

# Farnham Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2025-26 School Contact Information

<b>School Name</b>	Farnham Elementary School
<b>Street</b>	15711 Woodard Rd.
<b>City, State, Zip</b>	San Jose, CA 95124-2668
<b>Phone Number</b>	(408) 377-3321
<b>Principal</b>	Amy O'Hehir
<b>Email Address</b>	ohehira@cambriansd.com
<b>School Website</b>	<a href="https://farnham.cambriansd.org">https://farnham.cambriansd.org</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	43693856046452

## 2025-26 District Contact Information

<b>District Name</b>	Cambrian School District
<b>Phone Number</b>	(408) 377-2103
<b>Superintendent</b>	Kristi Schwiebert
<b>Email Address</b>	schwiebertk@cambriansd.com
<b>District Website</b>	<a href="http://www.cambriansd.org">www.cambriansd.org</a>

## 2025-26 School Description and Mission Statement

### Vision and Mission

At Farnham Elementary, we celebrate diversity and honor each child as a unique individual. Our students strive for academic excellence within a compassionate, collaborative community that values curiosity, creativity, and respect.

The Farnham staff believes that children learn best through engaging, differentiated instruction that meets the needs of the whole child. We are committed to fostering a cooperative educational community in which students, staff, parents, and community members share responsibility for academic and social success. Together, we prepare students to be literate, reflective citizens who uphold high academic and ethical standards.

### About Farnham Elementary School

Farnham Elementary is a proud member of the Cambrian School District and a California Distinguished School. Located in West San Jose, bordering Los Gatos and Campbell, Farnham serves approximately 350 students in grades TK–5.

Our dedicated staff provides powerful learning experiences that nurture academic growth, creativity, and character. We strive to create a caring environment where students feel safe, take academic risks, and develop lifelong learning skills.

Parent and community involvement are integral to our success. Volunteers and family partnerships enrich our programs and enhance the educational experience for all students. Through a wide variety of academic and enrichment opportunities, Farnham provides a well-rounded education that reflects our belief that every child can learn and thrive.

### LifeSkills Program

The LifeSkills program provides a common language and framework for promoting positive behavior and personal growth. Weekly assemblies and student recognition celebrate the demonstration of these essential qualities, which include Integrity, Initiative, Perseverance, Effort, Responsibility, Caring, Courage, and Pride. These values guide students in making positive choices and building strong character.

## 2025-26 School Description and Mission Statement

### Positive Behavioral Interventions and Supports (PBIS)

All Cambrian schools, including Farnham, participate in the Positive Behavioral Interventions and Supports (PBIS) program. Our goal is to maintain a learning environment that is Predictable, Positive, Safe, and Consistent.

Farnham's PBIS framework centers around the Farnham Three Personal Standards:

Solve Problems

Make Good Decisions

Show Respect

These expectations are explicitly taught, modeled, and reinforced throughout the school year to promote a culture of responsibility and respect across all areas of campus.

### Professional Development

Professional learning for staff is focused on district and school priorities, including English Learner instruction, Guided Reading, Common Core State Standards (CCSS) in English Language Arts and Mathematics, and the Next Generation Science Standards (NGSS).

Teachers engage in ongoing professional development through release days, early release sessions, and six annual grade-level collaboration meetings. These sessions are designed to analyze student data, align instruction with standards, and implement effective strategies to support all learners.

Farnham's professional learning culture reflects the Cambrian School District's commitment to continuous improvement, collaboration, and equitable access to high-quality education.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	49
Grade 2	48
Grade 3	52
Grade 4	63
Grade 5	65
<b>Total Enrollment</b>	<b>372</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
Asian	22.8
Black or African American	3.5
Filipino	1.9
Hispanic or Latino	33.1
Two or More Races	14.2
White	24.2
English Learners	21.2
Homeless	0.3
Socioeconomically Disadvantaged	24.2
Students with Disabilities	12.4

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.9	100	129.3	90.13	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	2.6	1.85	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1.1	0.81	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	2.1	1.51	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	8.1	5.69	15831.9	5.67
<b>Total Teaching Positions</b>	17.9	100	143.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.7	100	122.6	91.16	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.9	1.48	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1	0.74	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	2.1	1.61	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	6.7	4.99	14303.8	5.15
<b>Total Teaching Positions</b>	14.7	100	134.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.1	94.15	129.2	90.69	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.5	0.35	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	6	4.21	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	5.85	1.3	0.93	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	5.4	3.81	13705.8	4.91
<b>Total Teaching Positions</b>	17.1	100	142.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	1
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/2019	0
<b>Mathematics</b>	Eureka/2017	0
<b>Science</b>	FOSS Pathways	0
<b>History-Social Science</b>	Houghton Mifflin	0
<b>Health</b>	Health Connected (5th Grade)	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Farnham Elementary School provides a safe, clean, and well-maintained learning environment that supports the academic and social-emotional needs of all students. The school is situated on a site of more than 10 acres, featuring classrooms of at least 960 square feet in size. Each classroom is designed to create a bright and engaging learning space that supports a range of instructional programs.

### Facility Upgrades and Modernization

During the summer of 2025, all Farnham classrooms underwent a comprehensive modernization. Improvements included new windows, blinds, flooring, and teaching walls, along with the installation of Touch Screen Teaching Displays in every classroom to enhance interactive learning and instructional technology access.

In addition, five new classrooms were added during the 2023–2024 school year to accommodate and support flexible instructional spaces. A brand-new playground was installed in Fall 2024, providing students with updated, accessible play structures that meet all current safety and ADA standards.

Farnham's playscapes have been replaced and upgraded to meet code, ensuring both safety and inclusivity for all students.

### Facilities and Maintenance

## School Facility Conditions and Planned Improvements

The campus includes a dedicated staff room equipped with adult restrooms and kitchenette facilities. The school's cleanliness and daily operations are maintained by two full-time custodians, each working eight-hour shifts, who ensure that classrooms, restrooms, and common areas remain safe and sanitary.

Custodial services are supported by the district's maintenance and grounds department, which is responsible for landscaping, building repairs, and mechanical systems. All maintenance and repair needs are addressed promptly through an automated work order system to ensure efficient and timely service.

### Past Improvements

Through Bond Measure projects (2003–2007), all classrooms were renovated, new carpeting was installed, and restroom facilities were upgraded. In 2015, perimeter fencing was installed to enhance campus safety, and solar arrays were added to offset approximately 85% of the school's electrical usage, supporting the district's sustainability goals.

Under Measure R, the district has planned and begun work to:

Replace and upgrade classroom HVAC systems

Replace existing gas lines for safety and efficiency

Replace aging portable classrooms

Invest approximately \$1 million in district-wide technology enhancements

This work commenced in the summer of 2022 and continues as part of the Cambrian School District's ongoing commitment to maintaining high-quality learning environments.

### Year and month of the most recent FIT report

1/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Summer 2022 Measure R modernization projects completed. Replaced gas lines and classroom HVAC systems. Additional HVAC replacements in common areas commencing summer 2023. Centralized control of all site HVAC systems completed summer 2024
<b>Interior:</b> Interior Surfaces	X			As part of the Measure R funded HVAC upgrades, new counter tops, wall cabinets and floor cabinets have been installed throughout the sites. New sinks and faucets will be installed summer of 2024. Classrooms, except portables, received tinted windows/frames and motorized black-out blinds/
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			We have implemented new cleaning schedules, methods and documentation. All custodial staff participate in ENVIROX computer and live training courses. Department holds monthly safety training & regular email communication is used to keep staff up to date on any issues. We have implemented our centralized supply ordering system. Any pest/vermin sightings are immediately reported to District Office, addressed by Clark Pest Control, and documented. Grounds staff maintain trees 5' away from building roofs/walls & shrub branches 2' off of soil & 2' away from building walls.
<b>Electrical</b>	X			Most subpanels and classroom wiring scheduled for evaluation leading to replacement/upgrading as

## School Facility Conditions and Planned Improvements

			<p>necessary, Solar panel was found to be sufficient and does not require further additional installations to offset increasing energy costs; many due to new regulations and regional climate challenges. Measure R funding was used to increase energy efficiency at each site. Elimination of fluorescent lighting in all interior and exterior areas, dimming switches, motion sensor lighting, and centralized lighting controls for each site completed June, 2024, as part of Measure R.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>All toilets/sinks have been placed on a preventative maintenance schedule, whereby seals are regularly replaced to avoid leaking toilets/faucets. Further ADA upgrades completed through Measure R. Increased the number of touchless toilets/faucets are scheduled to begin summer of 2024. Ongoing replacement of older backflow preventers and standardizing all fixtures.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>Fire safety has been vastly improved as part of the Measure R. funded upgrades. Voice command upgrades have been installed in all five sites lacking voice command features. All District properties recently passed annual Fire Marshall inspections. All combustible fuel is stored in fireproof cabinets. The District properly disposing of old paint by turning it in to a certified paint collection centers.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>There exist no known structural damages. Roofs are in overall good shape with a few minor leaks. Substantial roofing replacement will possibly need to occur over the next five years.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Beginning summer of 2024, Measure R funding provided upgraded field irrigation monitoring systems for early leak detection, moisture sensors for automatic pre and post rain shutoff of sprinklers, and the placement of the most water efficient sprinkler heads. Eliminated 1,500 sq. ft. of unused lawn space at front of site. In April 2023, the District replaced all gas powered grounds and custodial equipment with battery operated equipment. In this effort, the District contracted with American Green Zone Alliance (AGZA) for an independent assessment of the District's environmental impact with regards to gas powered grounds and custodial equipment, prior to switching over to battery powered grounds and custodial hand tools.</p> <p>Many playground repairs have been completed to ensure the safety of all site playgrounds, and playground inspections are ongoing. Playground upgrade designs have been completed by Northern California Play Works and District staff. All designs include ADA playground upgrades; pour-in-place (PIP) surfaces and ADA play features. District staff oversaw the installation of at least one new playground per sites. All feasible elements recommended by site staff and community stakeholders has been incorporated into the design, and the District, the site staff and the community stakeholders have agreed, as much as possible.</p>

## School Facility Conditions and Planned Improvements

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### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	60	56	65	68	47	48
<b>Mathematics</b> (grades 3-8 and 11)	52	57	61	63	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	178	175	98.31	1.69	56.00
<b>Female</b>	80	79	98.75	1.25	50.63
<b>Male</b>	98	96	97.96	2.04	60.42
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	41	40	97.56	2.44	72.50
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	62	60	96.77	3.23	35.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	20	20	100.00	0.00	65.00

<b>White</b>	45	45	100.00	0.00	64.44
<b>English Learners</b>	35	33	94.29	5.71	21.21
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	48	46	95.83	4.17	45.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	23	100.00	0.00	21.74

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	178	177	99.44	0.56	57.06
<b>Female</b>	80	80	100.00	0.00	48.75
<b>Male</b>	98	97	98.98	1.02	63.92
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	41	41	100.00	0.00	80.49
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	62	61	98.39	1.61	27.87
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	20	20	100.00	0.00	70.00
<b>White</b>	45	45	100.00	0.00	68.89
<b>English Learners</b>	35	35	100.00	0.00	34.29
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	48	47	97.92	2.08	42.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	23	100.00	0.00	21.74

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	58.73	52.31	67.19	75.52	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00	0.00	52.31
Female	29	29	100.00	0.00	37.93
Male	36	36	100.00	0.00	63.89
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	61.54
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	63.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	99	97	95	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

##### Opportunities for Parent Involvement

Farnham parents and guardians are valued partners in the education of their children. We believe that family and community engagement is essential to student success, and we are proud of the strong partnership between our school, families, and the broader Cambrian community.

Parents have many opportunities to participate in meaningful ways throughout the school year:

**School Site Council (SSC):** The SSC provides input and oversight on school programs and expenditures aligned with the Local Control and Accountability Plan (LCAP). This group of parents, staff, and administrators works collaboratively to support student achievement and equitable access to resources.

**English Learner Advisory Committee (ELAC):** The ELAC advises site leadership on programs and services designed to meet the needs of our English Learners and their families, ensuring that every student is supported in reaching English proficiency and academic success.

**Home and School Club (H&SC):** Our H&SC is a dynamic parent-led organization that fosters a strong sense of community through family events, volunteer opportunities, and school-wide support. The H&SC raises essential funds for enrichment programs such as field trips, assemblies, classroom technology, and art and science activities. Popular community events include the Pumpkin Walk, Walkathon, Ice Cream Social, Art Show, Olympic Day, Family Science Night, and Movie Night.

**Classroom and Campus Volunteers:** Parents contribute directly to student learning by volunteering in classrooms as reading and math helpers, art and Maker Lab assistants, and Project Cornerstone Asset Building Champions. Families also volunteer in our school garden and at school-wide events, helping foster a warm and inclusive environment for all students.

**Community Programs and Enrichment:** Farnham families participate in community programs such as Girl Scouts, Boy Scouts, and the school music program, which provide additional opportunities for engagement and connection.

Through these many avenues of involvement, Farnham families help create a vibrant, supportive learning environment where students thrive academically, socially, and emotionally.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	396	390	28	7.2
Female	183	182	14	7.7
Male	213	208	14	6.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	91	90	8	8.9
Black or African American	14	14	2	14.3
Filipino	--	--	--	--
Hispanic or Latino	134	132	17	12.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	55	53	1	1.9
White	93	93	0	0.0
English Learners	88	87	13	14.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	112	110	14	12.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	65	63	8	12.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.27	1.06	2.53	2.56	2.06	1.93	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.53	0.00
Female	0.55	0.00
Male	4.23	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.38	0.00
English Learners	2.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.62	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Farnham Elementary and the Cambrian School District are deeply committed to maintaining a safe, supportive, and inclusive learning environment for all students and staff. Cambrian is a small, community-oriented district with a long-standing record of safety and collaboration.

For the 2024–2025 school year, Farnham maintained a 4% absentee rate, and fewer than 1% of students were suspended, reflecting our commitment to positive school culture, proactive interventions, and student well-being.

The Comprehensive School Safety Plan (CSSP) is reviewed, updated, and approved annually in accordance with state law. The Cambrian School District Board adopted the most recent plan in December 2024. The plan is developed collaboratively by school staff, district administrators, law enforcement representatives, and community members, and it is available for review on the Cambrian School District website.

Farnham follows the Incident Command System (ICS) to ensure a coordinated and effective response to emergencies. The ICS framework provides clear communication and defined roles for all staff during drills and actual events. Throughout the year, the school conducts multiple emergency preparedness drills, including Run, Hide, Defend, Shelter-in-Place, Earthquake, and Fire drills.

In addition, the San José Fire Department and San José Police Department regularly visit Farnham’s campus to support fire safety, traffic management, and emergency preparedness efforts.

At Farnham, safety is our top priority. Through ongoing training, collaboration, and communication, we ensure that every member of our school community is prepared to maintain a secure and nurturing environment where students can learn and thrive.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	0
1	23	0	2	0
2	19	1	2	0
3	17	2	2	0
4	21	1	2	0
5	28	0	2	0
6	0	0	0	0
Other	0	0	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	2	0
1	24	0	2	0
2	17	1	2	0
3	21	1	2	0
4	21	1	2	0
5	21	1	2	0
6	0	0	0	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	1	
1	16	3		
2	24		2	
3	17	1	2	
4	21	1	2	
5	33		1	

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.2
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$11,897	\$1,460	\$10,437	\$106,354
<b>District</b>	N/A	N/A	\$9,236	\$106,794
<b>Percent Difference - School Site and District</b>	N/A	N/A	12.2	5.1
<b>State</b>	N/A	N/A	\$11,146	\$85,291
<b>Percent Difference - School Site and State</b>	N/A	N/A	-3.1	29.0

## Fiscal Year 2024-25 Types of Services Funded

Farnham Elementary School receives both state and federal funds to support a range of programs and services designed to enhance academic achievement, provide targeted intervention, and promote a safe and inclusive learning environment for all students.

### School-Site Services

At the site level, funds are allocated to support the following programs and services:

Extended Day English Language Development (ELD) Academy – Provide additional instructional support for English Learners to build English proficiency and academic vocabulary.

Reading Intervention – Offers targeted, small-group instruction to support students who need additional help developing foundational literacy skills.

## Fiscal Year 2024-25 Types of Services Funded

Positive Behavior Interventions and Supports (PBIS): Farnham’s Three Personal Standards – Promotes a positive school climate emphasizing Solve Problems, Make Good Decisions, and Show Respect.

Kindergarten, First Grade, and Second Grade Instructional Aides – Provide in-class support to enhance small-group instruction and individualized learning.

Additional Crossing Guard – Ensures student safety during arrival and dismissal times.

Secondary Curriculum Support – Supports districtwide instructional alignment and professional learning in secondary-level content areas.

### Districtwide Programs Supported by State and Federal Funds

In addition to site-based services, Farnham benefits from districtwide programs funded through state and federal sources, including:

Title I, Part A – Basic Grant for High-Needs Students: Provides supplemental resources to improve academic outcomes for students at risk of not meeting state standards.

Title II, Part A – Improving Teacher Quality: Supports professional development to strengthen teacher effectiveness and instructional quality.

Title III, Part A – English Learner and Immigrant Programs: Funds supplemental language instruction and family engagement opportunities for English Learners.

Title IV, Part A – Student Support and Academic Enrichment: Enhances student access to a well-rounded education, improves school conditions for learning, and increases effective use of technology.

Together, these resources ensure that Farnham continues to provide equitable learning opportunities, promote academic growth, and support the success of all students.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$74,690	\$55,248
<b>Mid-Range Teacher Salary</b>	\$104,682	\$80,746
<b>Highest Teacher Salary</b>	\$132,498	\$109,655
<b>Average Principal Salary (Elementary)</b>	\$167,797	\$133,828
<b>Average Principal Salary (Middle)</b>	\$183,035	\$142,253
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$277,711	\$155,954
<b>Percent of Budget for Teacher Salaries</b>	34.6%	25.26%
<b>Percent of Budget for Administrative Salaries</b>	7.26%	6.12%

## Professional Development

Professional development across the Cambrian School District is designed to meet the evolving needs of students, staff, schools, and the broader educational community. Learning opportunities are intentionally planned to engage educators in evidence-based practices that promote student achievement and align with district and site goals.

### Professional Learning Opportunities

Teachers and staff participate in ongoing professional learning through multiple formats, including:

**Grade-Level Collaboration (Early Release Days):** Structured time for teams to analyze student data, refine instructional strategies, and plan targeted interventions.

**TK–8 Articulation Days (Teacher Inservice Days):** Opportunities for cross-grade collaboration to ensure instructional continuity and vertical alignment across the district.

**Weekly Site and District Collaboration:** Time dedicated to implementing district priorities and sharing best practices.

**Professional Development Release Days:** Focused sessions for staff to review student performance data, adjust instruction, and collaborate on standards-based curriculum planning.

### Focus Areas

Professional learning is aligned with district and school priorities as well as individual teacher needs, ensuring educators have the skills, knowledge, and resources to effectively support all learners. When new programs or curriculum adoptions occur, dedicated release time and early-release sessions are used to ensure consistent, high-quality implementation.

Current and recent professional learning focus areas include:

English Learner Instruction using the Benchmark Advance curriculum

Reading, Writing, Speaking, and Listening instruction aligned with the Common Core State Standards (CCSS)

Guided Reading and Differentiated Instruction to meet diverse student needs

Social-Emotional Learning (SEL) through the Second Step program

Restorative Justice Practices to build community and resolve conflict constructively

Behavioral Support and Self-Regulation using the Zones of Regulation framework

Data Analysis and Continuous Improvement through Professional Learning Communities (PLCs), held five times annually

Integration of the Next Generation Science Standards (NGSS)

These focus areas were determined through analysis of student data, teacher feedback, and district initiatives that prioritize academic growth, emotional well-being, and equity.

### Ongoing and Mandated Training

Annually, all staff participate in required and refresher training in the following areas:

Positive Behavioral Interventions and Supports (PBIS)

Emergency Response Protocols and School Safety Procedures

State-Mandated Training on topics such as Sexual Harassment Prevention, Mandated Reporting, and Student Safety

Through these professional learning experiences, Farnham educators continue to strengthen instructional practices, collaborate effectively, and ensure that every student has access to a high-quality education in a safe and supportive

## Professional Development

environment.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5