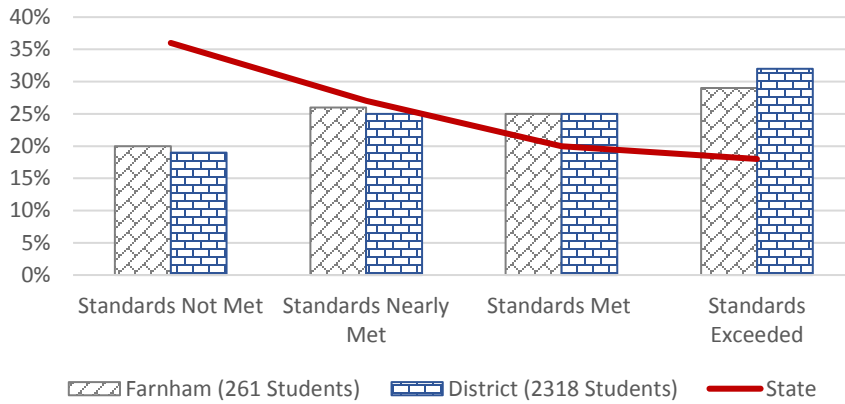
Farnham Elementary School continues to exceed State levels and remains in line with District levels with respect to the Smarter Balance Accountability System and California Dashboard Report.

English Language Arts: Smarter Balanced Assessment Results

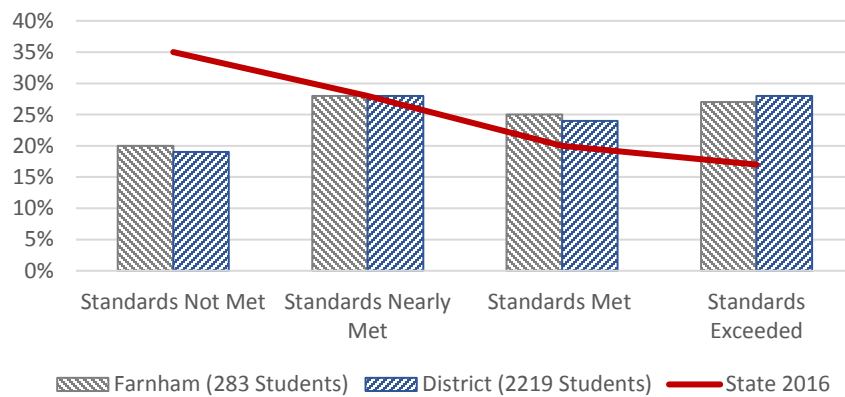


Mathematics: Smarter Balanced Assessment Results

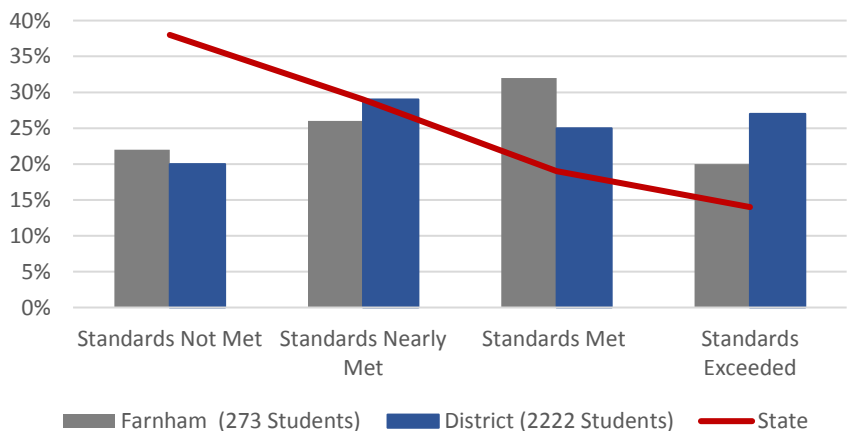
2017: 3rd-5th Grade Students



2016: 3rd-5th Grade Students



2015: 3rd-5th Grade Students



California School Dashboard Results

Fall 2017

Farnham Charter - Santa Clara County





Enrollment: 517 Socioeconomically Disadvantaged: 18.4% English Learners: 22.1% Foster Youth: 0.2%

Grade Span: K-5 Charter School: Yes

Dashboard Release: Fall 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Report](#) [Student Group Report](#)

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	2
English Learner Progress (1-12)		1	0
English Language Arts (3-8)		6	2
Mathematics (3-8)		6	1

Spring 2017

Farnham Charter - Santa Clara County





Enrollment: 552 Socioeconomically Disadvantaged: 16% English Learners: 19% Foster Youth: 0%

Grade Span: K-5 Charter School: Yes






Dashboard Release: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Report](#) [Student Group Report](#)

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	0
English Learner Progress (1-12)		1	0
English Language Arts (3-8)		6	2
Mathematics (3-8)		6	1

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

V. Governance Structure

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. -CA Code Section 47605(b)(5)(D)

Farnham Elementary School will be a dependent, neighborhood charter school that will be governed by the Cambrian School District Board of Trustees. Farnham will work within the guidelines of the School Site Council as defined by California *Education Code (EC)* Section 52855 and *EC* 64001.

VI. Student Admissions

Admission policies and procedures, consistent with subdivision.

-CA Education Code 47605 (b)(5)(H)

There are no admission requirements for Farnham Elementary School.

A charter school shall admit all pupils who wish to attend the charter school.

-CA Education Code 47605 (d)(2)(A)

Farnham Elementary School will admit pupils who wish to attend the school if there is space. In accordance with the law, preference shall be given to students who reside within the schools attendance area, siblings of students currently attending and students with resident status.

If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. -CA Education Code 47605 (d)(2)(B)

Farnham Elementary School will follow Cambrian School District policies and procedures used for admitting students.

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. -CA Education Code 47605 (b)(5)(G)

Farnham Elementary School will be a dependent, conversion charter that shall maintain the policy giving admission preference to pupils who reside within the Farnham attendance area. Preference shall be extended to pupils currently attending Farnham School and pupils who reside in the Cambrian School District attendance area.

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. -CA Education Code 47605 (b)(5)(L)

The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school. -CA Education Code 47605 (f)

The Cambrian School District will utilize district policies for placement of students not wishing to attend Farnham who reside in the school district boundaries or attendance area of Farnham who choose not to attend the school. Student can choose to attend any of the existing Cambrian School District schools through an Intradistrict request. [Ref. Education Code 47605 (f)]

Farnham Elementary School Administration will consult with the Cambrian District regarding the number of students admitted to the school based on existing policies and procedures. The enrollment capacity will be established annually and be consistent with state law.

VII. Student Withdraw, Suspension and Expulsion

The procedures by which pupils can be suspended or expelled. -CA Education Code 47605 (b)(5)(J)

Students shall be suspended or expelled for actions for which they could be suspended or expelled from the Cambrian School District as defined by Cambrian Plan for Expelled Youth 2018-21 and the Education Code Sections 48900 to 48926. The due process mandated for school districts therein will be followed at Farnham Elementary School.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupils last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

-CA Education Code 47605 (d)(3)

Farnham Elementary School will comply with Education Code Section 48200 if an out of district student is expelled or leaves the charter school without graduating or completing the school year for any reason.

VIII. Financial Planning, Reporting and Accountability

As a dependent Charter School, Farnham School will continue to be funded through the Cambrian School District using the Local Control Funding Formula. The budget will be based on average daily attendance. The Cambrian School District oversees and disperses all monies to Farnham Elementary School. All insurance (e.g., general liability, workers compensation), business and administrative services will be provided by the Cambrian School District.

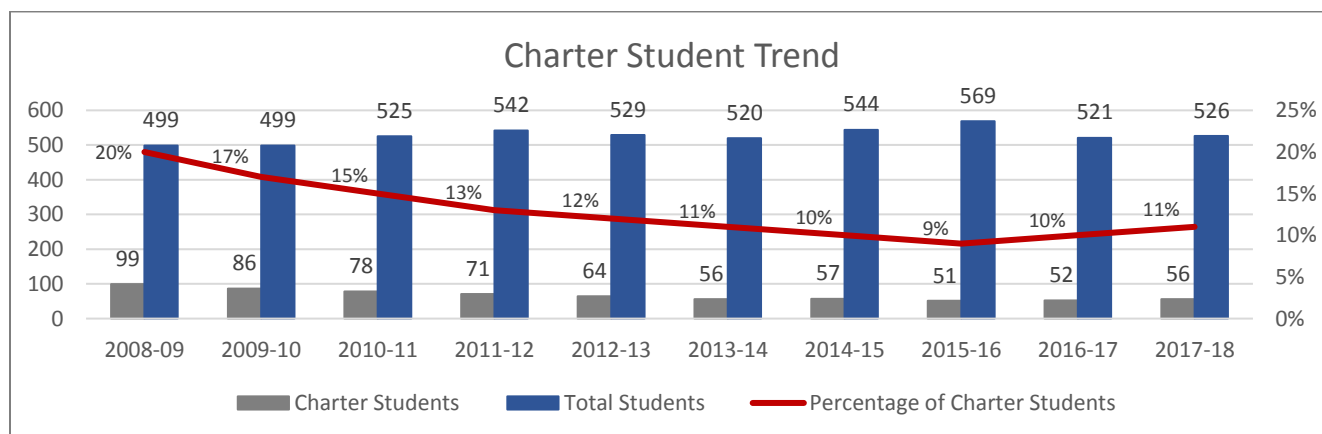
The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. -CA Education Code 47605 (b)(5)(I)

The school will participate in the district's annual audit. Exceptions and deficiencies so noted will be addressed promptly, as per policies and procedures established by the Cambrian School District Board of Education.

A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020. -CA Education Code 47605 (m)

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. -CA Education Code 47605 (g)

As a dependent charter, Farnham School will continue to have minimal additional impact on the Cambrian School District for facilities needs, administrative services and potential civil liability effects. Farnham School will continue to follow District requirements regarding the Local Educational Agency Plan, and the Local Control Accountability Plans.



IX. Personnel

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. -CA Education Code 47605 (b)(6)

All employees of Farnham Elementary School will be employees of the Cambrian School District.

*The qualifications to be met by individuals to be employed by the school.
-CA Education Code 47605 (b)(5)(E)*

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses. -CA Education Code 47605 (I)

Teachers at Farnham Elementary School shall be required to hold appropriate teacher credentials as stated by the Commission on Teacher Credentials, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As the California Department of Education and the Commission for Teacher Credentialing provide interpretations for the requirements for non-core subjects those interpretations will be followed and submitted to the Cambrian School District Board of Education for approval.

*The manner by which staff members of the charter schools will be covered by the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.
- CA Education Code 47605 (b)(5)(K)*

Farnham Elementary School staff will retain its current relationships with the Cambrian School District, the Cambrian Teachers' Association (CDTA) and the California School Employees' Association (CSEA) for purposes of determining salaries and benefits for employees provided under existing master agreements.

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. -CA Education Code 47605 (b)(5)(F)

Farnham School shall comply with all the provisions and procedures of Education Code 44237, including the requirement, that as a condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB tests.

The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. -CA Education Code 47605 (b)(5)(M)

All current and new employees at Farnham Elementary School will be employees of the Cambrian School District and all rights of permanent status and transfers shall be the same as those used by the district and outlined in the CDTA and CSEA collective bargaining agreements in accordance with the EERA. In addition, all Education Code rights and responsibilities and any other statutory provisions shall remain in effect.

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. -CA Education Code 47605 (b)(5)(N)

There are no special provisions for dispute resolution in this charter. As a dependent charter, existing policies, practices and education and government code shall remain intact. Specific provisions within the existing CDTA and CSEA for constituent complaint policy, collective bargaining, and grievance procedures will remain applicable.

The governing board of a school district shall not require any employee of the school district to be employed in a charter school. -CA Education Code 47605 (e)

Cambrian School District will utilize existing policies and collective bargaining agreements to address staff members currently assigned to Price and for those who do not wish to continue at the school under the charter status.

X. Charter Closure

A charter school may close voluntarily, through non-renewal, or through revocation.

On an annual basis, if 51 percent or more of the permanent status teachers currently employed at Farnham Elementary School choose to revoke charter status by January 15th of any school year, then the Cambrian School District Board of Education shall agree to revoke the charter and return the school to non-charter status the next school year.

The Cambrian School District Board of Education may revoke the charter as described in Section 47607 of Assembly Bill 544.

The closure procedure to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

-CA Education Code 47605 (b)(5)(O)

The process for charter school closure will follow the California State Department of Education recommended process. This process will include an official action by the Cambrian School District Governing Board effective at the end of an academic year, notifying the Charter Schools Unit of the California Department of Education, parents, and the Santa Clara Office of Education. The Cambrian School District will maintain all student and school records as required by law for the Charter. After its closeout, the school will have an audit to determine any financial responsibilities which will be borne by the Cambrian School District. As a dependent conversion charter school, the assets and liabilities will remain part of the Cambrian School District.

XI. Miscellaneous

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect.

EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100] (*Title 2 enacted by Stats. 1976, Ch. 1010.*)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 64100] (*Division 4 enacted by Stats. 1976, Ch. 1010.*)

PART 26.8. CHARTER SCHOOLS [47600 - 47664] (*Part 26.8 added by Stats. 1992, Ch. 781, Sec. 1.*)

CHAPTER 2. Establishment of Charter Schools [47605 - 47608] (*Chapter 2 added by Stats. 1992, Ch. 781, Sec. 1.*)

47605. (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:

(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation.

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.

(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (c) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition is signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.

(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(4) After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, there shall be a material revision to the charter school's charter.

(5) A charter school that is unable to locate within the jurisdiction of the chartering school district may establish one site outside the boundaries of the school district, but within the county in which that school district is located, if the school district within the jurisdiction of which the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools and the Superintendent are notified of the location of the charter school before it commences operations, and either of the following circumstances exists:

(A) The school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the school chooses to locate.

(B) The site is needed for temporary use during a construction or expansion project.

(6) Commencing January 1, 2003, a petition to establish a charter school may not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

(A) (i) The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

(iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.

(B) The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

(D) The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

(E) The qualifications to be met by individuals to be employed by the charter school.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(G) The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

(H) Admission policies and procedures, consistent with subdivision (d).

(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

(J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

(M) The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

(N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

(O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

(c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

(2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the charter school's educational programs.

(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(e) The governing board of a school district shall not require an employee of the school district to be employed in a charter school.

(f) The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school.

(g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

(h) In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032, as that section read before July 19, 2006.

(i) Upon the approval of the petition by the governing board of the school district, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the applicable county superintendent of schools, the department, and the state board.

(j) (1) If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The county board of education shall review the petition pursuant to subdivision (b). If the petitioner elects to submit a petition for establishment of a charter school to the county board of education and the county board of education denies the petition, the petitioner may file a petition for establishment of a charter school with the state board, and the state board may approve the petition, in accordance with subdivision (b). A charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the entity to which it originally submitted its petition. A charter petition that is submitted to either a county board of education or to the state board shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate.

(2) In assuming its role as a chartering agency, the state board shall develop criteria to be used for the review and approval of charter school petitions presented to the state board. The criteria shall address all elements required for charter approval, as identified in subdivision (b), and shall define “reasonably comprehensive,” as used in paragraph (5) of subdivision (b), in a way that is consistent with the intent of this part. Upon satisfactory completion of the criteria, the state board shall adopt the criteria on or before June 30, 2001.

(3) A charter school for which a charter is granted by either the county board of education or the state board based on an appeal pursuant to this subdivision shall qualify fully as a charter school for all funding and other purposes of this part.

(4) If either the county board of education or the state board fails to act on a petition within 120 days of receipt, the decision of the governing board of the school district to deny the petition shall be subject to judicial review.

(5) The state board shall adopt regulations implementing this subdivision.

(6) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the department and the state board.

(k) (1) The state board may, by mutual agreement, designate its supervisory and oversight responsibilities for a charter school approved by the state board to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition.

(2) The designated local educational agency shall have all monitoring and supervising authority of a chartering agency, including, but not limited to, powers and duties set forth in Section 47607, except the power of revocation, which shall remain with the state board.

(3) A charter school that is granted its charter through an appeal to the state board and elects to seek renewal of its charter shall, before expiration of the charter, submit its petition for renewal to the governing board of the school district that initially denied the charter. If the governing board of the school district denies the charter school’s petition for renewal, the charter school may petition the state board for renewal of its charter.

(l) Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

(m) A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

(n) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

(Amended by Stats. 2017, Ch. 760, Sec. 2.5. (AB 1360) Effective January 1, 2018.)

Appendix B



EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100] (*Title 2 enacted by Stats. 1976, Ch. 1010.*)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 64100] (*Division 4 enacted by Stats. 1976, Ch. 1010.*)

PART 26.8. CHARTER SCHOOLS [47600 - 47664] (*Part 26.8 added by Stats. 1992, Ch. 781, Sec. 1.*)

CHAPTER 2. Establishment of Charter Schools [47605 - 47608] (*Chapter 2 added by Stats. 1992, Ch. 781, Sec. 1.*)

47607. (a) (1) A charter may be granted pursuant to Sections 47605, 47605.5, and 47606 for a period not to exceed five years. A charter granted by a school district governing board, a county board of education, or the state board may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

(2) Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

(3) (A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

(B) For purposes of this section, “all groups of pupils served by the charter school” means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(B) The determination made pursuant to this paragraph shall be based upon all of the following:

(i) Documented and clear and convincing data.

(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools.

(iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.

(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

(c) (1) A charter may be revoked by the authority that granted the charter under this chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

(A) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(B) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(C) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(D) Violated any provision of law.

(2) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to revoke a charter.

(d) Before revocation, the authority that granted the charter shall notify the charter school of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

(e) Before revoking a charter for failure to remedy a violation pursuant to subdivision (d), and after expiration of the school's reasonable opportunity to remedy without successfully remedying the violation, the chartering authority shall provide a written notice of intent to revoke and notice of facts in support of revocation to the charter school. No later than 30 days after providing the notice of intent to revoke a charter, the chartering authority shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, the chartering authority shall issue a final decision to revoke or decline to revoke the charter, unless the chartering authority and the charter school agree to extend the issuance of the decision by an additional 30 days. The chartering authority shall not revoke a charter, unless it makes written factual findings supported by substantial evidence, specific to the charter school, that support its findings.

(f) (1) If a school district is the chartering authority and it revokes a charter pursuant to this section, the charter school may appeal the revocation to the county board of education within 30 days following the final decision of the chartering authority.

(2) The county board of education may reverse the revocation decision if the county board of education determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence. The school district may appeal the reversal to the state board.

(3) If the county board of education does not issue a decision on the appeal within 90 days of receipt, or the county board of education upholds the revocation, the charter school may appeal the revocation to the state board.

(4) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence. The state board may uphold the revocation decision of the school district if the state board determines that the findings made by the chartering authority under subdivision (e) are supported by substantial evidence.

(g) (1) If a county office of education is the chartering authority and the county board of education revokes a charter pursuant to this section, the charter school may appeal the revocation to the state board within 30 days following the decision of the chartering authority.

(2) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence.

(h) If the revocation decision of the chartering authority is reversed on appeal, the agency that granted the charter shall continue to be regarded as the chartering authority.

(i) During the pendency of an appeal filed under this section, a charter school, whose revocation proceedings are based on subparagraph (A) or (B) of paragraph (1) of subdivision (c), shall continue to qualify as a charter school for funding and for all other purposes of this

part, and may continue to hold all existing grants, resources, and facilities, in order to ensure that the education of pupils enrolled in the school is not disrupted.

(j) Immediately following the decision of a county board of education to reverse a decision of a school district to revoke a charter, the following shall apply:

(1) The charter school shall qualify as a charter school for funding and for all other purposes of this part.

(2) The charter school may continue to hold all existing grants, resources, and facilities.

(3) Any funding, grants, resources, and facilities that had been withheld from the charter school, or that the charter school had otherwise been deprived of use, as a result of the revocation of the charter shall be immediately reinstated or returned.

(k) A final decision of a revocation or appeal of a revocation pursuant to subdivision (c) shall be reported to the chartering authority, the county board of education, and the department.

(Amended by Stats. 2012, Ch. 576, Sec. 3. (SB 1290) Effective January 1, 2013.)

[Home Table of Contents](#)**§ 11966.4. Submission of a Charter School Renewal Petition to the Governing Board of a School D...**

5 CA ADC § 11966.4

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 19. Charter Schools

Article 2. General Provisions

5 CCR § 11966.4

§ 11966.4. Submission of a Charter School Renewal Petition to the Governing Board of a School District.

(a) A petition for renewal submitted pursuant to Education Code section 47607 shall be considered by the district governing board upon receipt of the petition with all of the requirements set forth in this subdivision:

(1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).

(2) A copy of the renewal charter petition including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.

(A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.

(b)(1) When considering a petition for renewal, the district governing board shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.

(2) The district governing board may deny a petition for renewal of a charter school only if the district governing board makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code section 47605(b) or facts to support a failure to meet one of the criteria set forth in Education Code section 47607(b).

(c) If within 60 days of its receipt of a petition for renewal, a district governing board has not made a written factual finding as mandated by Education Code section 47605(b), the absence of written factual findings shall be deemed an approval of the petition for renewal.

(1) The district governing board and charter petitioner may extend this date by an additional 30 days only by written mutual agreement.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 47605 and 47607, Education Code.

HISTORY

1. New section filed 10-24-2011; operative 11-23-2011 (Register 2011, No. 43).

2. Editorial correction of History 1 (Register 2011, No. 44).

This database is current through 5/11/18 Register 2018, No. 19

5 CCR § 11966.4, 5 CA ADC § 11966.4

END OF DOCUMENT

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Appendix D



5.6 Foster Youth Enrolled - Count

Academic Year:	2017-2018	LEA:	Cambrian	Created Date: 03-27-2018
View:	ODS	School Type:	ALL	
As Of:	3/27/2018	School:	ALL	

School Code	School Name	Grade Level	Total by Grade	Foster Placement	Foster Family Maintenance
TOTAL-Selected School(s)					
		ALL	3	3	0
6046411	Bagby Elementary				
		ALL	2	2	0
6046445	Fammatre Elementary				
		ALL	0	0	0
6046452	Farnham Charter				
		ALL	0	0	0
0000001	NPS School Group for Cambrian				

This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.

5.6 Foster Youth Enrolled - Count

0000001		ALL	1	1	0
6046486	Price Charter Middle				
		ALL	0	0	0
6046494	Sartorette Charter				
		ALL	0	0	0
0133439	Steindorf STEAM K-8 Magnet				
		ALL	0	0	0

Grade:	ALL	Ethnicity/Race:	ALL	Gender:	ALL
Title I Part C Migrant:	ALL	Gifted and Talented:	ALL	Special Education:	ALL
English Language Acquisition Status:	ALL	Enrollment Status:	ALL		

This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.

Appendix E



1.1 Enrollment - Primary Status by Subgroup

Academic Year: 2017-2018	LEA: Cambrian	Created Date: 03-27-2018
View: ODS	School Type: ALL	
As Of: 3/27/2018	School: ALL	

School Code	School Name	Primary Enrollments	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	Socio-Economically Disadvantaged
6046411	Bagby Elementary	550	83	32	0	0	73	106
6046445	Fammatre Elementary	570	77	29	0	0	109	99
6046452	Farnham Charter	526	111	59	0	0	60	86
0000001	NPS School Group for Cambrian	12	0	0	0	0	12	1
6046486	Price Charter Middle	1026	90	33	56	0	127	216
6046494	Sartorette Charter	457	98	30	0	0	63	124
0133439	Steindorf STEAM K-8 Magnet	476	24	23	19	0	38	24
TOTAL-Selected Schools		3617	483	206	75	0	482	656

Grade: ALL	Ethnicity/Race: ALL	Gender: ALL
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This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.

Appendix F

School: District Office Term: 17-18 Year

Enrollment Summary:

as of 03/27/2018 ()

District Office

Grade Level	Total in Grade	American Indian/Alaskan NTV	Chinese	Japanese	Korean	Vietnamese	Asian Indian	Laotian	Cambodian	Other Asian	Hawaiian	Guamanian	Samoan	Tahitian	Other Pacific Islander	Filipino	Hispanic/Latino	Black or African Amer	White (not Hispanic)	Multiple Races	Declined to state	Unclassified
-2	21 18 / 3	0 0 / 0	3 3 / 0	1 1 / 0	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	8 6 / 2	1 1 / 0	4 3 / 1	0 0 / 0	1 1 / 0	1 1 / 0
-1	20 12 / 8	0 0 / 0	2 2 / 0	1 0 / 1	1 1 / 0	0 0 / 0	2 1 / 1	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	3 3 / 0	0 0 / 0	7 3 / 4	0 0 / 0	3 1 / 2	0 0 / 0
0	451 243 / 208	4 2 / 2	43 17 / 26	12 9 / 3	19 10 / 9	19 11 / 8	34 15 / 19	2 1 / 1	2 2 / 0	9 6 / 3	2 0 / 2	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	13 6 / 7	84 53 / 31	12 5 / 7	188 100 / 88	0 0 / 0	7 5 / 2	0 0 / 0
1	421 237 / 184	4 1 / 3	35 21 / 14	23 17 / 6	11 6 / 5	17 12 / 5	24 14 / 10	1 1 / 0	0 0 / 0	3 2 / 1	2 1 / 1	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	11 3 / 8	82 44 / 38	12 7 / 5	183 101 / 82	0 0 / 0	10 4 / 6	2 2 / 0
2	364 197 / 167	3 2 / 1	33 18 / 15	12 5 / 7	16 7 / 9	12 6 / 6	22 7 / 15	1 1 / 0	0 0 / 0	3 2 / 1	2 1 / 1	0 0 / 0	0 0 / 0	0 0 / 0	1 0 / 1	10 8 / 2	71 39 / 32	23 10 / 13	145 86 / 59	0 0 / 0	10 5 / 5	0 0 / 0
3	363 195 / 168	2 1 / 1	33 15 / 18	10 7 / 3	7 3 / 4	15 3 / 12	16 11 / 5	0 0 / 0	0 0 / 0	5 3 / 2	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	9 5 / 4	84 44 / 40	13 6 / 7	165 95 / 70	0 0 / 0	3 1 / 2	0 0 / 0
4	418 190 / 228	3 2 / 1	27 11 / 16	9 4 / 5	18 4 / 14	17 8 / 9	12 3 / 9	0 0 / 0	0 0 / 0	6 4 / 2	2 1 / 1	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	14 9 / 5	98 48 / 50	14 5 / 9	196 90 / 106	0 0 / 0	0 0 / 0	2 1 / 1
5	368 194 / 174	1 1 / 0	18 13 / 5	17 6 / 11	18 10 / 8	17 9 / 8	15 11 / 4	0 0 / 0	1 0 / 1	2 1 / 1	0 0 / 0	1 0 / 1	0 0 / 0	0 0 / 0	1 1 / 0	9 5 / 4	79 48 / 31	14 7 / 7	169 81 / 88	3 0 / 3	2 1 / 1	1 0 / 1
6	388 196 / 192	2 1 / 1	22 9 / 13	12 7 / 5	3 2 / 1	20 11 / 9	19 12 / 7	1 1 / 0	0 0 / 0	7 2 / 5	1 0 / 1	0 0 / 0	0 0 / 0	0 0 / 0	1 0 / 1	8 6 / 2	86 42 / 44	14 10 / 4	189 91 / 98	0 0 / 0	3 2 / 1	0 0 / 0
7	416 198 / 218	4 3 / 1	29 16 / 13	13 5 / 8	11 5 / 6	9 2 / 7	21 10 / 11	1 1 / 0	1 0 / 1	7 4 / 3	1 1 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	11 6 / 5	94 47 / 47	13 6 / 7	197 90 / 107	0 0 / 0	3 1 / 2	0 0 / 0
8	395 201 / 194	4 2 / 2	24 7 / 17	21 8 / 13	11 7 / 4	13 7 / 6	8 6 / 2	1 0 / 1	0 0 / 0	2 1 / 1	1 1 / 0	2 2 / 0	1 0 / 1	0 0 / 0	0 0 / 0	8 1 / 7	76 35 / 41	18 9 / 9	192 111 / 81	0 0 / 0	13 4 / 9	0 0 / 0
Total	3625 1881 / 1744	27 15 / 12	269 132 / 137	131 69 / 62	115 55 / 60	139 69 / 70	174 91 / 83	7 5 / 2	4 2 / 2	45 26 / 19	12 6 / 6	3 2 / 1	2 1 / 1	1 1 / 0	4 2 / 2	94 50 / 44	765 409 / 356	134 66 / 68	1635 851 / 784	3 0 / 3	55 25 / 30	6 4 / 2

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

School: Farnham Elementary School Term: 17-18 Year

Enrollment Summary: Scheduling/Reporting Ethnicity as of 04/18/2018 (A)

Farnham Elementary School

View: Scheduling/Reporting Ethnicity

Students:

All Active Enrollments

Current Selection

Date: 04/18/2018

Grade Level	Total in Grade	American Indian/Alaskan NTV	Chinese	Japanese	Korean	Vietnamese	Asian Indian	Laotian	Cambodian	Other Asian	Hawaiian	Guamanian	Samoan	Tahitian	Other Pacific Islander	Filipino	Hispanic/Latino	Black or African Amer	White (not Hispanic)	Multiple Races	Declined to state	Unclassified
0	100 45 / 55	0 0 / 0	9 2 / 7	1 0 / 1	3 0 / 3	5 1 / 4	8 3 / 5	0 0 / 0	1 1 / 0	3 2 / 1	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	4 0 / 4	14 8 / 6	4 1 / 3	44 24 / 20	0 0 / 0	3 2 / 1	0 0 / 0
1	87 44 / 43	1 1 / 0	5 4 / 1	0 0 / 0	1 1 / 0	3 3 / 0	2 1 / 1	0 0 / 0	0 0 / 0	2 2 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	3 1 / 2	19 7 / 12	4 3 / 1	44 20 / 24	0 0 / 0	2 0 / 2	0 0 / 0
2	91 53 / 38	1 0 / 1	6 4 / 2	4 2 / 2	5 2 / 3	4 3 / 1	5 0 / 5	1 1 / 0	0 0 / 0	2 1 / 1	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	4 3 / 1	19 10 / 9	7 6 / 1	30 20 / 10	0 0 / 0	3 1 / 2	0 0 / 0
3	74 36 / 38	0 0 / 0	14 7 / 7	4 3 / 1	2 0 / 2	1 0 / 1	3 3 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	2 1 / 1	14 6 / 8	4 1 / 3	30 15 / 15	0 0 / 0	0 0 / 0	0 0 / 0
4	99 44 / 55	0 0 / 0	4 3 / 1	3 2 / 1	3 2 / 1	3 2 / 1	3 1 / 2	0 0 / 0	0 0 / 0	1 0 / 1	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	5 3 / 2	22 11 / 11	5 2 / 3	50 18 / 32	0 0 / 0	0 0 / 0	0 0 / 0
5	76 44 / 32	0 0 / 0	10 8 / 2	3 1 / 2	3 2 / 1	4 3 / 1	3 3 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	3 2 / 1	12 6 / 6	2 2 / 0	34 16 / 18	0 0 / 0	2 1 / 1	0 0 / 0
Total	527 266 / 261	2 1 / 1	48 28 / 20	15 8 / 7	17 7 / 10	20 12 / 8	24 11 / 13	1 1 / 0	1 1 / 0	8 5 / 3	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	1 1 / 0	21 10 / 11	100 48 / 52	26 15 / 11	232 113 / 119	0 0 / 0	10 4 / 6	0 0 / 0

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Legend

Icons  Date Entry

Appendix G

Farnham Charter - Cambrian

Spring 2017 Dashboard Report

<https://caschooldashboard.org/#/Details/43693856046452/2/EquityReport>

Equity Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%






Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		7	0
English Learner Progress (1-12)		1	0
English Language Arts (3-8)		6	2
Mathematics (3-8)		6	1

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%






Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: K-5

Charter School: Yes

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.7%
English Learner Progress (1-12)		High 77.3%	Increased +4.2%
English Language Arts (3-8)		High 18.3 points above level 3	Maintained -0.2 points
Mathematics (3-8)		High 5.5 points above level 3	Maintained +4.9 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%






Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.7%
English Learner Progress (1-12)		High 77.3%	Increased +4.2%
English Language Arts (3-8)		High 18.3 points above level 3	Maintained -0.2 points
Mathematics (3-8)		High 5.5 points above level 3	Maintained +4.9 points

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%

Foster Youth: 0%

Grade Span: K-5

Charter School: Yes

Dashboard Release:
Spring 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism ↗	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			N/A	N/A			*	*		*		*		
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			N/A	N/A			*	*		*		*	*	
Mathematics (3-8)			N/A	N/A			*	*		*		*	*	

Performance Levels:

Red (Lowest Performance)

Orange

Yellow

Green

Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%






Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		584	Very Low 0%	Declined -0.7%
English Learners		119	Very Low 0%	Declined Significantly -1%
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		111	Very Low 0%	Declined Significantly -1.7%
Students with Disabilities		79	Very Low 0%	Declined Significantly -2.9%
African American		18	Very Low 0%	Maintained 0%
American Indian		3	*	*
Asian		110	Very Low 0%	Maintained 0%
Filipino		16	Very Low 0%	Maintained 0%
Hispanic		137	Very Low 0%	Declined Significantly -1.5%
Pacific Islander		3	*	*
Two or More Races		36	Very Low 0%	Maintained 0%
White		256	Very Low 0%	Declined -0.8%

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%

Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

Student Performance	Number of Students	Status	Change
All Students	0	*	*
English Learners	0	*	*
Foster Youth	0	N/A	N/A
Homeless	0	N/A	N/A
Socioeconomically Disadvantaged	0	*	*
Students with Disabilities	0	*	*
African American	0	*	*
American Indian	0	*	*
Asian	0	*	*
Filipino	0	*	*
Hispanic	0	*	*
Pacific Islander	0	*	*
Two or More Races	0	*	*
White	0	*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%

Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

Assessment Performance Results	Number of Students	Status	Change
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Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Language Arts Assessment Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%








Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		272	High 18.3 points above level 3	Maintained -0.2 points
English Learners		71	Medium 4.5 points above level 3	Maintained +2 points
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		50	Low 66.6 points below level 3	Declined Significantly -27.7 points
Students with Disabilities		50	Low 25.8 points below level 3	Increased +9.4 points
African American		5	*	*
American Indian		1	*	*
Asian		51	Very High 52.1 points above level 3	Increased +13.5 points
Filipino		9	*	*
Hispanic		68	Low 22.9 points below level 3	Declined -3.8 points
Pacific Islander		0	*	*
Two or More Races		9	*	*
White		129	High 22.8 points above level 3	Declined -5.3 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	17	Very High 70.5 points above level 3	No Data 0 points
EL - EL Only	54	Low 16.2 points below level 3	Declined -13.8 points

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%

Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		272	High 5.5 points above level 3	Maintained +4.9 points
English Learners		71	Medium 6.6 points below level 3	Increased +9.1 points
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		50	Low 61.5 points below level 3	Declined -5.5 points
Students with Disabilities		50	Low 43.6 points below level 3	Increased +11.8 points
African American		5	*	*
American Indian		1	*	*
Asian		51	Very High 37.2 points above level 3	Increased +9.6 points
Filipino		9	*	*
Hispanic		68	Low 36.6 points below level 3	Increased +6 points
Pacific Islander		0	*	*
Two or More Races		9	*	*
White		129	High 11 points above level 3	Declined -1.7 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	17	Very High 36.2 points above level 3	No Data 0 points
EL - EL Only	54	Medium 20.1 points below level 3	Maintained +1.5 points

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

All Students Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%





Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.7%
English Language Arts (3-8)		High 18.3 points above level 3	Maintained -0.2 points
Mathematics (3-8)		High 5.5 points above level 3	Maintained +4.9 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%






Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined Significantly -1%
English Learner Progress (1-12)		High 77.3%	Increased +4.2%
English Language Arts (3-8)		Medium 4.5 points above level 3	Maintained +2 points
Mathematics (3-8)		Medium 6.6 points below level 3	Increased +9.1 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%





Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined Significantly -1.7%
English Language Arts (3-8)		Low 66.6 points below level 3	Declined Significantly -27.7 points
Mathematics (3-8)		Low 61.5 points below level 3	Declined -5.5 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%





Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined Significantly -2.9%
English Language Arts (3-8)		Low 25.8 points below level 3	Increased +9.4 points
Mathematics (3-8)		Low 43.6 points below level 3	Increased +11.8 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%


Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Asian Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%





Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		Very High 52.1 points above level 3	Increased +13.5 points
Mathematics (3-8)		Very High 37.2 points above level 3	Increased +9.6 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%


Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%


Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%


Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%



Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%





Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.8%
English Language Arts (3-8)		High 22.8 points above level 3	Declined -5.3 points
Mathematics (3-8)		High 11 points above level 3	Declined -1.7 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%





Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined Significantly -1.5%
English Language Arts (3-8)		Low 22.9 points below level 3	Declined -3.8 points
Mathematics (3-8)		Low 36.6 points below level 3	Increased +6 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Foster Youth Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%


Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%


Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 1 (Basics)

Farnham Charter - Santa Clara County

Enrollment: 552

Socioeconomically Disadvantaged: 16%

English Learners: 19%

Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: K-5

Charter School: Yes

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[\[LEA Submission\]](#) 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[\[LEA Submission\]](#) 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

[\[LEA Submission\]](#) 0

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

Farnham Charter - Santa Clara County

Enrollment: 552	Socioeconomically Disadvantaged: 16%	English Learners: 19%	Foster Youth: 0%	Dashboard Release: Spring 2017
Grade Span: K-5	Charter School: Yes			

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 2: Reflection Tool (Completed by Farnham Charter)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Local educational agency’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[\[LEA Submission\]](#) 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[\[LEA Submission\]](#) 3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

[\[LEA Submission\]](#) 5 – Full Implementation and Sustainability

Next Generation Science Standards

[\[LEA Submission\]](#) 3 – Initial Implementation

History-Social Science

[\[LEA Submission\]](#) 1 - Exploration and Research Phase

2. Local educational agency’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[\[LEA Submission\]](#) 2 – Beginning Development

English Language Development (Aligned to English Language Arts Standards)

[\[LEA Submission\]](#) 2 – Beginning Development

Mathematics – Common Core State Standards for Mathematics

[\[LEA Submission\]](#) 3 – Initial Implementation

Next Generation Science Standards

[\[LEA Submission\]](#) 2 – Beginning Development

History-Social Science

[LEA Submission] 1 - Exploration and Research Phase

3. Local educational agency’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 5 – Full Implementation and Sustainability

Next Generation Science Standards

[LEA Submission] 3 – Initial Implementation

History-Social Science

[LEA Submission] 2 – Beginning Development

Other Adopted Academic Standards

4. Local educational agency’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

[LEA Submission] 1 - Exploration and Research Phase

Health Education Content Standards

[LEA Submission] 4 – Full Implementation

Physical Education Model Content Standards

[LEA Submission] 5 – Full Implementation and Sustainability

Visual and Performing Arts

[LEA Submission] 5 – Full Implementation and Sustainability

World Language

[LEA Submission] 1 - Exploration and Research Phase

Support for Teachers and Administrators

5. The local educational agency’s success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

[LEA Submission] 4 – Full Implementation

Identifying the professional learning needs of individual teachers

[LEA Submission] 4 – Full Implementation

Providing support for teachers on the standards they have not yet mastered

[LEA Submission] 4 – Full Implementation

Additional Comments (Optional Box Completed by Farnham Charter)

[LEA Submission] Professional development has been and will always continues to be one of the key focus areas for the district. In particular, a central focus for the professional development will be on the implementation of the new adopted math curriculum for all TK-5 teachers and 6-8 grade math teachers. All district wide professional development days will be provide our teachers training and collaboration time to support this work. Ensuring that staff is adequately equipped and enabled to instruct our students is critically important. Although, math is a main focus for professional development, the district will continue to provide support and training on current district-wide instructional initiatives in the areas of GLAD, writer's workshop, and Professional Learning Communities. Therefore, providing ongoing professional development for all staff will remain a constant. Cambrian School District will provide high quality and dynamic instruction for ALL students while preparing them for 21st century college and career readiness. The Cambrian School District has a rich tradition of providing a curriculum that focuses on meeting the needs of the whole child. In times when most districts have cut the arts and PE programs from their districts, we have not. Cambrian has retained these programs and believes in their importance to producing a well-rounded educational experience. Through the passage of an ongoing parcel tax, our community has shown its strong belief in these programs.

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

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Local Data Submitted for Priority 3 (Parent Engagement)

Farnham Charter - Santa Clara County

Enrollment: 552	Socioeconomically Disadvantaged: 16%	English Learners: 19%	Foster Youth: 0%	Dashboard Release: Spring 2017
Grade Span: K-5	Charter School: Yes			

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 2: Local Measures

The local educational agency was asked to summarize the following:

1. The local educational agency’s progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency’s progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] Cambrian School District promotes 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. We have placed an emphasis to increase participation in parent advisories and committees, provide parent information and education nights (e.g. Math Nights to support new Math curriculum; Health education workshop for parents; Project Cornerstone Asset education series), and improve communication and feedback on the district's LCAP using stakeholder surveys and input forums. The Cambrian School District (CSD) incorporated the following process in order to engage with our community stakeholders this year. The District's efforts began in September by developing an engagement process and timeline for the adoption of the 2017- 2018 plan. Stakeholder meetings were then held to include a mid-year Local Control Accountability Plan progress updates, including regular updates to the Board of Trustees throughout the year on the 4 LCAP goals. Cambrian School District also conducted several informational meetings and surveys to consult and gather input from various stakeholder groups. During the 2016-17 school year, the district and school sites held or lead in excess of 50 plus meetings with various stakeholder groups, including parents. In addition, the District also provided parents to provide input via the community annual LCAP Stakeholder Engagement survey. Highlighted data from the LCAP Stakeholder Engagement Survey included responses from students, staff, parents and other community members. The total responses from our 2016-17 Survey of 978, had an increase of 677 responses more than our 2015-16 Survey, which had a total of 301 responses. In addition, the district took an active role in garnering input from our English learner parents. The district sent out a needs assessment survey to all 466 English Learners' parents/guardians. It was provided in multiple ways, online, paper/pencil and both in English and Spanish. Of the 466 surveys, 74 parents responded.

Additional Comments (Optional Box Completed by Farnham Charter)

[LEA Submission] The district has seen a steady increase in parent participation in district and site specific involvement/engagement opportunities. The belief is that a collaborative partnership with parents contributes to student academic growth.

Performance Levels:



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Local Data Submitted for Priority 6 (Local Climate Survey)

Farnham Charter - Santa Clara County

Enrollment: 552	Socioeconomically Disadvantaged: 16%	English Learners: 19%	Foster Youth: 0%	Dashboard Release:
Grade Span: K-5	Charter School: Yes			Spring 2017

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] Cambrian School District has been implementing Positive Behavior Interventions and Support (PBIS). A key strategy of the PBIS process is prevention. The majority of students follow the school's expectations, but are never acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, we will view it as an opportunity for re-teaching & re-engagement, not just punishment. As the data demonstrated below, Cambrian School District is meeting the needs of our students in providing a safe school climate for learning. Major Referrals - Overall decrease over the past 4 years - Well below national average Average Daily Referrals - Significant decrease from over the last 4 years - Well below 25th percentile of national data Suspensions - Steady decrease over the last 4 years - Remains well below national average In addition, highlighted data below from the Project Cornerstone Assets Survey for Grades 4, 5 & 7 in Fall of 2016 also demonstrates that our students are continuing to make gains towards acquiring the Developmental Assets: For optimal youth outcomes, the more assets youth have, the better. Having 31-40 assets is better than 21-30, which is better than having 11-20, and so on. In an ideal world, communities would strive to ensure that all youth eventually experience between 31 and 40 of the Developmental Assets. This process can provide an important opportunity for creating a community vision for your youth. The figure below shows the percentage of your youth who experience each of four levels of assets: 0-10, 11-20, 21-30, and 31-40. Grade 5 - 2% of students in grades 5 surveyed have 0-10 Assets - 20% of students in grade 5 surveyed have 11-20 Assets - 42% of students in grades 5 surveyed have 21-30 Assets - 36% of students in grades 5 surveyed have 31-40 Assets Grade 7 - 3% of students in grades 7 surveyed have 0-10 Assets - 26% of students in grade 7 surveyed have 11-20 Assets - 47% of students in grades 7 surveyed have 21-30 Assets - 24% of students in grades 7 surveyed have 31-40 Assets

Additional Comments (Optional Box Completed by Farnham Charter)

[LEA Submission] Keeping our students and employees safe and secure while at school is our highest priority. We work diligently to maintain a positive culture in our schools where students are free from bullying, isolation, racism, and intolerance, and practice open two-way communication and problem-solving with their peers and adults. We also work to maintain healthy schools that serve nutritional meals and offer classroom environments that are free from safety or health risks. Cambrian School District will continue to provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

Performance Levels:

















An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.





Cambrian School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name 	Suspension Rate 	English Learner Progress 	English Language Arts 	Mathematics 	Graduation Rate 
Cambrian					
Bagby Elementary					

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Appendix H

Farnham Charter - Cambrian

Fall 2017 Dashboard Report

<https://caschooldashboard.org/#/Details/43693856046452/3/EquityReport>

Equity Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%






Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		7	2
English Learner Progress (1-12)		1	0
English Language Arts (3-8)		6	2
Mathematics (3-8)		6	1

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%






Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.6%	Increased +0.4%
English Learner Progress (1-12)		High 79.3%	Maintained +0.7%
English Language Arts (3-8)		High 19.4 points above level 3	Maintained +1.2 points
Mathematics (3-8)		High 8.4 points above level 3	Maintained +2.9 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%

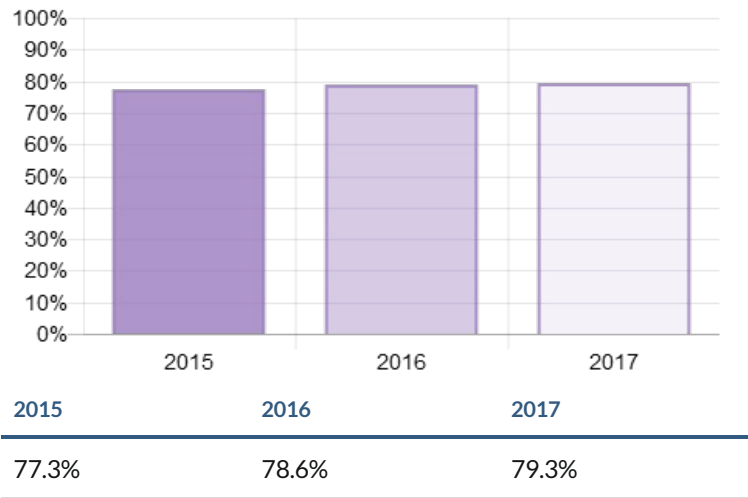
Grade Span: K-5

Charter School: Yes

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

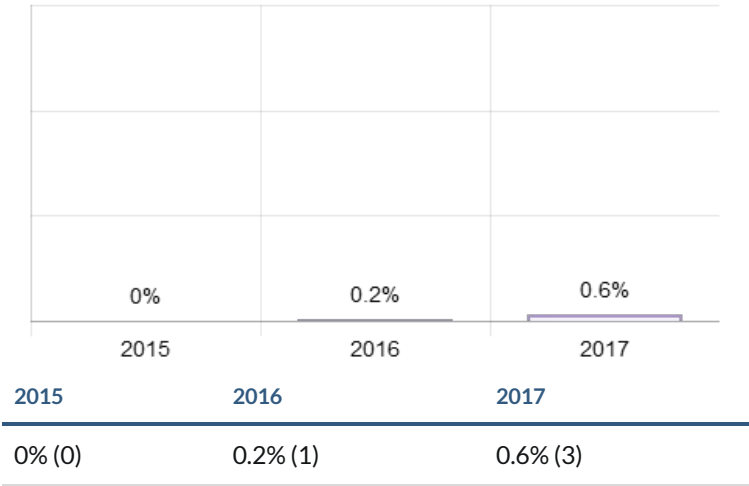
State Indicators

English Learner Progress Indicator (Grades K-12)

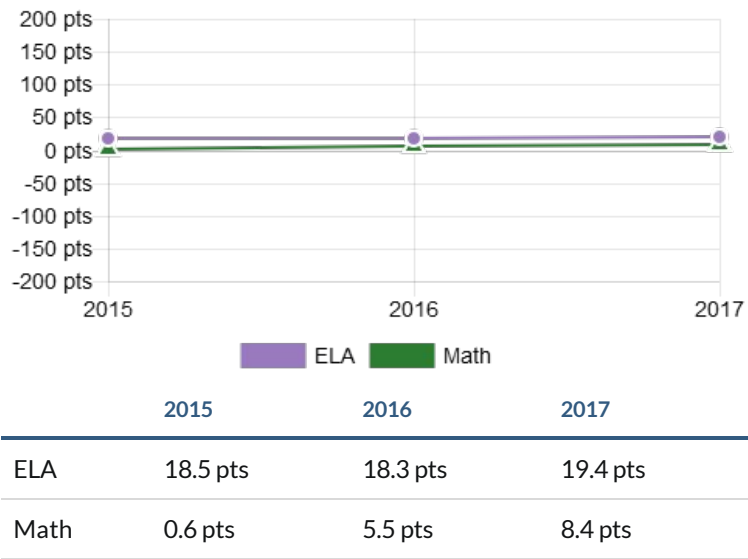


The percent of English Learners who made progress towards English proficiency.

Suspension



Academic Indicators (Grades 3-8): Distance from Level 3



Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

Dashboard Release:
Fall 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism ↗	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			*	*			*	*		*		*		
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			*	*			*	*		*		*	*	
Mathematics (3-8)			*	*			*	*		*		*	*	

Performance Levels:

Red (Lowest Performance)

Orange

Yellow

Green

Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		544	Low 0.6%	Increased +0.4%
English Learners		122	Medium 1.6%	Increased +1.6%
Foster Youth		1	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		99	Low 1%	Increased +1%
Students with Disabilities		76	Very Low 0%	Declined Significantly -1.1%
African American		21	High 4.8%	Increased Significantly +4.8%
American Indian		3	*	*
Asian		107	Medium 1.9%	Increased +1.9%
Filipino		16	Very Low 0%	Maintained 0%
Hispanic		112	Very Low 0%	Maintained 0%
Pacific Islander		0	*	*
Two or More Races		36	Very Low 0%	Maintained 0%
White		222	Very Low 0%	Declined -0.4%

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

Student Performance	Number of Students	Status	Change
All Students	0	*	*
English Learners	0	*	*
Foster Youth	0	*	*
Homeless	0	*	*
Socioeconomically Disadvantaged	0	*	*
Students with Disabilities	0	*	*
African American	0	*	*
American Indian	0	*	*
Asian	0	*	*
Filipino	0	*	*
Hispanic	0	*	*
Pacific Islander	0	*	*
Two or More Races	0	*	*
White	0	*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	0	*	N/A
English Learners	N/A	0	*	N/A
Foster Youth	N/A	0	*	N/A
Homeless	N/A	0	*	N/A
Socioeconomically Disadvantaged	N/A	0	*	N/A
Students with Disabilities	N/A	0	*	N/A
African American	N/A	0	*	N/A
American Indian	N/A	0	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	0	*	N/A
Hispanic	N/A	0	*	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	0	*	N/A
White	N/A	0	*	N/A

Assessment Performance Results	Number of Students	Status	Change
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Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Language Arts Assessment Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		239	High 19.4 points above level 3	Maintained +1.2 points
English Learners		65	Medium 4.4 points above level 3	Maintained -0.1 points
Foster Youth		1	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		45	Low 34.9 points below level 3	Increased Significantly +31.7 points
Students with Disabilities		43	Low 27.9 points below level 3	Maintained -2.1 points
African American		8	*	*
American Indian		1	*	*
Asian		44	High 30.8 points above level 3	Declined Significantly -21.3 points
Filipino		6	*	*
Hispanic		58	Low 21 points below level 3	Maintained +1.8 points
Pacific Islander		0	*	*
Two or More Races		17	Very High 68.7 points above level 3	*
White		105	High 30.7 points above level 3	Increased +7.9 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	35	Very High 49.2 points above level 3	Declined Significantly -21.3 points
EL - EL Only	30	Low 47.9 points below level 3	Declined Significantly -31.6 points
English Only	154	High 17.5 points above level 3	Increased +3.3 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language

arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	6	*	*	*

Performance Levels:

-  Red (Lowest Performance)
-  Orange
-  Yellow
-  Green
-  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%






Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		240	High 8.4 points above level 3	Maintained +2.9 points
English Learners		65	High 2.9 points above level 3	Increased +9.5 points
Foster Youth		1	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		45	Low 51 points below level 3	Increased +10.4 points
Students with Disabilities		43	Low 41.3 points below level 3	Maintained +2.3 points
African American		8	*	*
American Indian		1	*	*
Asian		44	Very High 39.6 points above level 3	Maintained +2.4 points
Filipino		6	*	*
Hispanic		58	Low 28.9 points below level 3	Increased +7.7 points
Pacific Islander		0	*	*
Two or More Races		17	Very High 61.9 points above level 3	*
White		106	High 8.6 points above level 3	Maintained -2.4 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	35	High 33.1 points above level 3	Declined -3.1 points
EL - EL Only	30	Low 32.4 points below level 3	Declined -12.3 points
English Only	155	High 2.9 points above level 3	Maintained -2 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language

arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	6	*	*	*

Performance Levels:

-  Red (Lowest Performance)
-  Orange
-  Yellow
-  Green
-  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

All Students Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.2%


Grade Span: K-5


Charter School: Yes


This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.


State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.6%	Increased +0.4%
English Language Arts (3-8)		High 19.4 points above level 3	Maintained +1.2 points
Mathematics (3-8)		High 8.4 points above level 3	Maintained +2.9 points


Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%






Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.6%	Increased +1.6%
English Learner Progress (1-12)		High 79.3%	Maintained +0.7%
English Language Arts (3-8)		Medium 4.4 points above level 3	Maintained -0.1 points
Mathematics (3-8)		High 2.9 points above level 3	Increased +9.5 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1%	Increased +1%
English Language Arts (3-8)		Low 34.9 points below level 3	Increased Significantly +31.7 points
Mathematics (3-8)		Low 51 points below level 3	Increased +10.4 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined Significantly -1.1%
English Language Arts (3-8)		Low 27.9 points below level 3	Maintained -2.1 points
Mathematics (3-8)		Low 41.3 points below level 3	Maintained +2.3 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Asian Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.9%	Increased +1.9%
English Language Arts (3-8)		High 30.8 points above level 3	Declined Significantly -21.3 points
Mathematics (3-8)		Very High 39.6 points above level 3	Maintained +2.4 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		High 4.8%	Increased Significantly +4.8%
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%



Dashboard Release:
Fall 2017

Foster Youth: 0.2%


Grade Span: K-5


Charter School: Yes

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.


State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		Very High 68.7 points above level 3	*
Mathematics (3-8)		Very High 61.9 points above level 3	*


Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.4%
English Language Arts (3-8)		High 30.7 points above level 3	Increased +7.9 points
Mathematics (3-8)		High 8.6 points above level 3	Maintained -2.4 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		Low 21 points below level 3	Maintained +1.8 points
Mathematics (3-8)		Low 28.9 points below level 3	Increased +7.7 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Foster Youth Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 1 (Basics)

Farnham Charter - Santa Clara County

Enrollment: 517

Socioeconomically Disadvantaged: 18.4%

English Learners: 22.1%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%

Grade Span: K-5

Charter School: Yes

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[\[LEA Submission\]](#) 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[\[LEA Submission\]](#) 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

[\[LEA Submission\]](#) 0

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

Farnham Charter - Santa Clara County

Enrollment: 517	Socioeconomically Disadvantaged: 18.4%	English Learners: 22.1%	Dashboard Release:
Foster Youth: 0.2%	Grade Span: K-5	Charter School: Yes	Fall 2017

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 2: Reflection Tool (Completed by Farnham Charter)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Local educational agency’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[\[LEA Submission\]](#) 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[\[LEA Submission\]](#) 3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

[\[LEA Submission\]](#) 5 – Full Implementation and Sustainability

Next Generation Science Standards

[\[LEA Submission\]](#) 3 – Initial Implementation

History-Social Science

[\[LEA Submission\]](#) 1 - Exploration and Research Phase

2. Local educational agency’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[\[LEA Submission\]](#) 2 – Beginning Development

English Language Development (Aligned to English Language Arts Standards)

[\[LEA Submission\]](#) 2 – Beginning Development

Mathematics – Common Core State Standards for Mathematics

[\[LEA Submission\]](#) 3 – Initial Implementation

Next Generation Science Standards

[\[LEA Submission\]](#) 2 – Beginning Development

History-Social Science

[LEA Submission] 1 - Exploration and Research Phase

3. Local educational agency’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 5 – Full Implementation and Sustainability

Next Generation Science Standards

[LEA Submission] 3 – Initial Implementation

History-Social Science

[LEA Submission] 2 – Beginning Development

Other Adopted Academic Standards

4. Local educational agency’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

[LEA Submission] 1 - Exploration and Research Phase

Health Education Content Standards

[LEA Submission] 4 – Full Implementation

Physical Education Model Content Standards

[LEA Submission] 5 – Full Implementation and Sustainability

Visual and Performing Arts

[LEA Submission] 5 – Full Implementation and Sustainability

World Language

[LEA Submission] 1 - Exploration and Research Phase

Support for Teachers and Administrators

5. The local educational agency’s success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

[LEA Submission] 4 – Full Implementation

Identifying the professional learning needs of individual teachers

[LEA Submission] 4 – Full Implementation

Providing support for teachers on the standards they have not yet mastered

[LEA Submission] 4 – Full Implementation

Additional Comments (Optional Box Completed by Farnham Charter)

[LEA Submission] Professional development has been and will always continues to be one of the key focus areas for the district. In particular, a central focus for the professional development will be on the implementation of the new adopted math curriculum for all TK-5 teachers and 6-8 grade math teachers. All district wide professional development days will be provide our teachers training and collaboration time to support this work. Ensuring that staff is adequately equipped and enabled to instruct our students is critically important. Although, math is a main focus for professional development, the district will continue to provide support and training on current district-wide instructional initiatives in the areas of GLAD, writer's workshop, and Professional Learning Communities. Therefore, providing ongoing professional development for all staff will remain a constant. Cambrian School District will provide high quality and dynamic instruction for ALL students while preparing them for 21st century college and career readiness. The Cambrian School District has a rich tradition of providing a curriculum that focuses on meeting the needs of the whole child. In times when most districts have cut the arts and PE programs from their districts, we have not. Cambrian has retained these programs and believes in their importance to producing a well-rounded educational experience. Through the passage of an ongoing parcel tax, our community has shown its strong belief in these programs.

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

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Local Data Submitted for Priority 3 (Parent Engagement)

Farnham Charter - Santa Clara County

Enrollment: 517	Socioeconomically Disadvantaged: 18.4%	English Learners: 22.1%	Dashboard Release:
Foster Youth: 0.2%	Grade Span: K-5	Charter School: Yes	Fall 2017

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 2: Local Measures

The local educational agency was asked to summarize the following:

1. The local educational agency’s progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency’s progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] Cambrian School District promotes 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. We have placed an emphasis to increase participation in parent advisories and committees, provide parent information and education nights (e.g. Math Nights to support new Math curriculum; Health education workshop for parents; Project Cornerstone Asset education series), and improve communication and feedback on the district's LCAP using stakeholder surveys and input forums. The Cambrian School District (CSD) incorporated the following process in order to engage with our community stakeholders this year. The District's efforts began in September by developing an engagement process and timeline for the adoption of the 2017- 2018 plan. Stakeholder meetings were then held to include a mid-year Local Control Accountability Plan progress updates, including regular updates to the Board of Trustees throughout the year on the 4 LCAP goals. Cambrian School District also conducted several informational meetings and surveys to consult and gather input from various stakeholder groups. During the 2016-17 school year, the district and school sites held or lead in excess of 50 plus meetings with various stakeholder groups, including parents. In addition, the District also provided parents to provide input via the community annual LCAP Stakeholder Engagement survey. Highlighted data from the LCAP Stakeholder Engagement Survey included responses from students, staff, parents and other community members. The total responses from our 2016-17 Survey of 978, had an increase of 677 responses more than our 2015-16 Survey, which had a total of 301 responses. In addition, the district took an active role in garnering input from our English learner parents. The district sent out a needs assessment survey to all 466 English Learners' parents/guardians. It was provided in multiple ways, online, paper/pencil and both in English and Spanish. Of the 466 surveys, 74 parents responded.

Additional Comments (Optional Box Completed by Farnham Charter)

[LEA Submission] The district has seen a steady increase in parent participation in district and site specific involvement/engagement opportunities. The belief is that a collaborative partnership with parents contributes to student academic growth.

Performance Levels:



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Local Data Submitted for Priority 6 (Local Climate Survey)

Farnham Charter - Santa Clara County

Enrollment: 517 Socioeconomically Disadvantaged: 18.4% English Learners: 22.1%

Foster Youth: 0.2% Grade Span: K-5 Charter School: Yes

Dashboard Release:
Fall 2017

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] Cambrian School District has been implementing Positive Behavior Interventions and Support (PBIS). A key strategy of the PBIS process is prevention. The majority of students follow the school's expectations, but are never acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, we will view it as an opportunity for re-teaching & re-engagement, not just punishment. As the data demonstrated below, Cambrian School District is meeting the needs of our students in providing a safe school climate for learning. Major Referrals - Overall decrease over the past 4 years - Well below national average Average Daily Referrals - Significant decrease from over the last 4 years - Well below 25th percentile of national data Suspensions - Steady decrease over the last 4 years - Remains well below national average In addition, highlighted data below from the Project Cornerstone Assets Survey for Grades 4, 5 & 7 in Fall of 2016 also demonstrates that our students are continuing to make gains towards acquiring the Developmental Assets: For optimal youth outcomes, the more assets youth have, the better. Having 31-40 assets is better than 21-30, which is better than having 11-20, and so on. In an ideal world, communities would strive to ensure that all youth eventually experience between 31 and 40 of the Developmental Assets. This process can provide an important opportunity for creating a community vision for your youth. The figure below shows the percentage of your youth who experience each of four levels of assets: 0-10, 11-20, 21-30, and 31-40. Grade 5 - 2% of students in grades 5 surveyed have 0-10 Assets - 20% of students in grade 5 surveyed have 11-20 Assets - 42% of students in grades 5 surveyed have 21-30 Assets - 36% of students in grades 5 surveyed have 31-40 Assets Grade 7 - 3% of students in grades 7 surveyed have 0-10 Assets - 26% of students in grade 7 surveyed have 11-20 Assets - 47% of students in grades 7 surveyed have 21-30 Assets - 24% of students in grades 7 surveyed have 31-40 Assets

Additional Comments (Optional Box Completed by Farnham Charter)

[LEA Submission] Keeping our students and employees safe and secure while at school is our highest priority. We work diligently to maintain a positive culture in our schools where students are free from bullying, isolation, racism, and intolerance, and practice open two-way communication and problem-solving with their peers and adults. We also work to maintain healthy schools that serve nutritional meals and offer classroom environments that are free from safety or health risks. Cambrian School District will continue to provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green









 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Cambrian School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ▲	Suspension Rate ⬆	English Learner Progress ⬆	English Language Arts ⬆	Mathematics ⬆	Graduation Rate ⬆
Cambrian					
Bagby Elementary					
Steindorf STEAM K-8 Magnet					

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Farnham Petition Requirements Aligned With Education Code 47605 Sections

N/A = Not applicable to charter petition renewal requirements

~ = No reference or action needed on behalf of the petitioner

Appendix I

Petition Section	Page Number	Education Code 47605 Section
I	3	(a) (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district, as long as each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:
N/A	N/A	(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.
N/A	N/A	(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.
N/A	N/A	(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (b) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition is signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.
N/A	N/A	(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teachers signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.
N/A	N/A	(4) After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, they shall be a material revision to the charter schools charter.
N/A	N/A	(5) A charter school that is unable to locate within the jurisdiction of the chartering school district may establish one site outside the boundaries of the school district, but within the county in which that school district is located, if the school district within the jurisdiction of which the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools and the Superintendent are notified of the location of the charter school before it commences operations, and either of the following circumstances exists:
N/A	N/A	(A) The school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the school chooses to locate.
N/A	N/A	(B) The site is needed for temporary use during a construction or expansion project.
N/A	N/A	(6) Commencing January 1, 2003, a petition to establish a charter school may not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.
6/7/2018		(b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

Farnham Petition Requirements Aligned With Education Code 47605 Sections

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Petition Section	Page Number	Education Code 47605 Section
~	~	(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
~	~	(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
~	~	(3) The petition does not contain the number of signatures required by subdivision (a).
~	~	(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
~	~	(5) The petition does not contain reasonably comprehensive descriptions of all of the following:
III	6	(A) (i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an educated person in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.
III	6	(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.
N/A	N/A	(iii) If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the A to G admissions criteria may be considered to meet college entrance requirements.
IV	8	(B) The measurable pupil outcomes identified for use by the charter school. Pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the schools educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.
IV	8	(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
V	12	(D) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
IX	16	(E) The qualifications to be met by individuals to be employed by the school.
IX	16	(F) The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.
VI	13	(G) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.
VI	13	(H) Admission policies and procedures, consistent with subdivision (d).
VIII	15	(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.
VII	14	(J) The procedures by which pupils can be suspended or expelled.
~	~	(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

Farnham Petition Requirements Aligned With Education Code 47605 Sections

N/A = Not applicable to charter petition renewal requirements

~ = No reference or action needed on behalf of the petitioner

Petition Section	Page Number	Education Code 47605 Section
~	~	(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
~	~	(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
~	~	(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
~	~	(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
IX	16	(K) The manner by which staff members of the charter schools will be covered by the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.
VI	13	(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.
IX	16	(M) The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.
IX	17	(N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
X	18	(O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.
IX	16	(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.
I	3	(c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
I	4	(2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the charter school's educational programs.
I	3 & 4	(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
VI	13	(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

Farnham Petition Requirements Aligned With Education Code 47605 Sections

N/A = Not applicable to charter petition renewal requirements

~ = No reference or action needed on behalf of the petitioner

Petition Section	Page Number	Education Code 47605 Section
VI	13	(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:
~	~	(i) Each type of preference shall be approved by the chartering authority at a public hearing.
~	~	(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
~	~	(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
~	~	(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
~	~	(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.
VII	14	(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.
IX	18	(e) The governing board of a school district shall not require an employee of the school district to be employed in a charter school.
VI	13	(f) The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school.
VIII	15	(g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.
N/A	N/A	(h) In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032, as that section read before July 19, 2006.
Action After Board Approval		(i) Upon the approval of the petition by the governing board of the school district, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the applicable county superintendent of schools, the department, and the state board.

Farnham Petition Requirements Aligned With Education Code 47605 Sections

N/A = Not applicable to charter petition renewal requirements

~ = No reference or action needed on behalf of the petitioner

Petition Section	Page Number	Education Code 47605 Section
~	~	(j) (1) If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The county board of education shall review the petition pursuant to subdivision (b). If the petitioner elects to submit a petition for establishment of a charter school to the county board of education and the county board of education denies the petition, the petitioner may file a petition for establishment of a charter school with the state board, and the state board may approve the petition, in accordance with subdivision (b). A charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the entity to which it originally submitted its petition. A charter petition that is submitted to either a county board of education or to the state board shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate.
~	~	(2) In assuming its role as a chartering agency, the state board shall develop criteria to be used for the review and approval of charter school petitions presented to the state board. The criteria shall address all elements required for charter approval, as identified in subdivision (b), and shall define "reasonably comprehensive," as used in paragraph (5) of subdivision (b), in a way that is consistent with the intent of this part. Upon satisfactory completion of the criteria, the state board shall adopt the criteria on or before June 30, 2001.
~	~	(3) A charter school for which a charter is granted by either the county board of education or the state board based on an appeal pursuant to this subdivision shall qualify fully as a charter school for all funding and other purposes of this part.
~	~	(4) If either the county board of education or the state board fails to act on a petition within 120 days of receipt, the decision of the governing board of the school district to deny the petition shall be subject to judicial review.
~	~	(5) The state board shall adopt regulations implementing this subdivision.
~	~	(6) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the department and the state board.
~	~	(k) (1) The state board may, by mutual agreement, designate its supervisorial and oversight responsibilities for a charter school approved by the state board to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition.
~	~	(2) The designated local educational agency shall have all monitoring and supervising authority of a chartering agency, including, but not limited to, powers and duties set forth in Section 47607, except the power of revocation, which shall remain with the state board.
~	~	(3) A charter school that is granted its charter through an appeal to the state board and elects to seek renewal of its charter shall, before expiration of the charter, submit its petition for renewal to the governing board of the school district that initially denied the charter. If the governing board of the school district denies the charter school's petition for renewal, the charter school may petition the state board for renewal of its charter.
IX	16	(l) Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.
VIII	15	(m) A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (l) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

Farnham Petition Requirements Aligned With Education Code 47605 Sections

N/A = Not applicable to charter petition renewal requirements

~ = No reference or action needed on behalf of the petitioner

Petition Section	Page Number	Education Code 47605 Section
I	3	(n) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

(Amended by Stats. 2017, Ch. 760, Sec. 2.5. (AB 1360) Effective January 1, 2018.)

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Appendix J

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)

[LCFF Evaluation Rubrics](#): 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	Farnham Charter School/Cambrian School District		
Contact Name and Title	Matt Hill Principal	Email and Phone	hillm@cambriansd.com (408) 377-3321

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

About Farnham Elementary School

At Farnham we believe that educating children is the responsibility of the total school community. Our positive and supportive community is one of our strengths. 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 such as Art Vistas, Garden Adventures, fundraising and community events, afterschool programs, and support in the classroom.. We offer a wide variety of activities that promote a well-rounded educational experience. 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 K - 5. We have varied demographics with approximately 17% socio-economically disadvantage, 22% English Language Learners.

Students are supported socially and emotionally in a variety of ways. Our school implements Positive Behaviors Interventions and Supports (PBIS) to provide students with a positive and supportive environment for learning how to make good choices. Our school rules consist of the Farnham ABCS: Act Responsibly, Behave Respectfully, Care for Others. We also have a robust Project Cornerstone implementation that promotes constructive problem solving and respect amongst all students.

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

Parent Involvement

Farnham School has strong parent involvement. We are proud of the many volunteers that provide services to our school. These services include clerical work for teachers, assisting with extra curricular activities, supporting PE and art programs, and working with students in small groups. Our Home & School Club actively supports school programs. The School Site Council monitors our categorical programs that supplement the school budget. We offer a wide variety of activities that promote a well-rounded educational experience. These activities include Project Cornerstone, assemblies, field trips, Art Vistas, instrumental music program, homework center, enrichment programs, and vocal music program.

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. Our School Site Council monitors and advises on school budget expenditures related to school programs. The Home and School Club brings parents, students, and our community together for a variety of activities. These include events such as our Pumpkin Walk, Game-On Walkathon, Ice Cream Social, Art Show, dances, Family Science Night, Movie Night, and dining out events. Parents become involved during our Back to School and Open House evenings. Parents help in our classes as reading/math volunteers and Arts Vistas Instructors, Project Cornerstone Asset Building Champions, and Garden Adventures docents. After school, we offer a number of programs and activities for students to participate in.

School Safety Plan

Cambrian is a small school district with a long history of a safe learning environment. Absenteeism is less than 4% a year: suspensions are less than 1% for the school. At Farnham, safety is our primary issue.

Our Safe School Plan is on our district Web site and is annually updated in collaboration with the community and law enforcement representatives. We participate in disaster, lock down, earthquake, and fire drills. Our local fire department and police departments regularly visit our campus to check for fire and traffic safety.

Professional Development

Staff development is designed to support our teachers in meeting the needs of ALL of our students in all areas of the curriculum including math, language arts, science, and social studies. In the process, we strive to support our students to embrace the 4Cs (Collaboration, Creativity, Critical Thinking, and Communication). Using CCCS 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 (e.g. math, science or language arts), specific time 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 2017-2018 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:

- Implementation of new math curriculum, Eureka
- Continued development of Writer's Workshop Implementation
- Focus on student groups: Socio-Economically Disadvantaged and Hispanic to improve performance gap
- Implemented of targeted Tier 2 intervention programs for ELD, Math, and ELA.

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

- Teacher PD in new Math curriculum and new ELD standards
- Continued support in GLAD and Writer's Workshop
- Support for NGSS pilot programs in 3rd/4th/5th grades

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

- Implementation of new Social Emotional Learning Curriculum
- PBIS Focus Area: Problem solving support for primary grade students during unstructured time such as recess
- Project Cornerstone

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 new Math curriculum)

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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.

Four goals have been identified for focus during the 2017-2018 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.

- implementation of targeted Tier 2 interventions for Math, ELA, and ELD
- EL redesignation rate of 19%
- continued growth based on state assessments in ELA

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
- Professional development opportunities for teachers such as instructional rounds, GLAD, and Writer's Workshop
- Variety of leadership opportunities provided

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

- average daily attendance improved; implemented new attendance monitoring system - 18+ conferences held
- robust Tier 1 PBIS implementation; implemented Tier 2 Check In Check Out with 80% success
- Project Cornerstone implementation; survey indicated 81% of students are experiencing a majority of the Developmental Assets (21 or more)

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.

- increased frequency of communication with parent community
- community participation in community events was high based on fundraising results

GREATEST PROGRESS

- Informing and Collecting Feedback on LCAP: 5 ELAC meetings, 8 SSC meetings, 4 Principal Coffees, 9 Home and School Club meetings, 2 School Tours, one district and one site survey to community

Referring to the LCFF Evaluation Rubrics, 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?

In general, student groups that did not show positive progress included social-economically disadvantaged students and Hispanic students. This was particularly evident in math.

Four goals have been identified for focus during the 2017-2018 school year. Areas of need for each goal include:

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.

- Math is an area in need of improvement: state and local assessments have indicated little progress. Farnham will be implementing a CCSS-based math curriculum next year to address this issue. In addition, math will be a focus for staff PD and collaboration. We will also be fully implementing a Tier 2 Math intervention program (this year it was a small pilot implementation).
- Student groups that did not show positive progress included social-economically disadvantaged students and Hispanic students. This was particularly evident in math - see the steps above for ways to address this issue. In addition, staff will monitor these target student groups throughout the year.
- Enrichment activities: With state support for GATE being removed, many parents echoed a request for more enrichment activities. Extended day enrichment activities such as Math Olympiad, Odyssey of the Mind, and the Tech Challenge will be explored. In addition, we are creating a portable MakerSpace cart that will be available during lunch and for classrooms to check out.
- more structured opportunities for teacher to collaborate using data to drive their decision making.

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

- Teacher PD on the new Math curriculum.
- Teacher PD on the new Social Emotion Learning curriculum
- Teacher PD on digital citizenship and effective technology integration in the classroom

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

- improved support for social emotional learning for our students: focus on problem solving during unstructured time in the primary grades, additional counseling hours
- improve Tier 2 PBIS intervention: Check In, Check Out
- continue and refine/grow Project Cornerstone implementation

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.

- parent volunteerism: ensure full staffing for key parent volunteer activities such as Project Cornerstone
- Increase participation in Parent Coffees, SSC, ELAC
- Math Nights to support new Math curriculum

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, 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

Student groups that did not show positive progress included social-economically disadvantaged students and Hispanic students. This was particularly evident in math. Math is an area in need of improvement: state and local assessments have indicated little forward progress. Farnham will be implementing a CCSS-based math curriculum next year to address this issue. In addition, math will be a focus for staff PD and collaboration. We will also be fully implementing a Tier 2 Math intervention program (this year it was a small pilot implementation). In addition, staff will monitor these target student groups throughout the year through more structured opportunities for teacher to collaborate using data to drive their decision making.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

As was discussed in previous sections, our Hispanic and SED student groups struggled the most to make progress. Supplemental and Title 1 funds will be used to help target these groups by supporting:

- improvements to Tier 2 interventions for ELA , Math, ELD;
- increased counseling hours;
- implementation of new Social Emotional Learning Curriculum;
- implementation of new Math curriculum;
- PD for new ELD standards.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$244,972.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

District expenditures in the areas of:

- Certificated and Classified employee salaries
- Music Program
- Measure I projects
- Professional Development
- Curriculum
- Release days for district activities/meetings
- Maintenance of buildings and grounds
- Classroom capital equipment such as furniture

\$

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

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	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students will meet/exceed proficiency rates:

- a. Local Assessments: All students will improve by 3% in ELA & Math
- b. Smarter-Balanced Assessment Consortium (SBAC) in ELA & Math - All students will improve by 3% in ELA & Math
- c. California English Language Development Test (CELDT): All EL students will improve at least 1 CELDT level
- d. EL Re-designation Rates - 12%

ACTUAL

1. Smarter Balanced Assessment:

a. ELA/Literacy:

2014/15: All = 58%, EL = 38%, SED = 28%, SWD = 25%

2015/16: All= 61%, EL =42%, SED = 20% , SWD = 29%

2016/17: All= TBD, EL = , SED = , SWD =

b. Mathematics:

2014/15: All = 52%, EL = 35%, SED = 22%, SWD = 24%

2015/16: All = 52%, EL =36%, SED = 17%, SWD = 20%

2016/17: All= TBD, EL = , SED = , SWD =

2. Percent of EL students improve 1 CELDT level:

2016/17: 88%

3. English Learner Reclassification Rate:

2016/17: 17%

4. Qualitative data (via the School Accountability Report Card for 2016-17) indicates that sufficient materials are being provided to all students and that our English learners have access to designated and integrated English Language Development. Additionally, principal walkthrough observations and evaluations and professional development participation and surveys indicate that staff is implementing the state standards.

Other Outcomes:

1. Literacy Assessment:

a. DRA2 for Grades K-2 & EL: 2016/17 (Baseline) : TBD K= , 1st= , 2nd = , EL =

b. Writing for Grades K-6: 2016/17 (Baseline) TBD

i. Narrative = 31% Proficient or above

ii.. Information = 41% Proficient or above

iii. Opinion =

2. Physical Fitness Test: Grade 5

a. Percent of Students in "Needs Improvement Health Risk for "Aerobic Capacity" (AC) and "Body Composition" (BC)

i. 2015/16: AC = 3.3%, BC = 10.0%

ii. 2016/17: TBD

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	<p>PLANNED 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.</p> <p>BUDGETED ELA/ELD training and planning - Release Time (six days per grade level) 1000-1999: Certificated Personnel Salaries Supplemental 21000</p>		<p>ACTUAL Staff participated in 3 days of professional development in Writers Workshop. In addition, 3 days of release time was allocated for each grade level to participate in Instructional Rounds. Instructional Rounds allow staff to choose areas for improvement based on data, and then observing and debriefing other staff teaching in the desired areas. Instructional rounds required only an average of two days per staff member.</p> <p>ESTIMATED ACTUAL 3 release days for Writers Workshop, 2 release days for Instructional Rounds 1000-1999: Certificated Personnel Salaries Supplemental 19500</p>	
Actions/Services					
Expenditures					
Action	2	<p>PLANNED 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.</p>		<p>ACTUAL Teachers grades K-5 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. Some teachers in grades 4-5 used an online program called Literably which is an online assessment that</p>	
Actions/Services					

Expenditures

BUDGETED

3 release day per teacher for one on one DRA Assessment 1000-1999: Certificated Personnel Salaries Supplemental 10350

provides equivalent results as DRA but can be completed independently by students with less teacher intervention.

ESTIMATED ACTUAL

3 release days for DRA for all teachers K-3. 1000-1999: Certificated Personnel Salaries Supplemental 8500

Literably license for grade 4-5 teachers at \$150 per 5000-5999: Services And Other Operating Expenditures Supplemental 1000

Action

3

Actions/Services

PLANNED

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.

ACTUAL

Support for Kindergarten aides one hour daily to support providing intervention to target students performing below grade level.
Support for Tier 2 Interventions in Math and ELA, as well as ELD.

Expenditures

BUDGETED

Kindergarten Instructional Support (Hourly Rate) 2000-2999: Classified Personnel Salaries Supplemental 17000

Instructional Aide for small group targeted support 2000-2999: Classified Personnel Salaries Supplemental 37000

ESTIMATED ACTUAL

Kindergarten Instructional Support (Hourly Rate) 2000-2999: Classified Personnel Salaries Supplemental 15000

Support for Tier 2 Interventions in Math and ELA, as well as ELD. Interventions in ELA included small pull-out groups using LLI, and aides in 1st grades classrooms for 1 hour per day for Powergroups (leveled ELA interventions). Support for Math included Do the Math for 3rd grade. ELD consisted of extended day support (morning and afternoon) for EL newcomer students. 2000-2999: Classified Personnel Salaries Supplemental 30000

Purchased LLI (tier 2 ELA intervention curriculum) and Do The Math (Math Tier 2 Intervention curriculum) additional supplies and consumables. 4000-4999: Books And Supplies Supplemental 7000

Room partitions to support creating small group workspaces in the library for our intervention groups. 4000-4999: Books And Supplies Supplemental 1500

Action

4

Actions/Services

PLANNED

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

ACTUAL

Purchased software licenses for Math and ELA programs. Replaced computer equipment. Provided stipend to teacher who provides tech support (sysop)

	<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 implementation of Raz Kids reading program for Grades K-2 and Accelerated Reader for Grades 3-5.</p>	
Expenditures	<p>BUDGETED Technology Instructional Software, Materials & Supplies (Raz Kids; ScootPad; Accelerated Reader) 5000-5999: Services And Other Operating Expenditures Supplemental 8000</p> <p>Sysops 1000-1999: Certificated Personnel Salaries Other 3700</p>	<p>ESTIMATED ACTUAL Purchased the following: Razkids(K-2)=\$3017, Reading Eggs(K)=\$800; Read Naturally(RSP)=\$1100, Doc Camera= \$500, Replacement iPads=\$5000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 10400</p> <p>Sysops 1000-1999: Certificated Personnel Salaries Other 3700</p>
Action	5	
Actions/Services	<p>PLANNED 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</p>	<p>ACTUAL Training: Evergreen 21st century learning conference and Teaching with Technology conference. Assessment resource: Literably.com: license purchased to provide 4th and 5th grade teachers method to assess literacy (DRA) levels of their students. Allowed teacher to assess more students without requiring a day out of the classroom for the teacher.</p>
Expenditures	<p>BUDGETED As additional needs arise for resources, training, and materials, the site administrator and teacher leaders will identify and secure supplemental resources. 4000-4999: Books And Supplies Supplemental 2000</p>	<p>ESTIMATED ACTUAL Technology Training: Evergreen 21st century learning conference and Teaching with Technology conference. 5000-5999: Services And Other Operating Expenditures Supplemental 500</p>
Action	6	
Actions/Services	<p>PLANNED Provide after school support for students through homework center</p>	<p>ACTUAL Provide after school support for students through homework center</p>

Expenditures	BUDGETED Provide after school support for targeted students 1000-1999: Certificated Personnel Salaries Supplemental 3300	ESTIMATED ACTUAL Provide after school support for targeted students: focus on 4th and 5th grade students 1000-1999: Certificated Personnel Salaries Supplemental 3300
Action	7	
Actions/Services	PLANNED Provide targeted intervention support for identified students in math and ELA outside of regular school day	ACTUAL The bulk of our intervention services were provided through classified personnel. We had one certificated provide extended ELD services and another provide Math intervention.
Expenditures	BUDGETED Provide targeted instructional support in ELA and math for students performing below grade level 1000-1999: Certificated Personnel Salaries Supplemental 16567	ESTIMATED ACTUAL Math Intervention and ELD extended day support 1000-1999: Certificated Personnel Salaries Supplemental 7000

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.

Staff participated in 3 days of professional development in Writers Workshop.

In addition, 3 days of release time was allocated for each grade level to participate in Instructional Rounds. Instructional Rounds allow staff to choose areas for improvement based on data, and then observing and debriefing other staff teaching in the desired areas. Instructional rounds required only an average of two days per staff member. The majority of the grade levels chose to focus on one of three key instructional practices at our school: GLAD, number talks, and Writers Workshop. Teachers had a chance to focus on instructional shifts, depth of knowledge, and differentiated instruction in math and ELA, but not NGSS (Science).

Teachers grades K-5 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. Some 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 for Tier 2 Interventions in Math and ELA, as well as ELD. This included staffing 10 ELA intervention groups, 3 Math intervention groups, and 3 extended day ELD groups. The bulk of our intervention services were provided through classified personnel. We had one certificated provide extended ELD services and another provide Math intervention. Because these intervention programs were new to Farnham, time was necessary to purchase materials, train staff, and identify students before

starting the interventions. These programs ran 4 days a week with groups meeting for 30-45 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.

This year we reduced the number of grade levels implementing an RTI model know as ExCEL (aka PowerGroups) to a single grade level. This is a model our district started to move away from in order to adopt a more effective intervention model. One grade level, 1st, did implement PowerGroups this year because they were able to meet the requirements needed to implement the program effectively. Two classified aides worked in their classrooms 1 hour day, 4 days a week

Some base and supplemental funds were used to purchase curriculum for use next year. Supplemental funds were used to purchase Social Emotional Learning curriculum (2nd Step) for next year. This was a district-wide adoption. In addition, to support our migration toward the Next Generation Science Standards (NGSS), we purchased FOSS NG modules for 4th and 5th grade with the intent of piloting these modules next year.

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

Training: Evergreen 21st century learning conference, Teaching with Technology conference, Project Based Learning conference. Teachers who attended these conferences were required to present a summary of what they learned to the staff along with any resources.

Provide after school support for students through homework center. This intervention was primarily targeted at 4th and 5th grade students.

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

Staff participated in 3 days of professional development in Writers Workshop. Three assessments were given during the year with the majority of students showing improvement.

Average score out of 4 on Narrative (Nov) and Informational (Oct)

Kinder: 2.5, 2.6

1st: 2.2, 2.8

2nd: 2.4, 2.3

3rd: 2.3, 2.3

4th: 1.8, 2.3

5th: 2.5, 2.6

In addition, 3 days of release time was allocated for each grade level to participate in Instructional Rounds. The majority of the grade levels chose to focus on one of three key instructional practices at our school: GLAD, number talks, and Writers Workshop.

Teachers grades K-5 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.

Developmental Reading Assessment (between Oct and Feb)
(approx 10 pts = 1 grade level)

1st Grade: 4.4pts
2nd Grade: 4.5pts
3rd Grade: 5.0pts
4th Grade: 5.1pts
5th Grade: 5.8pts

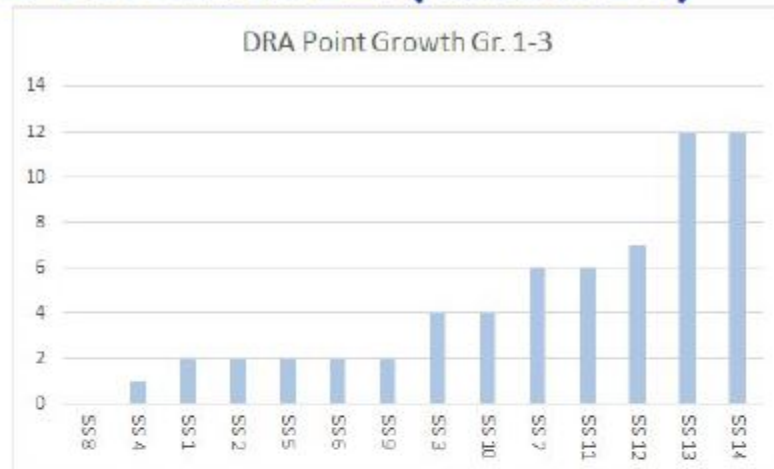
Support for Tier 2 Interventions in Math and ELA, as well as ELD. This included staffing 10 ELA intervention groups, 3 Math intervention groups, and 3 extended day ELD groups. See data graphic below.

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

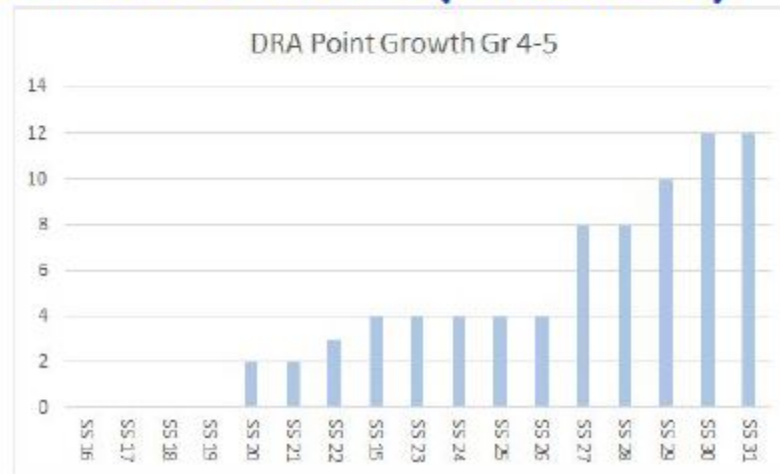
Training: Evergreen 21st century learning conference, Teaching with Technology conference, Project Based Learning conference. Teachers who attended these conferences were required to present a summary of what they learned to the staff along with any resources.

Provide after school support for students through homework center. This intervention was primarily targeted at 4th and 5th grade students. The effectiveness of this intervention can be improved - its current effectiveness was undetermined.

Tier 2: Outcomes: LLI (Grades 1-3)



Tier 2: Outcomes: LLI (Grades 4-5)



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the differences are a result of overestimation. In the case of the underspend for the classified and certificated intervention staff, this was a result of not starting interventions until later in the year - it took more time to structure the program, purchase materials, hire and train staff, and identify students than expected. The overspend in technology was the result of more aging hardware than originally expected.

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.

Tier 1 Supports

Although 53% of our students met or exceeded the standard for math in the SBAC in 2015-16, our school and district average was still below the county average and left room for improvement. Part of this is the result of teachers supplementing a curriculum that was not designed based on Common Core. The heavy supplementation led to inconsistencies between grade levels and teachers. Our district has adopted a new curriculum, Eureka, so a major focus next year will be implementing this curriculum to fidelity. This will allow teachers and grade levels to better align with one another. Professional development, teacher release days, and collaboration activities will be dedicated toward learning this new curriculum.

We will continue with our 3rd year of professional development in Writers Workshop. This year however the PD will be focused at the site level through grade level collaboration activities. We would like to increase the growth in writing scores during the year. Teacher feedback on surveys also indicated that they felt their bigger need was to focus on components other than assessment including minilessons and conferencing. We will be leveraging our TOSA to support this change. Teachers new to the district will also have opportunities to receive introductory PD to Writers Workshop as opportunities present themselves, for example, through the county.

We are also planning to implement changes to our Tier 1 diagnosis and intervention structure. We currently use DRA as a primary screening assessment for identifying a student as a candidate for Tier 2 services. We do not currently have a similar universal screening tool for math. By aligning on a common math curriculum, we plan to leverage assessment resources in the curriculum to better identify students needing tier 2 support in math. We are also creating a Tier 2 Team to screen and monitor requests for Tier 2 interventions (such as SST 2 requests) and counseling requests.

Ongoing PD will also continue in core areas including GLAD, number talks, guided reading, and differentiation. We would also like to leverage the new Math curriculum and the Science pilot (See below) as opportunities to integrate these content areas in ELA.

Homework center is currently provided on a first come, first serve basis for 4th and 5th graders until it is full. To improve its effectiveness, we are planning to create a recommendation process that is based more on need.

We currently support kinder aides for an hour per day in each of our kindergarten classrooms. To increase their ability to focus on students needing extra support, we are planning to make our Tier 2 ELA curriculum available to them so they can run small intervention groups during their time with kinder. In Kinder, we will also be assessing incoming Kinders before the school year with a short assessment to provide data to ensure better balanced classes – hopefully improving the effectiveness of the kinder aides.

In the area of technology, with subsidization from our Home and School Club, we will continue to invest in software such as Reflex Math, AR, and Razkids. Our next priority is to maintain existing investments in Chromebooks, Mac laptops, and iPads. Our 3rd priority is to continue replacing our aging SmartBoard technology with flat screen TVs. Flat screen TVs are almost half the cost, do not require costly bulb replacements, and have much better longevity. Our long term goal is to achieve a device ratio of 1:2, 1 device for every 2 students with a realignment of devices so that grades K-2 have iPads and grades 3-5 have laptops.

The Next Generation Science Standards have been adopted by California. We currently implement the 2nd generations FOSS Science curriculum which is based on the old state science standards. Our 4th and 5th grade teachers will be piloting FOSS NG (Next Generation) and sharing feedback with the staff as a way of starting our transition to NGSS. In addition, this year we expanded our evening science fair to include family science night where families had opportunities to participate in hands-on science activities. Next year, we are planning to expand this in two ways: 1) Consider a STEAM career day that follows the science fair, and connects careers with the science displayed at the science fair. 2) Better incentivize our grade K-3 to participate in the science fair.

Enrichment opportunities were a common request from parents both in our parent survey and parent forums such as principal coffees. Enrichments opportunities will be provided in the form of activities such as:

- opening the garden at lunch for students to work in under supervision; ensuring our Garden Adventures parent docent program is fully staffed with parent docents, adding a composting program for upper grades with the intent of aligning with our 5th grade's trip to Outdoor Science Camp in the fall.
- Extended day opportunities - examples include Tech Challenge, Odyssey of the Mind, Math Olympiad.
- Supporting activities in our library at lunch such as a MakerSpace, board games such as Chess, opportunities to write, draw, etc.

Tier 2

Our Tier 2 interventions this year were mostly started from scratch and so required extra time in terms of staffing, training, purchasing materials, determining space requirements, and identifying students as well as measuring progress when they were up and running. Our TOSA (Teacher on Special Assignment) was instrumental in implementing these interventions.

The following changes are being planned for next year:

- adjusting the intervention schedules to allow aides to pick students up from classrooms to improve regular, consistent attendance.
- train aides to administer universal screening tools such as the DRA. This will allow us to more quickly place students in an intervention at the beginning of the year, and will allow us to better monitor progress.
- continue training aides on the intervention programs. This will create more effective delivery of the material, and allow us to more accurately place students in these targeted groups.
- create groups with room for growth so that students identified for Tier 2 can be placed as soon as they are identified during the year.

Next year, we also need to continue our growth with supporting our English Learners in the context of the new ELD standards. These standards focus on integrated and designated ELD time. For integrated ELD time, we will continue maintaining a focus on using GLAD instructional practices in the class room. For designated ELD time, we will be using Imagine Learning in more depth than this year. This year we piloted the program. Next year, we are planning to:

- improve professional development for the new ELD standards and ImagineLearning
- target all CELDT level 1 and 2 EL students for ImagineLearning (this year it was just newcomer Level 1 EL students)

- support teachers to implement designated ELD times by leveraging offline resources available in ImagineLearning.
- provide dedicated technology (iPad, laptop) for students

Annual Update

LCAP Year Reviewed: 2016-17

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

Provide highly qualified staff through recruitment, retention and professional development so every student thrives.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- a. Highly Qualified Teachers
- b. Participation in professional development opportunities
- c. Level of staff satisfaction from professional development surveys
- d. BTSA program for all eligible Farnham teachers
- e. Schoolwide and district leadership opportunities
- f. Placement of university student teachers

ACTUAL

- a. Highly Qualified Teachers: all teachers placed at Farnham this year were highly qualified (i.e. credentialed with CLAD clearance). Per the SARC, 100% of teachers are properly credentialed and are properly assigned.
- b. Participation in professional development opportunities: Teachers participated in a variety of professional development. At the district level, they participated in 3 days of Writer's Workshop training, 1 day in Visible Learning, ELD/GLAD training, Eureka Math PD, and other opportunities to collaborate with their colleagues. At the site level, teachers participated in professional development on ELD, calming strategies, guided reading, GLAD, and instructional rounds. Teachers also had access to a TOSA who supported them by modeling lessons, working with them after school, and providing advice and feedback.
- c. Level of staff satisfaction from professional development surveys: Staff satisfaction with district PDs were measured and shared. Staff development survey responses to number of districtwide teacher-inservice days and early release Wednesdays indicated on average a (Farnham specific?) 90% positive response to the question: "The PD was an effective use of my time"
- d. BTSA Support was provided by the district for 2 new teachers. The district held bi-monthly new teacher network meetings to provide professional development, collaboration and resources to participating teachers on a voluntary basis. On average, 5 teachers attended these meetings throughout the year.
- e. Schoolwide and district leadership opportunities: Teachers had opportunities to participate as leaders in several ways. The Curriculum Leadership Council at the

	<p>District level and the PBIS and Leadership teams at the site level provided leadership opportunities. In addition, teachers had the opportunity to pilot science and ELA curriculum and provide feedback. They also had opportunities to participate on the District Math Adoption Committee which went through the math adoption process this year. During staff meetings, each week, teachers were invited to share strategies/methods/technologies that they found to be successful in the classroom. District promoted 5 internal candidates to be assigned as Teachers on Special Assignment. 8 teachers were supported to attain GLAD trainer certification. Site and grade level leadership representation on the Curriculum Leadership Council, District LCAP Committee, SysOps, and the Faculty Senate. Summer School administrator was also provided.</p> <p>f. Placement of university student teachers: There were no student teachers placed at Farnham this year.</p>
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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	
Actions/Services	<p>PLANNED</p> <p>Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff</p> <ol style="list-style-type: none"> 1. Research-based instructional strategies 2. Common Core State Standards (CCSS) 3. Next generation Science Standards (NGSS) 4. Integration of instructional technology 	<p>ACTUAL</p> <p>Teachers participated in a variety of professional development. At the district level, they participated in 3 days of Writer's Workshop training, 1 day in Visible Learning, ELD/GLAD training, and opportunities to collaborate with their colleagues. At the site level, teachers participated in professional development on ELD, calming strategies, guided reading, GLAD, and instructional rounds. Teachers also had access to a TOSA who supported them by modeling lessons, working with them after school, and providing advice and feedback.</p>
Expenditures	<p>BUDGETED</p> <p>GLAD; Writer's Workshop; BIE; PBL; ELA/ELD Framework Training with SCCOE; District Support through LCAP</p>	<p>ESTIMATED ACTUAL</p>
Action	2	

Actions/Services	PLANNED Identify and secure additional resources, training, materials to support standards mastery for EL students	ACTUAL Admin attended EL conference, Learning A-Z: Headsprout, Materials for extended day ELD class.
Expenditures	BUDGETED As additional needs arise for resources, training, and materials, the site administrator and teacher leaders will identify and secure supplemental resources for EL 4000-4999: Books And Supplies Supplemental 2500	ESTIMATED ACTUAL ELD SCCOE Conference 5000-5999: Services And Other Operating Expenditures Supplemental 100 Learning A-Z: Headsprout website licenses: used to support EL students 5000-5999: Services And Other Operating Expenditures Supplemental 300 Extended Day ELD class materials 4000-4999: Books And Supplies Supplemental 100

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.

- a. Highly Qualified Teachers: Only fully credentialed teachers with CLAD clearance were accepted during the hiring process. Farnham hired 3 teachers, 2 of who had less than 2 years experience. All of the teachers were supported by Farnham's Teacher on Special Assignment (TOSA).
- b. Participation in professional development opportunities: Teachers participated in a variety of professional development. At the district level, they participated in 3 days of Writer's Workshop training, 1 day in Visible Learning, ELD/GLAD training, and opportunities to collaborate with their colleagues. At the site level, teachers participated in professional development on ELD, calming strategies, guided reading, GLAD, and instructional rounds. Teachers also had access to a TOSA who supported them by modeling lessons, working with them after school, and providing advice and feedback.
- c. Level of staff satisfaction from professional development surveys: Staff satisfaction with district PDs were measured and shared. The level of satisfaction varied depending on the PD. The results were used to drive future PD choices and structure.
- d. BTSA program for all eligible Farnham teachers: Both of the BTSA-eligible teachers at Farnham participated in BTSA and had a BTSA mentor.
- e. Schoolwide and district leadership opportunities: Teachers had opportunities to participate as leaders in several ways. The Curriculum Leadership Council at the District level and the PBIS and Leadership teams at the site level provided leadership opportunities. In addition, teachers had the opportunity to pilot science and ELA curriculum and provide feedback. They also had opportunities to participate on the District Math Adoption Committee which went through the math adoption process this year. During staff meetings, each week, teachers were invited to share strategies/methods/technologies that they found to be successful in the classroom.
- f. Placement of university student teachers: There were no student teachers placed at Farnham this year.

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

- a. Highly Qualified Teachers: By only hiring fully credentialed teachers, and supporting them with a TOSA and the BTSA program, the teachers were more easily able to integrate into Farnham's programs and instructional practices, resulting in a smooth transition.
- b. Participation in professional development opportunities: A major component of professional development this year was Writer's Workshop, which focused on assessment of student work. Feedback from teachers indicated that they felt well prepared for assessment, and desired more focus on conferencing and mini-lessons. Opportunities to attend a county training on these two areas resulted in positive feedback. All teachers participated in instructional rounds. Including more structure and a common focus for all grade levels may have made the rounds more effective because teachers would have had a common area to debrief on. Teachers also had access to a TOSA who supported them by modeling lessons, working with them after school, and providing advice and feedback. About 30% of the teachers on staff chose to leverage the TOSA for these services. This possibly could have been more effective if we have created cohorts of teachers who were interested in the same area of growth and could have worked on a process together.
- c. Level of staff satisfaction from professional development surveys: Staff satisfaction with district PDs were measured and shared. The level of satisfaction varied depending on the PD. The results were used to drive future PD choices and structure. Administrators had a clear picture of the staff needs that were met and not met after each professional development.
- d. BTSA program for all eligible Farnham teachers: Both of the BTSA-eligible teachers at Farnham participated in BTSA and had a BTSA mentor. See (a) above.
- e. School wide and district leadership opportunities: Multiple opportunities for leadership existed at the site level and the district level. Growing teacher leadership capacity continues to be an area where we can make more growth. Levels of satisfaction for professional development offered by staff (rather than paid contractors) is almost always higher.
- f. Placement of university student teachers: There were no student teachers placed at Farnham this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference is a result of overestimating the amount that would be needed.

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.

In the area of professional development, teachers frequently report feeling overwhelmed by the number of initiatives, technologies and instructional practices they are asked to learn. Continuing our learning in Writer's Workshop will be a priority using site-based professional development activities facilitated by our TOSA. In addition, another major focus will be on our new math curriculum. The new math curriculum will be supported at the district level, site level, in addition to the online PD that comes as part of the curriculum for individual teachers to consume as needed.

Part of the professional development in both of these areas (math and writers workshop) will be implemented through data-driven collaboration at the grade level to guide instructional planning and practice. Because our SED and Hispanic student groups both scored lower in our state testing for math and ELA, these groups will be monitored and targeted for improvement. Time will be provided in the form of release days as well as Wed afternoon site collaboration time to support these efforts. Instructional

rounds, creating formative assessments, or other actions are examples of activities collaboration teams might engage in after analyzing student data.

Continued PD will be provided in GLAD to ensure our staff remains fully certified, the new ELD standards, guided reading, differentiation, number talks, Project Based Learning, technology and 21st Century skills.

This year we implemented new Tier 2 interventions for ELA, Math, and ELD with minimal training for the aides and teachers implementing the programs. Additional training in the programs for our Tier 2 interventions for ELA, Math, and ELD will be provided to ensure our aides and teachers are able to implement these programs to fidelity.

We also piloted an online program for English Learners called ImagineLearning. This program was piloted with little PD and yet proved to be effective. Next year we would like to expand our use of this program to include more than just our newcomer English Learners. We would also like to train the teachers using it to leverage ImagineLearning's resources to assist with their designated ELD time.

Annual Update

LCAP Year Reviewed: 2016-17

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

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	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The District Leadership and Site PBIS Teams meets regularly to review, analyze, recommend, and implement actions as outcomes of data, particularly from surveys, attendance and discipline data collected at the beginning of year, and at the end of the each trimester throughout the year.

- Decrease major office referrals rates
- Decrease suspensions and expulsion rates
- Maintain or increase attendance rates to: 98%
- Williams Audit: All Facilities at 100% compliance
- Maintain or increase PBIS SET rate to: 95%

ACTUAL

1. Major Office Referrals (number of Referrals)

- 2014/15: 32
- 2015/16: 21
- 2016/17: 43

2. Suspensions Rate (Number of Suspensions)

- 2014/15: 0 (no data)
- 2015/16: 4
- 2016/17: 3

3. Average Daily Attendance

- 2014/15: 97.1%
- 2015/16: 97.0%
- 2016/17: 97.6%

4. Based on the Williams Facility Inspection Report per the School Accountability Report Card (SARC), all schools received an overall rating of "Good".

5. The district PBIS team determined that the PBIS Tiered Fidelity Inventory (TFI) was a more rigorous measurement of our ability to meet PBIS goals. The TFI results were TBD

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		
Actions/Services	<p>PLANNED</p> <p>Monitor student attendance and discipline records. Establish strategies to maintain regular and high attendance rates.</p> <p>This will include school support, administration, and regular education activities.</p>	<p>ACTUAL</p> <p>School support, administration, and regular education activities. Monitor student attendance and discipline records.</p> <p>Support an additional crossing guard.</p>
Expenditures	<p>BUDGETED</p> <p>School support, administration, and regular education activities, supplies, materials, and contract services 5000-5999: Services And Other Operating Expenditures Base 34841</p> <p>Sub-discretionary 1000-1999: Certificated Personnel Salaries Supplemental 2500</p>	<p>ESTIMATED ACTUAL</p> <p>School support, administration, and regular education activities. Monitor student attendance and discipline records. 5000-5999: Services And Other Operating Expenditures Base 45000</p> <p>Sub discretionary 1000-1999: Certificated Personnel Salaries Supplemental 2000</p>
Action 2		
Actions/Services	<p>PLANNED</p> <p>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.</p>	<p>ACTUAL</p> <p>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. Additional counseling services via Almaden Valley Counseling will also be provided.</p>
Expenditures	<p>BUDGETED</p> <p>School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis.. Two days of Counseling will be provided the Student Services. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6000</p>	<p>ESTIMATED ACTUAL</p> <p>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 Supplemental 6000</p>
Action 3		
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p> <p>Funded salary for school librarian.</p>

Expenditures	<p>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.</p> <p>School Librarian 2000-2999: Classified Personnel Salaries Supplemental 11000</p>	<p>School Librarian 2000-2999: Classified Personnel Salaries Supplemental 11000</p>
Action	4	
Actions/Services	<p>PLANNED</p> <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>ACTUAL</p> <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>This included noon duty supervision, crossing guard, afterschool supervision, health fund.</p>
Expenditures	<p>BUDGETED</p> <p>Ensure sufficient supervision during recesses - Noon Duty Supervision - (Fund 020 - 0390) 2000-2999: Classified Personnel Salaries Other 18500</p> <p>Crossing Guard 2000-2999: Classified Personnel Salaries Other 4500</p> <p>After-school Student Supervision Program for K-3 Dismissal Period 2000-2999: Classified Personnel Salaries Supplemental 4000</p> <p>Health (Fund 018-0314) 4000-4999: Books And Supplies Other 300</p>	<p>ESTIMATED ACTUAL</p> <p>Ensure sufficient supervision during recesses - Noon Duty Supervision - (Fund 020 - 0390) 2000-2999: Classified Personnel Salaries Other 18500</p> <p>Crossing guard 2000-2999: Classified Personnel Salaries Other 4500</p> <p>After-school Student Supervision Program for K-3 Dismissal Period 2000-2999: Classified Personnel Salaries Supplemental 1500</p> <p>Health (Fund 018-0314) 4000-4999: Books And Supplies Other 300</p>
Action	5	
Actions/Services	<p>PLANNED</p> <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>ACTUAL</p> <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>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

The Farnham ABC Program - a consistent language and behavioral language and behavioral standards will be established. 4000-4999: Books And Supplies Supplemental 500

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

The Farnham ABC Program - a consistent language and behavioral language and behavioral standards will be established. 4000-4999: Books And Supplies Supplemental 450

3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. 1000-1999: Certificated Personnel Salaries Supplemental 300

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.

School support, administration, and regular education activities. This includes support for office supplies, classroom supplies, paper, and contract for copy machine.

Monitor student attendance and discipline records. Attendance was monitored through the district-wide service, A2A. This service automatically sends letters and notifications for excessive truancies and absences, and assists in tracking students who have chronic attendance issues.

Support an additional crossing guard. We paid to have a crossing guard at a nearby busy intersection for student safety reasons.

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. We held approximately 35 SST meetings. Check-in & Check-out - a tier 2 designed specifically for students who need additional support with behavior. Approximately 6 students participated in CICO. Additional counseling services via Almaden Valley Counseling was also be provided. We had a counselor on site approximately 8 hours a week for most of the year. We had a consistent waiting list and added 3 additional hours per week in April.

Funded salary for school librarian. Our school librarian hosted classes in the library from 8:30-11:30 M-F.

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 was developed in collaboration with the district and ICS4Schools provided by the district. Their representative trained our staff in ICS protocol. We executed monthly firedrills, 1 lockdown drill, 2 earthquake drills.

To assist in maintaining a safe school environment, we funded approximately 1 noon duty supervisor for every 50 students. We also funded a afterschool student pickup person to support K-3 students who need supervision until their sibling are dismissed at 2:30.

Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff. This was implemented through our Project Cornerstone program which consists of several elements:

- Asset Building Champions Character education program support through class room volunteers
- Expect Respect Workshop
- Programs such as Junior Yard Duty for upper grade students

We also hosted 2 character education assemblies: 3 Screens, Steve Seskin in addition to our PBIS school wide assemblies and Friday assemblies where students exemplifying lifeskills are recognized. We used the Lifeskills program to focus on a different lifeskill each week.

Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. Our PBIS team met 5 times, planned our yearly kickoff and mid-year reboot assemblies. We used data from our data tracking system, SWIS, to determine focus areas for behavior. We implemented a "kindness initiative" mid year that lasted 7 weeks.

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

School support, administration, and regular education activities. This includes support for office supplies, classroom supplies, paper, and contract for copy machine.

Monitor student attendance and discipline records. Attendance was monitored through the district-wide service, A2A. Our effectiveness in monitoring students went up dramatically. Approximately 25 students were identified and contacted (approx 5%) of our population. Two recommendations were made for SARB.

Support an additional crossing guard. No safety issues occurred at this intersection.

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 tier 2 designed specifically for students who need additional support with behavior. Additional counseling services via Almaden Valley Counseling was also be provided. Collectively, these services were effective in the sense that they allowed us to identify students with extra needs, and get them the interventions, accommodations (504 Plan), or services (Special Education) that they needed. We are working to better track students as they move through the different layers of interventions.

Funded salary for school librarian. Our school librarian hosted classes in the library from 8:30-11:30 M-F. All classes had opportunities to visit the library weekly and check out books.

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 was developed in collaboration with the district and ICS4Schools provided by the district. We were effective in more efficiently practicing fire drills, earthquake, and lockdown drills. Our fired drill time slowly decreased throughout the year.

To assist in maintaining a safe school environment, we funded approximately 1 noon duty supervisor for every 50 students. We also funded a after school student pickup person to support K-3 students who need supervision until their sibling are dismissed at 2:30.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying.
Our implementation was effective in that no major referrals were filed as a result of bullying or harrassment.

Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. Overall, behavior issues were low. One area that needs attention is conflict resolution for our K-2 students during unstructured time.

Actual and estimated expenditures were pretty close.

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.

Services will be provided to meet the emotional, behavioral and mental needs of students. As a result of the number of SST's and feedback during SSTs relating to social/emotional issues, as well as the consistent waiting list for our school counseling service, we purchased a Social Emotion Learning (SEL) curriculum. We will train teachers in using this curriculum so they can work to better address social/emotional issues at the classroom level. We will also continue to focus our assemblies on character education with the plan to increase the number of assemblies from 2 to 3. In analyzing our PBIS behavior data, overall, behavior issues were low. One area that needs attention is conflict resolution for our K-2 students during unstructured time. We will be focusing our PBIS school initiatives in this area as well as leveraging the resources in the new SEL curriculum to address. We are working to better track students in a systematic way as they move through the different layers of interventions in order to better assess the effectiveness. We will establish a Tier 2 team that will on a monthly basis track students for who Tier 2 supports are being requested as well as students who are receiving Tier 2 interventions.

Funded salary for school librarian.

Our school librarian hosted classes in the library from 8:30-11:30 M-F. All classes had opportunities to visit the library weekly and check out books. As a result of an inventory conducted during the year, we have a need to update our collection - especially with respect to non-fiction books related to the sciences and technology.

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 was developed in collaboration with the district and ICS4Schools provided by the district. We were effective in more efficiently practicing fire drills, earthquake, and lockdown drills. Our fired drill time slowly decreased throughout the year. Based on an evaluation of our readiness to do a full evacuation with a release of students to parents, we will be focusing on developing and practicing a stage 2 release plan - where students are safely released to their parents or guardians.

To assist in maintaining a safe school environment, we funded approximately 1 noon duty supervisor for every 50 students.

We also funded a after school student pickup person to support K-3 students who need supervision until their sibling are dismissed at 2:30. In addition to the above staffing, we would like to provide students with opportunities at lunch to work in the school garden, draw/read/write in the library, work in a MakerSpace, or possibly participate in activities such as board game play. These activities support social/emotional development, provide students with a more integrated sense of belonging in their school, and provide greater choice (potentially reducing behavior issues) during unstructured time.

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

Our implementation was effective in that no major referrals were filed as a result of bullying or harassment. Although no major referrals were filed, feedback from students and teachers indicate that behaviors related to harassment and bullying such as teasing are present at a lower level. We will address this through resources provided by our new SEL curriculum. In addition, we would like to target our Project Cornerstone activities and student leaders more in the direction of addressing bullying and harassment through student initiatives. An inclusive environment is an important element in preventing bullying/harassment. This year we piloted a program called Unified Sports which brought our gen ed and special education students together to participate in an organized sports activity over the period of several weeks. We will be participating in this program next year, with the goal of bringing more students into the program.

In addition, based on the major referral rate, our major referral rate did rise this year. This could be the result of a new administrator. The overwhelming majority of the referrals this year were initiated by the administrator (vs. a teacher or staff). The PBIS team has reviewed the criteria for major referrals and will be making this a focus area for our staff next year. In reviewing the SWIS data, the majority of the referrals were for primary students during unstructured time (e.g. recess) for physical altercations. The PBIS team has met and planned a focus strategy next year to provide our primary students with more tools for problem solving during unstructured time.

Annual Update

LCAP Year Reviewed: 2016-17

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 4

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The faculty, staff, School Site Council, and English Learner Advisory Committee will review, analyze, recommend, and implement actions as outcomes of data collected at the end of each school year.

1. Parent Participation/Attendance in school events, activities, and functions
2. Parent involvement in school committees, parent/teacher conferences, and information forums
3. Parent participation in parent education and parenting classes
4. Request for translation services at various meetings

ACTUAL

1. Parent Participation/Attendance in school events, activities, and functions:
As measured by the level of fundraising, parent participation at community events such as the Pumpkin Walk and Game On Farnham was at roughly the same level as recent years. Events such as Movie Night, Back To School Night, etc. were well attended.

Community participation on the annual District LCAP community survey:

- a. 2014/15: 382 Respondents
- b. 2015/16: 318 Respondents
- c. 2016/17: 978 Respondents

Community participation in Farnham Parent Survey:

- a) 2016/17: 127 respondents

- -----

2. Parent involvement in school committees, parent/teacher conferences, and information forums:

Filling parent positions on ELAC, SSC, and Home and School Club was more of a challenge and took additional effort. Our SSC consisted of 5 parent members. Our ELAC consisted of 3 parents who were regular attendees. Our HSC was able to fill out it's board but was challenged to fill all of the coordinator positions. We were able to fill the positions on these committees but not to excess. In general, parent volunteerism and participation is an area we would like to improve. This was a topic we queried our parent population about in our school survey. Our Parent Coffees

	<p>were attended by roughly 10-25 parents in each of the 4 coffees. Our school tours consisted of 20-30 parents.</p> <p>a. District LCAP Committee: 1 parent from Farnham b. District DELAC Committee: 1 parent from Farnham c. School Site Council: 5 parents d. English Language Learner Advisory Council: 3 parents e. Principal Coffees: held 4 Principal Coffees on 10/12, 12/14, 2/15, 4/12 with attendance ranging from 10-25 attendees f. School Tours: 2 school tours held on 3/3, 4/14 with attendance ranging between 10-20 attendees.</p> <ul style="list-style-type: none"> ----- <p>3. Parent participation in parent education and parenting classes - held at district level.</p> <p>a. Writer's Workshop Information Night: b. Project Cornerstone Asset Workshop: c. Math Information Night: d. Health Curriculum Parent Information Night: e. Conversation on Learning: f. Strategic Planning Session:</p> <ul style="list-style-type: none"> ----- <p>4. Request for translation services at various meetings. Our staff moved from using bilingual staff as translators to a phone translation service provided by the district. The service was used primarily at conferences.</p>
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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	
Actions/Services	<p>PLANNED Implement Parent Information events and school activities.</p>	<p>ACTUAL Implement Parent Information events and school activities.</p>
Expenditures	<p>BUDGETED These events may include but are not limit to: Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, other. 4000-4999: Books And Supplies Supplemental 600</p>	<p>ESTIMATED ACTUAL Consisted of four Principal Coffees, two School Tours, one Kinder Orientation, one Family Science Night, one Science Fair, Back To School Night, Open House 4000-4999: Books And Supplies Supplemental 450</p>

Action

2

Actions/Services

PLANNED

Parent Education, Parenting Classes and volunteer opportunities will be established to help parents partner in their child's education.

These programs may include: Project Cornerstone ABC; Art Vista; Garden Adventures; other

ACTUAL

Parent Education, Parenting Classes and volunteer opportunities will be established to help parents partner in their child's education.

Project Cornerstone ABC was funded through HSC.
Art Vista docent salary funded by site; materials funded by HSC
Garden Adventures funded by HSC

Expenditures

BUDGETED

Art Vista Program Coordinator 2000-2999: Classified Personnel Salaries Supplemental 10000

ESTIMATED ACTUAL

Art Vista Program Coordinator 2000-2999: Classified Personnel Salaries Supplemental 10000

Action

3

Actions/Services

PLANNED

Maintain standing committees in which information is provided and ideas sought concerning the school and increase participation and parent representatives from our diverse community.

District Committees: District Advisory Committee, District English Learner Advisory Committee, Home & School Club President meetings with the Superintendent.

ACTUAL

Maintain standing committees in which information is provided and ideas sought concerning the school and increase participation and parent representatives from our diverse community.

District Committees: District English Learner Advisory Committee, Home & School Club President meetings with the Superintendent, District LCAP meetings

Expenditures

BUDGETED

Home & School Club. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students. 4000-4999: Books And Supplies Supplemental 500

English Learner Advisory Committee 4000-4999: Books And Supplies Supplemental 500

School Site Council 4000-4999: Books And Supplies Supplemental 500

ESTIMATED ACTUAL

Home & School Club. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students. 4000-4999: Books And Supplies Supplemental 0

English Learner Advisory Committee 4000-4999: Books And Supplies Supplemental 200

School Site Council 4000-4999: Books And Supplies Supplemental 200

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.

1. Parent Participation/Attendance in school events, activities, and functions: These events included the Pumpkin Walk, Game On Farnham, Movie Night, Back To School night, Open House, Science Fair, Family Science Night. All of these events relied heavily on parent volunteers, and several of the events was organized by Home and School Club. Parents were solicited and invited using several means including FLASH newsletter, signugenius.com, signs at the entrance to the school, and electronic reminders via email, text, etc.
2. Parent involvement in school committees, parent/teacher conferences, and information forums: Parents were solicited and invited using several means including FLASH newsletter, signugenius.com, signs at the entrance to the school, and electronic reminders via email, text, etc.
3. Parent participation in parent education and parenting classes. The parent education class through Project Cornerstone was held on a district-wide level.
4. Request for translation services at various meetings. Our staff moved from using bilingual staff as translators to a phone translation service provided by the district. The service was used primarily at conferences.

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

1. Parent Participation/Attendance in school events, activities, and functions: As measured by fundraising, parent participation at community events such as the Pumpkin Walk and Game On Farnham was at roughly the same level as recent years. Events that were not fundraisers such as Movie Night, Back To School Night, Family Science Night/Science Fair etc. were well attended. Family Science Night/Science Fair had approximately 150 families attend based on sign in sheets.
2. Parent involvement in school committees, parent/teacher conferences, and information forums: Parent involvement in parent/teacher conferences was high based on teacher feedback. Filling parent positions on ELAC, SSC, and Home and School Club was more of a challenge and took additional effort. Our SSC consisted of 5 parent members. Our ELAC consisted of 3 parents who were regular attendees. Our HSC was able to fill out it's board but was challenged to fill all of the coordinator positions. We were able to fill the positions on these committees but not to excess. Our Parent Coffees were attended by roughly 20 parents in each of the 4 coffees. Our school tours consisted of 20-30 parents. Our Garden Adventures program had difficulty staffing a parent for each classroom.
3. Parent participation in parent education and parenting classes. The parent education class through Project Cornerstone was held on a district-wide level.
4. Request for translation services at various meetings. Based on staff feedback, the translation service met its purpose. Some staff continued to indicate a preference for having a person present.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were generally slightly lower than estimated. This is a result of two factors: some level of over estimation and having some of the expenses subsidized through our Home and School Club.

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.

In general, parent volunteerism and participation is an area we would like to improve. This was a topic we queried our parent population about in our school survey. Many parents indicated that time is an issue. We are considering having a parent Home and School Club Liaison for each classroom who is responsible for reaching out to parents in individual classrooms for parent volunteer recruitment. In addition, we would like to extend our Family Science Night/Science Fair in two ways: increase participation of our primary grades and adding a STEAM Career Day. We would also like to build on our garden program by adding a composting program that aligns with the 5th grade Outdoor Science School visit in the fall. We are also working with our Home and School Club to more specifically define the work involved in various volunteer opportunities with the hope that parents will feel more confident volunteering if they know more about the details.

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 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) involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent 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. Newsletters published to address LCAP goals and encourage feedback from parents.

c. Bi-monthly principal coffees held to review LCAP goal areas (student achievement, EL language Learners, School Climate and Community Engagement). Parents asked for feedback and input at sessions.

d. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meeting on 2/1/17 and 2/8/17.

e. Positive Behavior Intervention Support (PBIS) SWIS data will be reviewed with staff on May 2017 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.

f. Parent survey developed and issued to parents in January 2017. Multiple email and written reminders were sent out. A total of 112 families responded. The results were disseminated to HSC, SSC, ELAC, at parent coffees, and at our staff meeting during the February and March timeframe.

h. LCAP goals were discussed with Home and School Club during their January and February meetings. Home and School Club also provided feedback via the parent survey. The results of the parent survey were shared and discussed with HSC.

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 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, and with our English Learner Advisory Committee (ELAC). 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, a school-wide survey covering the areas connected to the 8 state priority areas was sent to the Farnham community. 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 Principals 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 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 scores
4. English Learner Re-designation rates
5. Results from the Community LCAP Survey
6. PBIS Self Evaluation Tool

Step 4. Review the draft LCAP for 2017-18 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 took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on TBD.

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:

- A better emphasis on social emotional education both in terms of delivery to students and communication to our community is needed. Parents either commonly confessed a lack of knowledge around the social emotional supports at Farnham or believed that there should be a greater focus on social emotional supports. Students, although many said that bullying was not an issue, believed that more help was needed with other problematic behaviors such as teasing. Linked to this feedback, our preliminary analysis of our behavioral data on SWIS indicates the conflict resolution during unstructured time is an area for improvement.
- 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. Our current after school offerings include activities that are enriching such as chess, science, etc. But some parents believed that they needed to be more grade-level appropriate and challenging. There were also references to more support during the school day. Part of this is a reaction to the elimination of explicit GATE offerings (GATE student identification and activities were on hold as a result of lack of funding across the district)
- Parents also expressed a common point of view that they are not always sure how to help their child with their homework, especially math. This could be a result of the CCSS standards focus on students explaining their thinking and considering multiple ways to solve a problem, in addition to the lack of a CCSS approved Math curriculum. The adoption of a single CCSS Math curriculum next year will help this to some degree.
- Parents also frequently referred to the upkeep of the facilities, with many references to the condition of the paint on the exterior.

- Our ELAC parents felt that a support program/resources for newcomer families would be very helpful. Ideas discussed included a mentor family, more support on the website that describes yearly activities at the school, etc. Our ELAC feedback around the support their child received was very positive however.
- Continuing the drive to integrate more technology into the classroom was also a common request from our parents in surveys. This includes sustaining current investments made in subscriptions for items such as Accelerated Reader, Razkids and hardware such as iPads, laptops, and smartboards/TVs.
- Teachers generally considered the PD on writing curriculum (Lucy Calkins Writers Workshop) less effective the last two years than it could have been. There was common desire to focus more on the logistics of implementing Writers Workshop such as focusing on conferencing and mini-lessons, seeing more demo lessons, etc. rather than continuing the heavy focus on assessment.
- Generally teachers prefer PD presented by their peers, such as our TOSA's (Teachers on Special Assignment) vs. an outside contractor who is unfamiliar with the district and teachers. GLAD presentations and presentations ELD instruction were both cited as more helpful and effective. Teachers also generally believed that the Instructional Rounds activities were beneficial.
- Teachers also commonly requested more collaboration time including more time to work with their grade level and work on the implementation of newer curriculum such as Writer's Workshop.
- Teachers commonly believed that we need to increase the support currently provided for a counselor on site through Almaden Valley Counseling services. The indicated that we can do a better job meeting the needs of our students' social emotional needs.
- Generally, there were also requests to incorporate more activities and discussion around Farnham's cultural diversity.

Drilling down into specific conversations, the specific ideas/suggestions were introduced:

- *Add additional hours to the counseling intern position through AVCS
- *Provide additional support and training to teachers and support staff in behavior management
- *Continue working to increase parent involvement
- *Integrate more discussions and activities around cultural diversity
- *Alignment on math curriculum
- *Continue GLAD support through Farnham staff
- *There is a need for upgraded and updated facilities (e.g. paint, to accommodate the increased technology use in the instructional program)
- *Continue Writers Workshop collaboration, training and support at the site level
- *Lack of space continues to be an ongoing challenge for supporting enrichment and intervention activities.
- *Consider more enrichment/acceleration activities integration into the curriculum and after school. Continue to identify ways to provide after school activities which currently are provided only through the Farnham Home and School Club, as well as through the YMCA and the City of San Jose
- *Teachers need time to reflect and plan with other teachers to ensure consistent and connected Common Core implementation

Items that will be worked into next year's school plan include (to start with):

- *District and site PD for the new math curriculum. Parent education on the new curriculum with an emphasis on resources available to them to help their child.
- *Continue Writers Workshop collaboration, training and support at the site level
- *Training and support in using Google Apps for student and staff collaboration
- *ELD support for teachers: Specifically continued training and resources for implementing designated ELD in their classrooms. Ongoing support for GLAD through TOSA. Work on improving support for families of EL newcomers.
- *Provide data-driven collaboration time for teachers to work on Common Core implementation, with a focus on Writers Workshop and the new math curriculum.
- *PD and implementation of Second Step Social Emotional Learning Curriculum
- *Continuing to encourage parent volunteerism in HSC and through school programs (Art Vistas, Garden Adventures, etc.)
- *Continue after school programs and activities with a goal of providing more opportunities for enrichment.
- *Continue communication outreach to community through newsletters, principal's coffee, New Parent Orientation

- *Add an extra day of counseling services through AVCS
- *Increase in opportunities for Cornerstone students to work on initiatives around school climate such as anti-bullying and problem solving.
- *Build out better support for Tier 2 behavior support such as improving our Check In Check Out process and creating a Tier 2 Teacher Adjunct committee responsible for overseeing Tier 2 interventions and processes.
- *Create more opportunities to incorporate discussion and activities around cultural diversity (e.g. assemblies, morning announcements, Friday assemblies, etc.) Consider the creation of an adjunct teacher committee for diversity.

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.

☐ New ☐ Modified ☒ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
 COE ☐ 9 ☐ 10
 LOCAL

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): 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: 31% Writers Workshop: INformational: 41% Writers Workshop: Opinion: TBD% DRA: TBD	Writers Workshop: Narrative: 34% Writers Workshop: INformational: 44% Writers Workshop: Opinion: TBD% DRA: TBD		
Students will meet/exceed proficiency rates: b. Smarter-Balanced Assessment Consortium (SBAC) in ELA & Math: All students will improve by 5% in ELA & Math	TBD	TBD		
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%	66%	71%		
Students will meet/exceed proficiency rates: d. EL Re-designation Rates: 12%	19%	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**

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]

OR

ACTIONS/SERVICES

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged		
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BUDGETED EXPENDITURES**Action 2**

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

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]Location(s)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:**OR**

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

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:**ACTIONS/SERVICES****2017-18**☐ New ☐ Modified ☒ Unchanged

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☐ New ☐ Modified ☐ Unchanged**2019-20**☐ New ☐ Modified ☐ Unchanged**BUDGETED EXPENDITURES****2017-18**

Amount	5850
Source	Supplemental
Budget Reference	0000: Unrestricted

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

	3 release days per teacher for 1-1 DRA and other assessment for grades TK-3				
Amount	1000	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	0000: Unrestricted Purchase Literably for Grades 4-5 to assess reading comprehension	Budget Reference		Budget Reference	

Action 3

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

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).

2018-19

☐ New ☐ Modified ☐ Unchanged

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2019-20

☐ New ☐ Modified ☐ Unchanged

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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.

BUDGETED EXPENDITURES

2017-18

Amount	13500
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Identify and secure TK/Kindergarten instructional support (hourly rate)
Amount	400
Source	Supplemental
Budget Reference	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

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **4**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	10350
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

	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)				
Amount	8500	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	4000-4999: Books And Supplies Hardware: headphones, update doc cameras, replace printers, Chromecart	Budget Reference		Budget Reference	

Action 5

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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NGSS: Purchase additional FOSS NG kits to extend support to Kinder, 1st and 2nd grades. Supplement existing support in 3rd, 4th and 5th grades.

BUDGETED EXPENDITURES

2017-18

Amount 3000

Source Base

Budget Reference 4000-4999: Books And Supplies
FOSS NG kits

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 6

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

Provide extended day enrichment and support activities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	3300	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Provide after school support for targeted students	Budget Reference		Budget Reference	
Amount	1800	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries Extended day enrichment activities: Tech Challenge, Odyssey of the Mind, Math Olympiad	Budget Reference		Budget Reference	
Amount	1000	Amount		Amount	
Source	Supplemental	Source		Source	
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.	Budget Reference		Budget Reference	

Action 7

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide targeted intervention support for identified students in math and ELA either during or outside of regular school day.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	12600	Amount		Amount	
Source	Supplemental	Source		Source	
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)	Budget Reference		Budget Reference	
Amount	19000	Amount		Amount	
Source	Title I	Source		Source	
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)	Budget Reference		Budget Reference	

Amount	8720	Amount		Amount	
Source	Supplemental	Source		Source	
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)	Budget Reference		Budget Reference	
Amount	4200	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity.	Budget Reference		Budget Reference	

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.

☐ New ☐ Modified ☒ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
 COE ☐ 9 ☐ 10
 LOCAL

[Identified Need](#)

All teachers at Farnham possess credentials appropriate to their position; teachers are making progress in Writers Workshop training and GLAD implementation (both areas of focus this year and will continue as areas of focus next year); teachers will need continued support and training with the new embedded ELA/ELD framework, and successfully meeting the needs of EL learners in the classroom; areas of need in technology include more support with collaboration tools for both students and staff (e.g. GoogleDocs or other apps).

Major focus areas this year will be:

1. Supporting teachers in the new Math curriculum implementation
2. Continuing our third year of Writer' Workshop implementation
3. Using data driven collaboration to target specific areas of need.

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		
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		

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.		
d. BTSA program for all eligible Farnham teachers	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		
f. Placement of university student teachers	None placed	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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New ☒ Modified ☐ Unchanged

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.

2018-19
☐ New ☐ Modified ☐ Unchanged
2019-20
☐ New ☐ Modified ☐ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount	2000
Source	Supplemental
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
Amount	2000
Source	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)

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **2**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		
OR			
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
	Scope of Services	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	13800
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries ELA/ELD/Math training and collaboration - Release Time (4 days per grade level)

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

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.

☐ New ☐ Modified ☐ Unchanged

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 ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8
 COE ☐ 9 ☐ 10
 LOCAL

Identified Need

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

The attendance rate for the year is 98% with a range of 94% to 98%, depending on the month.

We had 43 Major Referrals this year with many being generated as a result of Kinder-2nd grade students lacking problem solving skills for issues that came up during unstructured time (e.g. recess).

The counseling caseload was full all year, with a waiting list of students whose needs we were not able to meet, so in 2017-2018 we would like to add additional hours, pending sufficient budget.

Our SWIS data indicated that primary grades need more support with problem solving so this will be an area of focus for our PBIS team in the 2017-18 year. Our Project Cornerstone Survey indicated that 33% of students are experiencing 30-40 of the Developmental Assets (which is very positive) but it also indicated that students felt less support in External Assets and Positive Identity. We have also adopted a new Social Emotional Learning curriculum that will be implemented next year.

During the year, we participated in a variety of emergency drills including fire, lockdown, and earthquake. We also work on improving our implementation of the Incident Command System. An area of improvement in this area includes practicing an extended drill to simulate releasing students to parents.

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)	83%	88%		

2. A 5% decrease in major office referrals and suspensions	43 Referrals 3 suspensions	41 Referrals 2 suspensions		
3. Maintain a 95% Attendance Rate	98%	95%		
4. Student climate survey for 5th graders	Expected 2017-18	TBD		

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	53000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies School support, administration, and regular education activities, supplies, materials, and contract services	Budget Reference		Budget Reference	
Amount	2500	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Sub discretionary	Budget Reference		Budget Reference	
Amount	4000	Amount		Amount	
Source	Other	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Sysop	Budget Reference		Budget Reference	

Action 2

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☐ Modified ☒ Unchanged

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.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

Amount	8000
Source	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..

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action **3**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____
OR		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
	Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____	
	<input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18

☐ New
 ☐ Modified
 ☒ Unchanged

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

☐ New
 ☐ Modified
 ☐ Unchanged

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2019-20

☐ New
 ☐ Modified
 ☐ Unchanged

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BUDGETED EXPENDITURES

2017-18

Amount	11000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries School Librarian
Amount	5000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

	Library updates: New shelving and updates to book collection to align with CCSS				
Amount	1500	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	6000-6999: Capital Outlay Basketball pole for kinder playground	Budget Reference		Budget Reference	

Action 4

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

☐ New ☐ Modified ☐ Unchanged

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2019-20

☐ New ☐ Modified ☐ Unchanged

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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	25752	Amount		Amount	
Source	Other	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries Ensure sufficient supervision during recesses. Recess/lunch supervision: includes library time for Makerspace and possible garden supervision	Budget Reference		Budget Reference	
Amount	4500	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries Crossing guard	Budget Reference		Budget Reference	
Amount	1200	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries After-school Student Pickup Supervision Program for K-2 Dismissal Period	Budget Reference		Budget Reference	
Amount	300	Amount		Amount	
Source	Other	Source		Source	
Budget Reference	4000-4999: Books And Supplies Health (Fund 018-0314)	Budget Reference		Budget Reference	
Amount	500	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies Emergency supplies	Budget Reference		Budget Reference	
Amount	4000	Amount		Amount	

Source	Supplemental	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries Ensure sufficient supervision during recesses. Recess/lunch supervision: includes library time for Makerspace and possible garden supervision	Budget Reference		Budget Reference	

Action 5

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☐ New ☐ Modified ☐ Unchanged

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2019-20

☐ New ☐ Modified ☐ Unchanged

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system and supports the social and emotional needs of the students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	500	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	4000-4999: Books And Supplies The Farnham ABC Program - a consistent language and behavioral standards will be established.	Budget Reference		Budget Reference	
Amount	600	Amount		Amount	
Source	Supplemental	Source		Source	
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)	Budget Reference		Budget Reference	

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.

☐ New ☐ Modified ☒ Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL

Identified Need

Parent surveys indicate a high level of satisfaction and that parents feel welcome on campus. Parent participation at school events is high as well, as measured by fundraising and event that had parents sign in. An area of need to is to increase the level of volunteerism for school activities such as Garden Adventures. We also struggled to fully staff committees such as ELAC and SSC. In addition, the attendance at our Principal Coffees was low.

Actions for 2017-18:

- Home and School Club: Parent Liaisons
- Ensure full volunteer staffing for Art Vistas, Cornerstone ABC Readers, MakerSpace, Garden Adventures
- Science Fair/Family Science Night/STEAM Career Day
- Increase participation in Parent Coffees, SSC, ELAC
- Math Nights to support new Math curriculum
- Parent Education Classes

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Provide a variety of ways for parents to participate in the school such as <ul style="list-style-type: none"> • community events • fundraisers • classroom volunteer • service on committees 	1. Provide a variety of ways for parents to participate in the school such as <ul style="list-style-type: none"> • community events • fundraisers • classroom volunteer • service on committees 	1. Provide a variety of ways for parents to participate in the school such as <ul style="list-style-type: none"> • community events • fundraisers • classroom volunteer • service on committees 		

<ul style="list-style-type: none"> • service on district committees • Home and School Club 	<ul style="list-style-type: none"> • service on district committees • Home and School Club 	<ul style="list-style-type: none"> • service on district committees • Home and School Club 		
2. Maintain parent volunteer-led programs such as: Art Vista Docents Garden Adventures Docents School Site Council English Learner Advisory Committee (ELAC) Home and School Club Board Positions Home and School Club Coordinator Positions Project Cornerstone ABC Readers	A majority of the programs were fully staffed but some were understaffed with parent volunteers.	Fully staff parent volunteer-led programs.		
3. A 90% attendance at Fall parent/teacher conferences	Data not tracked in 2016-17	A 90% attendance at Fall parent/teacher conferences		
4. Offer parent education and parenting classes	Offer parent education and parenting classes	Offer parent education and parenting classes		
6. Increase parent participation in site parent surveys by 10%	127	140		

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
	Scope of Services <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
	Location(s) <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement Parent Information events and school activities.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 600 Source: Supplemental Budget Reference: 4000-4999: Books And Supplies These events may include but are not limit to: Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, other.	Amount: Source: Budget Reference:	Amount: Source: Budget Reference:

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]	
	Location(s) <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:	

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
	Scope of Services <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
	Location(s) <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Parent Education, Parenting Classes and volunteer opportunities will be established to help parents partner in their child's education. These programs may include: Project Cornerstone ABC; Art Vista; Garden Adventures; other		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: 10000	Amount:	Amount:
Source: Supplemental	Source:	Source:
Budget Reference: 2000-2999: Classified Personnel Salaries Art Vistas Coordinator salary; HSC covers supplies.	Budget Reference:	Budget Reference:

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]		
	Location(s) <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Maintain standing committees in which information is provided and ideas sought concerning the school and increase participation and parent representatives from our diverse community. District Committees: District Advisory Committee, District English Learner Advisory Committee, Home & School Club President meetings with the Superintendent.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplies for parent committees such as SSC and ELAC.

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 LCFF Evaluation Rubrics, 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
- b. Mathematics – Common Core State Standards for Mathematics
- c. English Language Development
- 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “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).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) "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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	271,608.00	208,300.00	244,972.00	0.00	0.00	244,972.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	88,441.00	45,000.00	67,500.00	0.00	0.00	67,500.00
Common Core	0.00	0.00	0.00	0.00	0.00	0.00
One Time Discretionary Fund	0.00	0.00	0.00	0.00	0.00	0.00
Other	27,000.00	27,000.00	30,052.00	0.00	0.00	30,052.00
Supplemental	156,167.00	136,300.00	128,420.00	0.00	0.00	128,420.00
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	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	271,608.00	208,300.00	244,972.00	0.00	0.00	244,972.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	55,350.00	0.00	6,850.00	0.00	0.00	6,850.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	58,017.00	44,300.00	41,000.00	0.00	0.00	41,000.00
2000-2999: Classified Personnel Salaries	102,000.00	90,500.00	99,872.00	0.00	0.00	99,872.00
4000-4999: Books And Supplies	7,400.00	10,200.00	77,400.00	0.00	0.00	77,400.00
5000-5999: Services And Other Operating Expenditures	42,841.00	57,300.00	10,350.00	0.00	0.00	10,350.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00	6,000.00	8,000.00	0.00	0.00	8,000.00
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	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	271,608.00	208,300.00	244,972.00	0.00	0.00	244,972.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	53,600.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	1,750.00	0.00	6,850.00	0.00	0.00	6,850.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	2,500.00	0.00	0.00	2,500.00
1000-1999: Certificated Personnel Salaries	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	One Time Discretionary Fund	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	3,700.00	3,700.00	4,000.00	0.00	0.00	4,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	54,317.00	40,600.00	34,500.00	0.00	0.00	34,500.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	4,500.00	0.00	0.00	4,500.00
2000-2999: Classified Personnel Salaries	Other	23,000.00	23,000.00	25,752.00	0.00	0.00	25,752.00
2000-2999: Classified Personnel Salaries	Supplemental	79,000.00	67,500.00	50,620.00	0.00	0.00	50,620.00
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		0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	59,000.00	0.00	0.00	59,000.00
4000-4999: Books And Supplies	One Time Discretionary Fund	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Other	300.00	300.00	300.00	0.00	0.00	300.00
4000-4999: Books And Supplies	Supplemental	7,100.00	9,900.00	18,100.00	0.00	0.00	18,100.00
5000-5999: Services And Other Operating Expenditures	Base	34,841.00	45,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	8,000.00	12,300.00	10,350.00	0.00	0.00	10,350.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	One Time Discretionary Fund	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	6,000.00	6,000.00	8,000.00	0.00	0.00	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	0.00	0.00	0.00
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	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	93,720.00	0.00	0.00	93,720.00
Goal 2	17,800.00	0.00	0.00	17,800.00
Goal 3	122,352.00	0.00	0.00	122,352.00
Goal 4	11,100.00	0.00	0.00	11,100.00
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.

Cambrian School District

Plan for Expelled Youth
2018-2021

A JOINT PLAN
BETWEEN
THE CAMBRIAN SCHOOL DISTRICT
AND
THE COUNTY OFFICE OF EDUCATION
FOR
THE IMPLEMENTATION OF
EDUCATION CODES 48916.1 AND 48926

Developed by
CAMBRIAN SCHOOL DISTRICT
AND
SANTA CLARA COUNTY OFFICE OF EDUCATION
2018-2021

INTRODUCTION PAGE

CAMBRIAN SCHOOL DISTRICT PLAN FOR ALTERNATIVE EDUCATIONAL SETTING

Educational programs within Santa Clara County provide opportunities for students who are in need of traditional and/or alternative educational programs. Individual school districts offer a broad spectrum of service and the County Office of Education offers additional options. This combination provides a continuum of alternatives to expelled students.

A student whose behavior has resulted in expulsion is given a rehabilitation plan that is designed by the district of residence. This plan may involve one or more of the options outlined. A student who is simply in need of an educational alternative may also access these programs through a District and/or County referral process.

SANTA CLARA COUNTY OFFICE OF EDUCATION OVERVIEW

The Santa Clara County Office of Education will continue to provide an educational option for expelled students. This program is one that fits in the continuum of education care as outlined. The philosophy of each school district affects how the Santa Clara County Office of Education Community School program will meet the needs of that particular school district. The Community School is a permissive educational program that provides the local school districts with another education option for their expelled youth.

CAMBRIAN SCHOOL DISTRICT OVERVIEW

County Existing Educational Alternative Schools for Expelled Youth

The Santa Clara County Office of Education Court and Community School/Day Center program offers the following options for expelled youth:

1. Daily educational programs that range from 240-300 minutes per day in community classrooms.
2. Independent Study Program (IS) that requires students to complete a minimum of 20 hours of educational product.
3. Teen parent program.
4. Specific site names:

Educational alternatives offered by the Santa Clara County Office of Education include the following:

Court Schools*

Osborne Advent

Blue Ridge

Community Schools

Sunol

CAMBRIAN SCHOOL DISTRICT EXISTING EDUCATIONAL ALTERNATIVES
FOR EXPELLED YOUTH

Cambrian School District located within Santa Clara County offers the following options for expelled youth, depending on the specific offense and Educational Code violation:

1. Suspended expulsion with placement on different school campus within the District;
2. Suspended expulsion with placement on a different school campus on a neighboring District (Union School District), with the Superintendent's or his/her designee's approval;
3. Expulsion with referral to the Santa Clara County Office of Education court and community School/Day Center Program;

Recommendations for expelled students and placement take the following information into consideration:

- The student's age
- The student's academic, attendance and discipline history
- Parental involvement in the student's rehabilitation plan

The decision to place students in an alternative placement and actual referral to such a placement is recommended to the Superintendent by the Director of Student Services. All expulsions must be approved by the Cambrian School District Governing Board and must be aligned to State Education Code and Cambrian School District Board policy.

SANTA CLARA COUNTY AND CAMBRIAN SCHOOL DISTRICT
GAPS AND STRATEGIES IN EDUCATION SERVICES

There are major gaps that exist in respect to providing education services to expelled pupils. Following each gap in the Santa Clara COE/Cambrian strategy for addressing these gaps:

1. It is possible under Education Code 48916.1a that a student who has been expelled from the Cambrian District under Education Code 48915 and referred to either a district Community Day School or a County operated Community School program could commit another violation of Education Code 48915 and ultimately be referred back to the Cambrian District.

Santa Clara County/Cambrian strategy for addressing this gap:

Cambrian has the option to refer to other District/County Community Day Schools if the program is appropriate.

2. Students who have failed their placement in County Community Day School may be referred to other county operated programs. If the student fails this program or commits another expulsion type offense there may not be any viable alternatives remaining.

Santa Clara County/Cambrian strategy for addressing this gap:

The Santa Clara County Office of Education will continue to provide educational services to those eligible students placed or referred to the Court and Community School/Day Center program.

Cambrian will continue to explore existing educational strategies and programs to meet the needs of expelled students.

3. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through eight, due to the limited numbers of students who are expelled in these lower grades. The younger students cannot attend the programs designed for middle and high school students. The numbers are growing within the county, but generally are not enough to develop an elementary school program.

Santa Clara County Cambrian strategy for addressing this gap:

- Regional program may be developed to reflect geographical or limited numbers.
- Provide Independent Study Program for grades K-6.

District strategy for addressing this gap:

- Refer to a county level Student Study Team or SARB to analyze student needs and suggest alternatives.

CAMBRIAN DISTRICT/COUNTY PLAN FOR EXPELLED YOUTH

Education code – 68926:

Each county superintendent or schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school district within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing education alternative for expelled pupils, identify gaps in education services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils as determined by the governing board.

Each county superintendent of schools in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing education services to all expelled pupils in the county no later than May 1, 2018, and shall submit a triennial update to the plan to the Superintendent of public Instruction including the outcome data pursuant to Section 48916.1.

Education Code – 48916.1

- a. At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion but only to the extent funds are appropriate for this purpose in the annual Budget Act or other legislation, or both.