



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Introduction - School Site LCAPs and District Oversight

Each of the six schools in our district, including the four charter schools, is required to develop a Local Control and Accountability Plan (LCAP) to ensure alignment with California's Local Control Funding Formula (LCFF). The LCAP is a critical planning tool that outlines how each school intends to meet annual goals for all students, with specific attention to underserved student groups. Although charter schools have certain autonomy, they are still legally required to develop and adopt an LCAP that meets state expectations. Similarly, non-charter (district-operated) schools also prepare an LCAP reflecting local priorities, goals, and services. The school site LCAPs are tailored as modified school plans to reflect each school's unique context and specific community needs. These modified LCAPs serve as a compliance document and a meaningful guide for site-level planning and improvement.

All school site LCAPs, whether from charter or non-charter schools, are submitted to and approved by the District Board of Education. In contrast, the District LCAP, which encompasses goals and services for the entire district, undergoes review and approval by the County Office of Education. This distinction ensures that site-level planning remains grounded in the local school community while contributing to broader district-wide priorities and accountability.

About the Cambrian School District and Farnham Elementary School

Cambrian School District (CSD) is a public school district located in the heart of Silicon Valley. It serves transitional kindergarten through 8th grade across a collection of high-performing neighborhood schools. With a commitment to excellence and equity, the district provides a well-rounded education that prepares students to thrive academically, socially, and emotionally. CSD serves a diverse community of students and families and places a strong emphasis on inclusion, innovation, and continuous improvement.

Farnham Elementary School is one of the district's California Distinguished Schools, serving approximately 380 students in grades TK–5. Located in West San Jose near the Los Gatos and Campbell borders, Farnham is known for its strong academic focus, compassionate community, and inclusive learning environment.

Vision and Mission

At Farnham, our mission is to cultivate lifelong learners who strive for academic excellence and personal growth within a compassionate and collaborative community. We believe students learn best in a variety of ways and thrive in a supportive, respectful, and reflective environment. In partnership with parents and community leaders, we take shared responsibility in educating children to become literate, thoughtful, and socially responsible citizens.

Our Students

Farnham proudly serves a diverse population. Approximately 20% of our students are English Learners, with over 50 languages spoken throughout the district. About 55% of students qualify for free or reduced-price meals, and 10% receive special education services. We celebrate the individuality of each learner and strive to meet every student's academic and social-emotional needs through differentiated instruction and targeted support.

Whole Child Development and School Culture

Farnham emphasizes the development of the whole child. Our LifeSkills program and PBIS (Positive Behavioral Interventions and Supports) framework guide students in building strong character, making good decisions, solving problems, and showing respect. These expectations are consistently taught, modeled, and reinforced school-wide, ensuring a safe, inclusive, and positive school climate.

Parent and Community Engagement

We value our strong partnerships with families. Farnham's parents are deeply involved through the Home and School Club, School Site Council, and English Language Advisory Committee. They contribute time and resources to enhance student experiences, from classroom volunteering and garden docents to organizing events like the Pumpkin Walk, Walkathon, Olympic Day, and STEAM Night. Our Home and School Club also raises substantial funds for field trips, technology, and enrichment programs.

Professional Learning and Growth

Staff development is strategically aligned with school and district goals. Focus areas include English Learner strategies (GLAD), Zones of Regulation, Benchmark Advanced, guided reading, and standards-based instruction in ELA, math, and science. Teachers receive ongoing professional learning opportunities through release days and early release sessions, ensuring effective program implementation and instructional equity across classrooms.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflections: Annual Performance

- Farnham Elementary School 2025–26 LCAP

This reflection on annual performance draws on multiple data sources from the 2025–26 school year: the 2025 California School Dashboard, Spring 2026 FastBridge aReading, earlyReading, aMath, and earlyMath universal screening data, the Spring 2026 Student School Climate Survey (grades 2–5, approximately 200 respondents), the 2026 LCAP Family Survey (79 unique family voices), and the Spring 2026 Farnham Staff Survey. Together, these sources provide a comprehensive picture of progress toward Farnham’s four LCAP goals and identify priority areas for continued growth in 2026–27.

Goal 1: High Academic Achievement

California School Dashboard — CAASPP 2025

The 2025 California School Dashboard reflects a nuanced academic picture for Farnham. In both English Language Arts and Mathematics, Farnham earned a Green status, scoring 12 points above standard in ELA and 3.6 points above standard in Math. These results confirm that Farnham continues to perform above state averages overall. However, both indicators showed decline — ELA dropped 8.2 points and Math dropped 8.1 points from the prior year — signaling that while our students remain above the standard, the trajectory requires attention.

The equity report adds important context. In ELA, three student subgroups are rated Orange and two are rated Green, indicating that achievement gaps persist for specific populations. In Math, two subgroups are Orange, one Yellow, one Green, and one Blue, showing more variation. Science earned a Green rating at 64.4 science points, essentially maintained from the prior year, with all subgroups performing at the Green level — a genuine strength.

Critically, English Learner Progress received a Red rating, with only 42.6% of EL students making progress toward English proficiency — a decline of 14.2%. This is the most urgent finding from the Dashboard and demands a focused response in 2026–27.

Growth data tells a more encouraging story. Despite status declines, 78.4% of students improved their ELA score from the prior year (Average growth rating), and 77.6% improved their Math score (Accelerated growth rating). In Math, student growth across subgroups ranged from Moderate to Exceptional. This distinction matters: students are growing, but the pace needs to accelerate — particularly for our highest-need students — to reverse the status decline and close equity gaps.

FastBridge Universal Screening — Spring 2026

aReading (Grades 2–5): In Spring 2026, 34.91% of students are On or Above grade level and an additional portion are Low Risk, reflecting a relatively stable picture compared to Fall. High Risk held at 18.4% (39 students) across Fall and Spring, indicating limited movement out of the highest-need tier over the course of the year. This stability in the High Risk band — without meaningful reduction — signals a need for stronger Tier 2 and Tier 3 reading intervention structures.

earlyReading (Grades K–1): This is the most urgent finding in the Spring 2026 FastBridge data. High Risk spiked to 37.5% (45 students) in Spring, up significantly from 23.73% (28 students) in Fall. This is the highest K–1 High Risk reading rate in recent years and represents a critical early literacy concern. The Spring figure means more than one in three Kindergarten and 1st grade students are at high risk for reading difficulties. Immediate action in early literacy identification, intervention, and instructional support is warranted heading into 2026–27.

aMath (Grades 2–5): Spring 2026 shows 35.85% of students On or Above grade level with an additional 14.62% in the Some Risk band. High Risk held nearly flat at 16.51% (35 students) from Fall’s 16.59% (35 students) — almost no change across the year. While math risk counts are stable, the lack of upward movement and the absence of a dedicated Tier 2 math intervention program are concerns raised consistently by staff and reflected in the data.

earlyMath (Grades K–1): Early math is a relative bright spot. In Spring 2026, 62.71% of K–1 students are Low Risk — a strong baseline — with High Risk at 18.64% (22 students), slightly improved from Fall. This contrasts meaningfully with earlyReading and suggests that early math foundations are being built more consistently than early literacy at this time.

What Staff Tell Us

Staff survey responses reinforce the data. Teachers recognize ISS reading intervention, small-group instruction, Benchmark ELD, GLAD strategies, FOSS science, and progress monitoring with Instructional Specialist support as effective practices. At the same time, staff consistently identify the following as areas needing strengthening:

Math intervention: No dedicated Tier 2 math intervention program is currently in place; multiple staff explicitly named this as the most critical gap

ELD support: Teachers report difficulty simultaneously supporting foundational readers and EL students, and call for expanded GLAD training, deeper Benchmark ELD coaching, and newcomer support structures

IEP/504/SST timelines: Staff report that the process for accessing support is too slow, creating unacceptable delays for students who need help now

Intervention staffing: The reduction in Instructional Specialist site presence has significantly reduced the data coaching and real-time support available to teachers

Training consistency: Staff want more meaningful, hands-on professional development connected to programs they are expected to implement, with follow-up coaching

Goal 2: Effective Leadership, Teaching & Learning

Local Data

95% of Farnham teachers are consistently implementing Tier 1 high-quality instructional practices, as confirmed through informal walkthroughs conducted throughout the year — meeting the goal target. Professional development remained aligned with school and district priorities, and 95% of staff rated professional learning opportunities as effective (4 or 5 out of 5 on district PD surveys), exceeding the 90% target. The school continued to cultivate a culture of shared learning and professional inquiry.

One area of concern: one teacher misassignment was reported this year, placing the credentialed assignment rate at 94% — below the 100% target. Strengthening recruitment and proactive credential auditing will be a continued priority.

What Staff Tell Us

Staff survey responses reflect broad appreciation for collaborative planning time, access to specialists, and the instructional coaching available through Instructional Specialists. Practices identified as most effective include grade-level data-driven planning, GLAD strategies and Benchmark ELD implementation, restorative practices training, and district-wide PD days with choice-based workshop options.

At the same time, staff raise important professional learning gaps. Key themes include:

The need for training and coaching on supporting neurodivergent students in general education settings

Clearer guidance on IEP implementation within inclusive classrooms, including actionable classroom strategies when students receive OT or other specialist services

More Benchmark ELD coaching, including support interpreting ELD assessments and meeting the needs of newcomer EL students

A call to make GLAD certification a districtwide priority — fewer than half of current staff are GLAD-certified, creating inconsistency in strategy implementation across classrooms

Loss of IS support at every site has been felt acutely; restoring proactive coaching structures is a high-priority staff request

Goal 3: Positive School Environment, Climate & Culture

Spring 2026 Student School Climate Survey

The Spring 2026 Student School Climate Survey, completed by approximately 200 students in grades 2–5, reflects a largely strong school

climate with meaningful growth areas. Overall favorable score: 88% — indicating that the vast majority of Farnham students experience their school as a positive, safe, and supportive environment.

Highest-scoring items reflect the strength of adult relationships and school culture:

95% — My school wants me to do well

94% — My school has clear rules for behavior

94% — My teachers treat me with respect

93% — There is an adult at my school who will help me if I need it

90% — I feel safe at my school (meeting our 90% target)

Growth areas are concentrated in peer relationships and classroom behavior:

79% — Students treat each other well (lowest-scoring relational item)

72% — Students in my class behave so that teachers can teach (lowest overall item)

Subgroup analysis reveals an important equity gap: students with disabilities scored 77% overall — 11 points below the all-student average of 88%. Notable gaps for this group appear across multiple items, including “I like my school” (67%), “I feel like I do well in school” (63%), “Students treat each other well” (63%), and “Students in my class behave so that teachers can teach” (63%). These results signal that students with disabilities are experiencing Farnham’s climate differently than their peers and that targeted inclusion and belonging supports are needed.

By contrast, English Learner students scored 89% overall — above the school average — reflecting the positive impact of bilingual communication, culturally responsive practices, and welcoming school culture for this group.

2026 LCAP Family Survey

The 2026 Family Survey captured 79 unique family voices across all grade levels and equity groups, including 14 EL families (18%), 17 Hispanic/Latino families (22%), 13 socioeconomically disadvantaged families (16%), and 12 families of students with special education services (15%).

Families consistently identified campus safety as Farnham’s top-rated strength, with the locked gate policy cited by nearly every respondent. Teacher quality, weekly communication, intervention services, and community events were also named as major strengths.

Bullying prevention emerged as the single most frequently cited concern in the entire survey. Families across demographics described a desire for proactive prevention programs, transparent consequences, and responsive action — not only reactive responses. Racial slurs and language-based bullying were specifically reported by multiple families. This finding directly aligns with the lower peer relationship scores in the student climate survey and requires a coordinated, schoolwide response.

Additional family-identified concerns for school climate include:

Classroom behavioral support, including clearer admin escalation protocols and expanded aide hours

Inclusion and belonging for students with special education services

Online and cyber safety education, flagged especially by EL families

What Staff Tell Us

Staff survey responses affirm that Farnham’s school climate has strengthened and that students and families feel welcome. PBIS, Kindness Week, Second Step SEL, community circles, school spirit days, and the work of the inclusion committee are all cited as contributors to a positive environment. Counselors and support aides are described as essential to classroom stability and student well-being.

Staff also express clear concern about the adequacy of current behavior and SEL supports, including:

A need for more behavior and SEL staffing and structured Tier 2 behavioral interventions

A desire for a consistent, structured re-entry protocol for students returning from suspension
Recognition that student emotional needs have increased, and that funding shifts may threaten counseling capacity
Emphasis that staff well-being is foundational — a supported staff culture enables a positive student culture

Goal 4: Strong Family & Community Engagement

2026 LCAP Family Survey

The 2026 Family Survey reflects strong family-school partnership at Farnham. Families praised teacher quality as the number one strength, specifically describing teachers as caring, dedicated, and responsive across all demographic groups. Weekly newsletters and teacher emails were among the most valued communication practices. Intervention services — including IEP, 504, RSP, speech therapy, OT, and reading intervention — received specific, named praise. Step Up Tutoring was highlighted as especially valuable by 2nd–5th grade families.

Family engagement strengths identified in the survey include:

Multi-channel communication: email, the Farnham Flash, Thursday folders, phone, and social media

Bilingual newsletters in English and Spanish — the most valued inclusion practice for EL families

Community events including the Pumpkin Walk, Walkathon, and multicultural celebrations that build lasting school identity

Volunteer options at varied times, allowing working parents to contribute in meaningful ways

Principal visibility at morning drop-off, greeting students by name, widely noted by families

Priority improvement areas identified by families include:

More flexible event timing, including weekend options and recorded parent education sessions for families who cannot attend evenings

Childcare at meetings — named as a specific barrier for EL families and single parents

Access to human interpreters at conferences, not only translated documents

More structured parent-to-parent networking opportunities

Earlier academic alerts from teachers — families want proactive outreach before issues surface at conferences

Math tutoring for K–2 students — Step Up Tutoring does not currently reach early grades

English Learner Family Voice

Fourteen unique EL families participated in the 2026 survey. EL families specifically praised after-school ESL programming, email communication (preferred because it allows for translation and thoughtful response), bilingual newsletters, and the welcoming warmth of the front office. EL families identified priorities including expanded math support and bilingual academic resources, access to human interpreters, anti-bullying responses that are culturally responsive to language-based incidents, and expanded after-school programs in STEM and coding.

What Staff Tell Us

Staff survey responses highlight the parent liaison supporting Spanish-speaking families, Language Line, and family engagement events as effective practices. The Home and School Club is recognized for its strong role in outreach and community building. Staff also identify clear opportunities for growth, including:

Expanding translation and interpretation services beyond Spanish to reach all multilingual families

Establishing a Parent Buddy system for English Learner families, connecting new families upon enrollment

Making the parent liaison a permanent position supported across all sites

Offering parenting workshops both in-person and virtually, on topics such as positive discipline, read-aloud strategies, and setting boundaries

Providing families with concrete, structured strategies for supporting their child's learning at home, especially when barriers to in-person

participation exist

Summary: Cross-Cutting Priorities Emerging from This Reflection

Across all four goal areas, data and community voice converge on the following priorities for 2026–27:

Address the K–1 early literacy crisis. The spike in earlyReading High Risk to 37.5% is the most urgent local data finding and demands immediate intervention, staffing, and instructional response.

Reverse the EL Progress decline. The Red Dashboard rating and 14.2% decline in EL progress require focused action: stronger designated ELD, GLAD certification expansion, newcomer support structures, and family partnership with EL families.

Add dedicated math intervention. Flat math risk counts across the year, and staff voice confirms that a structured, evidence-based Tier 2 math intervention program is needed.

Strengthen behavior and SEL supports. Both student climate data (72% peer behavior item) and family bullying concerns signal a need for proactive, schoolwide behavioral prevention and stronger Tier 2 SEL structures.

Close the belonging gap for students with disabilities. An 11-point overall climate gap between SWD and all-student scores requires intentional inclusion practices, gen ed teacher training, and targeted belonging supports.

Restore and expand instructional coaching. Staff consistently identify the loss of IS site presence as a significant gap; restoring proactive coaching is essential to instructional consistency and teacher support.

Sustain and deepen family engagement. Build on Farnham’s strong foundation by addressing bullying prevention, expanding multilingual access, providing childcare at meetings, and supporting earlier family communication about student progress.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council & English Language Advisory Council (voted to combine meetings)	The Farnham School Site Council and English Language Advisory Council comprises the site administrator, teachers, classified staff, special ed teachers, and parent leader representatives. This committee reviews, provides input, and advises our school on the LCAP annual updates and the development of the new Farnham LCAP each year. The meeting agendas and minutes can be accessed at the Farnham website: https://farnham.cambriansd.org/families/school-site-council-english-learner-advisory-committee. Farnham used various methods of engagement and communication to engage with our educational partners throughout the 2025-26 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee and the District ELAC, to inform the development of the Local Control Accountability Plan for 2024-27. Members of each committee were provided numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year. Below are the dates the Farnham School Site Council & English Language Advisory Council convened in 2025-26. All meetings were conducted in person. - September 29, 2025, November 10, 2025, March 30, 2026, and May 4, 2026.

Educational Partner(s)	Process for Engagement
Farnham MTSS Committee	The Farnham MTSS Committee supports our school by providing valuable input on the multi-tiered system for support, curriculum, instruction, and assessment. Their responsibilities include advising on developing and implementing instructional strategies and curricular materials that align with the MTSS framework and ensuring high-quality, evidence-based instruction for all students. They establish assessment protocols and analyze data to identify student needs, monitor progress, and inform instruction and intervention practices. By designing and implementing tiered intervention strategies, the committee ensures targeted support for students who need additional assistance. Additionally, they plan and coordinate professional development opportunities to enhance educators' understanding and implementation of the MTSS framework. The committee facilitates collaboration among educators, administrators, specialists, and other educational partners, ensuring a cohesive and integrated support system with clear communication and shared goals. Their continuous evaluation of the MTSS framework's effectiveness and responsiveness to student needs promotes a culture of improvement, directly informing and shaping the LCAP to support student success comprehensively. This committee meets monthly throughout the school year.
Instructional Leadership Council (ILC)	The Cambrian School District's Instructional Leadership Council (ILC) is a collaborative body of site administrators, site instructional leaders, district department heads, and cabinet members. Its primary purpose is to provide strategic guidance and oversight for the district's instructional programs and initiatives. The ILC ensures alignment of instructional practices with district goals, state standards, and student needs. It oversees curriculum development and implementation, coordinates professional development, and uses data-driven decision making to inform instructional strategies and interventions. Additionally, the ILC promotes instructional innovation, advises on resource allocation, and assists in developing policies and procedures related to instruction. The committee also engages with educational partners, including parents, teachers, and community members, to gather input and feedback. By integrating diverse perspectives and expertise, the ILC drives continuous improvement and excellence in

Educational Partner(s)	Process for Engagement
	education within the district. The ILC met two times per month throughout the school year.
CSD Governing School Board and LCAP Public Review	The CSD Governing School Board holds public meetings twice monthly throughout the year. The Governing Board of Trustees comprises five elected members and serves a four-year term. Elections are held in even-numbered years, and terms are staggered to ensure that only 2 or 3 seats are open each election. The Cambrian Board of Trustees works with the Superintendent to: - Provide direction for the district - Establish District policies and procedures - Ensure accountability - Provide community leadership on behalf of the district and public education The Governing Board meetings' agendas and minutes can be found at the following website: https://www.cambriansd.org/board-of trustees
CSD LCAP Advisory Committee	The District LCAP Advisory Committee comprises district and site administrators, teachers, classified staff, special ed teachers, the CDTA president, the CSEA president, and parent leader representatives, including each school site's parent representatives from SSC and ELAC. This committee reviews, provides input, and advises the district on the LCAP annual updates and the development of the new district LCAP each year. The meeting agendas and minutes can be accessed at the district website: https://www.cambriansd.org/Page/1753. CSD used various methods of engagement and communication to engage with our educational partners throughout the 2023-24 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee and the District ELAC, to inform the development of the Local Control Accountability Plan for 2024-27. During our meetings throughout the year, members of each committee had numerous opportunities to learn, clarify, and provide

Educational Partner(s)	Process for Engagement
	input. Below is the list of dates the District LCAP Advisory Committee convened in 2024-25. All meetings were conducted in person. • January 13, 2026 • February 10, 2026 • March 24, 2026 • April 28, 2026
Home and School Club	The Farnham Home and School Club (HSC) is a collaborative group made up of parents, teachers, the school administrator, and community members. The HSC meets monthly to discuss school initiatives, plan community-building events, and explore ways to support student learning and engagement. All Farnham parents and staff are automatically considered members of the HSC and are encouraged to attend meetings and participate in its activities. The HSC regularly shares information about volunteer opportunities and upcoming events to foster strong school–family connections. The Home and School Club plays a vital role in enhancing the educational experience of our students by providing supplemental funding for field trips, assemblies, and additional instructional materials and supplies.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

- The School Site Council (SSC) and English Learner Advisory Committee (ELAC) were involved in developing the Local Control Accountability Plan, including feedback and suggestions. Reviewed LCAP goals and progress with our School Site Council and ELAC over annual meetings, reviewing assessment data, survey results, etc. Early in the year, our ELAC and SSC committees merged and met to enrich discussions. Reviewed community survey results with both teams and discussed their feedback. Full agendas and minutes for both teams are available at <https://farnham.cambriansd.org/for-families/school-site-council-english-learner-advisory-committee>.
- Staff reviewed LCAP goals and provided feedback via an online survey for each goal at the staff meeting on April 19, 2023. Staff also participated in a district-wide professional learning survey.
- Positive Behavior Intervention Support (PBIS) SWIS data was reviewed with staff in December and March 2025 at our year-end Leadership/MTSS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus for next year.

- A community survey was developed and issued to parents in February and March 2025. Multiple emails and written reminders were sent out. A total of 55 families responded. The results were disseminated to HSC, SSC, and ELAC at our staff meetings from February through April.
- Students in grades 2-5 were given a school climate survey in March. The results have been used to help identify school climate priorities for the 2024-2025 school year. Farnham improved in all areas. Results were shared with staff and with students in grades 2-5.
- Home and School Club meetings were held on the first Tuesday of each month, adjusting to accommodate events and holidays. Reviewed LCAP goals and progress over a series of meetings during the year, reviewing assessment data, survey results, etc.
- School Tours were held 5 times: 01/09/2025, 01/21/2025, and 01/29/2025, 02/12/2025, and 05/21/2025.

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

1. Informing and educating all educational partner groups about the SPSA/LCAP process. During this step in the process, informational sessions on LCFF/LCAP were held in various venues across the school community. These sessions aimed 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 educational partners, including parents, students, school faculty and staff, and teacher representatives, were invited to attend these meetings. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, and Home & School Club Meetings. The Principal and staff leadership facilitated and presented all meetings when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district and site websites. Having an informed community is essential to ensuring that it can provide relevant feedback on how the district should develop its LCAP.
2. Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team of teachers, staff, parents, principals, and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions, and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, the Home and School Club, the School Site Council, and the English Learner Advisory Committee (ELAC). During the meetings, participants were asked to provide feedback regarding our current LCAP goals and the plans for how to address them. Participants were asked to give feedback on the ideas and suggest new ideas to consider. In addition, surveys covering the areas connected to the eight state priority areas were sent to the Farnham community, Farnham staff, and Farnham student body. The results of this survey were summarized and shared with our community and educational partners in forums such as Home and School Club, SSC, ELAC, and Principal's Coffees/Chats. These sessions provided the site with clear areas of identified needs and suggested strategies to address those needs. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.
3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals, actions, and services. Goals were developed to correspond with the district's strategic plan, current school performance on local and state assessments, and the feedback gathered from the community. Data related to the eight state priority areas were reviewed, and it was identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:
 - Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math

- Proficiency Rates on the State ELA and Math assessments
- CELDT/ELPAC scores
- English Learner Redesignation Rates
- Results from the Community, Staff, and Student LCAP Surveys
- PBIS Tiered Fidelity Inventory (TFI)
- FastBridge aReading & aMath scores

4. Review the draft LCAP for 2024-2025 with educational partners and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators, and actions that appear in this LCAP.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Academic Achievement: Provide high quality and dynamic instruction for ALL students while preparing them for next generation college and career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Farnham School will provide high-quality and dynamic instruction for ALL students while preparing them for college and career readiness, specifically focusing on increasing academic performance for all Hispanic/Latino, Socioeconomically Disadvantaged, English learners, and Students with Disabilities. Every student has the potential for academic excellence and personal growth, and our commitment to this priority underscores our dedication to realizing that potential for each individual within our school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment in ELA/Literacy	2023 CAASPP Data 67% of Farnham students met or exceeded the standard 48% of SED students met or exceeded the standard 21% of EL students met or exceeded the standard	2024 CAASPP Data 53% of Farnham students met or exceeded the standard 39% of SED students met or exceeded the standard 10% of EL students met or	2025 CAASPP Data 56% of Farnham students met or exceeded the standard 42% of SED students met or exceeded the standard 21% of EL students met or	We aim to increase the percentage of all students meeting standards by 10 percentage points annually.	Farnham is 24 percentage points away from our desired goal of 80% and has increased from 53% to 56% of students who have met or exceeded standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		29% of Hispanic/Latino students met or exceeded the standard 31% of Students with Disabilities met or exceeded the standard	exceeded the standard 22% of Hispanic students met or exceeded the standard 7.7% of students with disabilities met or exceeded the standard	exceeded the standard 35% of Hispanic students met or exceeded the standard 23% of students with disabilities met or exceeded the standard		
1.2	CSD FastBridge aReading End of Year Benchmark	FastBridge Benchmarks for aReading for Spring 2024 administration period for Grades 2-5: 73% of all students are on or above grade level and low risk at grade-level standards 59% of SED students are on or above grade level and low risk at grade-level standards 31% of EL students are on or above grade level and low risk at grade-level standards 45% of Hispanic/Latino students are on or above grade level and low risk at grade-level standards 45% of Students with Disabilities are on or	FastBridge Benchmarks for aReading for Spring 2025 administration period for grades 2-5: 66% of Farnham students are on or above grade Level and low risk at grade level standard. 50% of SED students are on or above grade level and have a low risk at grade-level standards. 34% of EL students are on or above grade Level and low risk at	FastBridge Benchmarks for aReading for Spring 2026 administration period for grades 2-5: 65% of Farnham students are on or above grade Level and low risk at grade level standard. 48% of SED students are on or above grade level and have a low risk at grade-level standards. 28% of EL students are on or above grade Level and low risk at	80% of all students will be above grade level and low risk We aim to increase the percentage of students being at or above grade level by 10 percentage points annually.	Farnham is 14 percentage points away from our desired goal of 80% of our students being above grade level and low risk.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		above grade level and low risk at grade-level standards	grade level standard. 47.5% of Hispanic students are on or above grade level and low risk at grade level standard. 26% students with disabilities are on or above grade level and low risk at the grade level standard.	grade level standard. 42% of Hispanic students are on or above grade level and low risk at grade level standard. 14% students with disabilities are on or above grade level and low risk at the grade level standard.		
1.3	Smarter Balanced Assessment in Math	2023 CAASPP Data 66% of Farnham students met or exceeded the standard 54% of SED students met or exceeded the standard 35% of EL students met or exceeded the standard 33% of Hispanic/Latino students met or exceeded the standard 42% of Students with Disabilities met or exceeded the standard	2024 CAASPP Data 52% of Farnham students met or exceeded the standard 26.5% of SED students 20.7% of EL students met or exceeded the standard 26.9% of Hispanic students met or exceeded the standard 16.7% of students with disabilities met or exceeded the standard	2025 CAASPP Data 57% of Farnham students met or exceeded the standard 38% of SED students 34% of EL students met or exceeded the standard 28% of Hispanic students met or exceeded the standard 23% of students with disabilities met or exceeded the standard	75% of all students will meet or exceed the standard	Based on the CAASPP data Farnham students are 18 percentage points away from meeting our goal of having 75% of students meeting or exceeding standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CSD FastBridge aMath End of Year Benchmark	FastBridge Benchmarks for aMath for Spring 2024 administration period for grades 2-5: 74% of all students are on or above grade level and low risk at grade-level standards 60% of SED students are on or above grade level and low risk at grade-level standards 51% of EL students are on or above grade level and low risk at grade-level standards 51% of Hispanic/Latino students are on or above grade level and low risk at grade-level standards 43% of Students with Disabilities are on or above grade level and low risk at grade-level standards	FastBridge Benchmarks for aMath for Spring 2025 administration period for grades 2-5: 66.4% of Farnham students are on or above grade level and low risk at grade level standard. 48% of SED students are on or above grade level and low risk at grade level standard. 46% of EL students are on or above grade level and low risk at grade level standard. 43% of Hispanic students are on or above grade level and low risk at grade level standard. 32% students with disabilities are on or above grade level and low risk	FastBridge Benchmarks for aMath for Spring 2026 administration period for grades 2-5: 69% of Farnham students are on or above grade level and low risk at grade level standard. 52% of SED students are on or above grade level and low risk at grade level standard. 62% of EL students are on or above grade level and low risk at grade level standard. 39% of Hispanic students are on or above grade level and low risk at grade level standard. 24% students with disabilities are on or above grade level and low risk	80% of all students will be above grade level and low risk. We aim to increase the percentage of students being at or above grade level by 10 percentage points annually.	Based on the Spring aMath data, Farnham students are 13.6 percentage points away from meeting the goal of having 80% of students meeting or exceeding standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			at grade level standard.	at grade level standard.		
1.5	ELPI: Percentage of English Learners making progress toward English Proficiency (ELPAC)	58.8% of students making progress toward English Proficiency. Increased by 4% in 2023	56.8% of students making progress toward English Proficiency, Declined by 2%	42.6% of students making progress toward English Proficiency. Declined by 14% from baseline.	70% of students making progress toward English Proficiency annually.	Decrease in progress
1.6	English Learner Reclassification Rate: Percentage of eligible EL students redesignated as Fluent English Proficient (RFEP)		Out of 78 ELPAC students tested in the spring, five qualified to be reclassified as Fluent English Proficient.	13% of English Learners were reclassified as Fluent English Proficient based on the 2025 Summative ELPAC. Of 78 students tested, 5 met reclassification criteria.	Increase the RFEP reclassification rate annually, with a goal of 20% of eligible EL students reclassified by 2026-27.	Decrease in progress
1.7	Access to Standards Aligned Instructional Materials	In 23-24, 100% of students have access to state-aligned instructional materials and resources, including technology devices & internet access according to the Williams Report.	In 24-25, 100% of students have access to state-aligned instructional materials and resources, including technology devices & internet access, according to the Williams Report.	In 25-26, 100% of students have access to state-aligned instructional materials and resources, including technology devices & internet access, according to the Williams Report.	All students have access to state-aligned instructional materials and resources, including technology devices & internet access.	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Implementation of State Standards	In 23-24, state standards were fully implemented as verified by data collection obtained through routine classroom observations.	In 24-25, state standards were fully implemented as verified by data collection obtained through routine classroom observations.	In 25-26, state standards were fully implemented as verified by data collection obtained through routine classroom observations.	State standards will be fully implemented as verified by data collection obtained through routine classroom observations.	Goal Met

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation

During the 2025–26 school year, Farnham fully implemented standards-aligned instruction across all classrooms, ensuring 100% access to appropriate curriculum and technology for all students, as verified by the Williams Report and classroom observation data. Targeted supports, including intervention groups, English Language Development (ELD) instruction, and small group instruction, were delivered consistently, and all students had access to differentiated learning opportunities during core instruction and designated intervention times. A particular area of intentional focus this year was English Learner instruction. Staff deepened implementation of Benchmark ELD, GLAD hip pocket strategies, and designated ELD groups, with the instructional specialist providing targeted coaching to strengthen ELD delivery across grade levels. This concentrated investment was driven by a declining ELPI trend over the prior two years and represents a deliberate effort to improve outcomes for our EL population.

Challenges and Growth Areas

While these efforts aligned with our planned actions, a substantive challenge remains in addressing ongoing achievement gaps between student groups. Although universal access was provided, the implementation of differentiated supports and intervention strategies for high-need student groups — especially English Learners and Students with Disabilities — requires further refinement.

ELPI data reflects this challenge clearly. From a baseline of 58.8%, the rate declined to 56.8% in 2023-24 and further to 42.6% in 2024-25, a cumulative drop of 16.2 percentage points. This downward trend was a primary driver of our intensified instructional focus on English Learners in 2025-26. End-of-year ELPI data (Metric 1.5) will allow us to evaluate whether this year's focused efforts have begun to reverse the trend and will inform decisions about whether current instructional approaches should be continued, refined, or more significantly restructured.

Successes

A significant success was the implementation of FastBridge as a schoolwide universal screener, enabling more targeted progress monitoring throughout the year. This tool has strengthened our ability to identify students in need of additional support and respond with timely, data-driven interventions across all student groups.

Regarding reclassification (Metric 1.6), the 2024-25 Summative ELPAC results indicated that 13% of Farnham's English Learners were reclassified as Fluent English Proficient, with 5 out of 78 tested students meeting reclassification criteria. Notably, approximately 50% of tested students were eligible for reclassification, an encouraging sign of underlying proficiency growth that was not yet reflected in formal redesignation numbers.

Looking Ahead

End-of-year ELPI and RFEP data from 2025-26 will provide the clearest picture yet of whether our focused instructional investments are producing measurable gains for English Learners. That data will drive decisions for 2026-27, including whether to deepen current approaches, expand GLAD-certified staff, increase Benchmark ELD coaching, or restructure designated ELD time. For Students with Disabilities, we will continue to refine how differentiated supports are delivered within inclusive classroom settings. Our goal remains to close achievement gaps, reverse the downward ELPI trend, and steadily increase the percentage of students successfully reclassified each year.

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

There were no significant material differences between budgeted and actual expenditures for this goal area. Funds were utilized as planned to support staffing, supplemental instructional materials, and assessment tools (e.g., FastBridge). Technology expenditures remained stable due to the maintenance of existing devices and infrastructure.

The planned percentage of improved services remained consistent with estimates; however, the impact of those services did not fully meet projected targets, especially for SWDs and ELs, indicating a need to adjust how services are delivered rather than increasing quantity.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions taken have yielded modest gains in student performance schoolwide, but persistent achievement gaps remain. While core students maintained achievement levels, the data reflect concerning disparities, particularly for SWDs and ELs. FastBridge data from Spring 2026 mirrors these trends, with 26% of SWDs meeting the low-risk benchmark in both reading and math, and under 50% of SED, EL, and Hispanic students meeting grade-level expectations.

ELPAC data indicate that while only one student was reclassified at the beginning of the year, 50% of tested students are now eligible for reclassification, showing strong growth in English proficiency despite continued struggles in academic content areas.

These findings suggest that while instruction is aligned and universally accessible, the effectiveness of intervention and support strategies for targeted populations needs to be improved, especially for ELs and SWDs who require both language development and academic scaffolding.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Tier 2 and Tier 3 intervention systems will remain a continued priority, with ongoing focus on strengthening structured interventions for students with disabilities and English Learners, including consistent progress monitoring and more frequent intervention cycles. As our student population grows by approximately 150 students, we will be intentional about scaling these systems to meet increased demand.

GLAD training will be expanded as more staff members reach tenure eligibility, increasing the number of certified teachers implementing GLAD strategies school-wide and strengthening consistency of instruction across classrooms.

Collaboration time will be increased and structured with specific goals through the implementation of grade-level leads, ensuring that teacher collaboration is purposeful, data-driven, and directly connected to student outcomes. This structure will support more consistent analysis of FastBridge and other assessment data to inform targeted instruction.

EL reclassification support will continue to be a priority. Early ELPAC results are encouraging, and once all results are available, we will identify eligible students and ensure a timely transition through the reclassification process.

Metrics for this goal will continue to include movement within FastBridge tiers as a progress indicator for at-risk students, alongside summative outcomes from CAASPP.

Family engagement focused on EL and SWD families will continue, with expanded outreach efforts to welcome and connect with the many new families joining our community in 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Targeted Instruction & Intervention	To help students struggling to meet or exceed grade-level academic standards, we will provide additional supplemental instruction, interventions. These services will include training, program materials, and personnel costs. The primary focus will be on students identified as English learners, low-income, Foster/Homeless Youth, and Students with Disabilities. Additionally, any student identified by staff as needing extra support will receive these services.	\$30,809.00	Yes
1.2	Office Supplies & Equipment	Provide basic supplies for instruction	\$27,000.00	No
1.3	ELA & Math ParaEducators	Increased small group instruction during core curriculum for the early grades (Kindergarten & 1st Grade)	\$60,000.00	Yes
1.4	ELD Academy - Extended Day	Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity	\$14,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Supporting IEP goals in the general education classroom	Provide ongoing, targeted professional development for general education teachers, education specialists, and support staff focused on implementing IEP goals effectively within inclusive classroom settings. This includes training in Universal Design for Learning (UDL), differentiated instruction, co-teaching models, behavioral strategies, and collaborative planning practices to ensure access to the core curriculum for students with disabilities.	\$500.00	No
1.6	Tier 2 Math Intervention	Provide explicit instruction in Math for students screened as "At Risk" based on FastBridge assessment screeners as an extended day opportunity	\$4,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Farnham School will provide high qualified staff through recruitment, retention, and professional development so every student thrives.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our main focus is to provide a place where students feel welcome and supported, and their voices make a difference. It is imperative that our staff continues to learn and grow along with our students. Providing professional development opportunities allows for this growth to happen in our community. Staff members working collaboratively to learn and problem-solve create an innovative community of learners working, sharing, and learning together. Effective teaching significantly influences student learning outcomes and overall school performance. Educator excellence focuses on attracting, retaining, and developing skilled educators dedicated to meeting the diverse needs of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Appropriately assigned and fully credentialed teachers.	In 2023-24, 100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit and the number of misassignments is 0.	In 2024-25, 94% of teachers were appropriately assigned and credentialed in subject areas according to HR audit and the number of misassignments is 1.	In 2025-2026 100% of teachers are fully credentialed and appropriately assigned to the pupils they are teaching.	100% of teachers will be fully credentialed and appropriately assigned to the pupils they are teaching.	Goal met
2.2	Principal Walkthrough Observation Tool for school wide Tier I high	Classroom walkthroughs were conducted by the	95% of Farnham teachers are implementing Tier	95% of Farnham teachers are implementing Tier	95% of Farnham teachers will implement Tier I	Goal met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	quality instructional practices, including, but not limited to, GLAD, Guided Reading, Integrated/Designated ELD, etc.	District Cabinet leadership team alongside school principals 2 times at each school site throughout the year. Observation data were informally collected and shared with each site principal after the walkthroughs. However, no formal data was collected.	1 high-quality instructional practices using the adopted curriculum, according to informal walkthroughs conducted throughout the school year.	1 high-quality instructional practices using the adopted curriculum, according to informal walkthroughs conducted throughout the school year.	high-quality instructional practices according to the Principal Walkthrough Observation Tool.	
2.3	Professional Development, Training & Staff Collaboration Time Evaluations/Reflections Tool	In 2023-24, based on staff evaluation surveys from all the districtwide professional learning days, on average, 95% of Farnham teachers/staff indicated that the professional learning, training & staff collaboration time was an effective use of their time with a rating of 4 or 5 out of 5 with 5 being the most effective.	In 2024-25, based on staff evaluation surveys from all the districtwide professional learning days, on average, 95% of Farnham teachers/staff indicated that the professional learning, training & staff collaboration time was an effective use of their time with a rating of 4 or 5 out of 5 with 5 being the most effective.	In 2025-26, based on staff evaluation surveys from all the districtwide professional learning days, on average, 97% of Farnham teachers/staff indicated that the professional learning, training & staff collaboration time was an effective use of their time with a rating of 4 or 5 out of 5 with 5 being the most effective.	Based on the total responses from the PD Evaluation Surveys, at least 90% or more of Farnham teachers/staff will indicate that the professional development, training & staff collaboration was an effective use of their time.	Goal exceeded

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-2026 school year, Farnham successfully implemented key actions related to staff development, collaboration, and instructional quality:

95% of teachers consistently implement Tier 1, high-quality instructional practices, as confirmed by ongoing informal walkthroughs.

Professional development was aligned with school and district priorities, and multiple opportunities were provided for staff collaboration and reflection.

The school cultivated a culture of shared learning and professional inquiry, consistent with the goal of fostering an innovative and supportive learning community.

There were no major substantive differences between the planned actions and what was implemented. However, a notable challenge this year included the removal of staffing misassignments. All teachers worked to achieve credential requirements. This had a positive impact on appropriate credentialing, coverage, and support for specific programs or subject areas.

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

There were no material differences between the budgeted and actual expenditures. Resources were allocated as planned to support professional learning, training sessions, and staff collaboration time.

The planned percentage of improved services related to professional development and teacher quality remained consistent with actual implementation. Investments in educator learning and time for collaboration were clearly valued by staff, as reflected in survey results.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Professional development efforts and collaboration structures were highly effective:

96% of staff rated the professional learning opportunities as a 4 or 5 out of 5 on effectiveness during districtwide PD days.

The implementation of Tier 1 instructional practices across classrooms reflects the positive impact of staff learning and collaboration.

The school has succeeded in building a positive professional culture where staff feel supported and are actively engaged in improving their instructional practices.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To further strengthen this goal in 2026-27, Farnham will:

Continue to keep 100% of staff appropriately assigned and credentialed, particularly in specialized subject areas or hard-to-fill roles.

Offer more differentiated professional development to meet the needs of both new and veteran staff, including workshops, coaching, and choice-based learning pathways.

Enhance mentorship and onboarding programs for new staff to support retention and accelerate the delivery of high-quality instruction.

Additionally, metrics for this goal will be expanded to include:

Growth in specific instructional practices linked to PD focus areas.

Staff feedback on coaching and on-site collaboration opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Staff Training and Professional Development	The district and school sites will provide comprehensive training and professional development for all staff, including teachers, classified staff, support staff, and administrators. This training will focus on areas identified through staff feedback, including high-quality Tier I instruction, Tier I interventions and supports, Common Core State Standards, standards-aligned curriculum, and assessment. Training sessions will be conducted during in-service days, early release Wednesdays, and paid voluntary time outside of regular contract hours, including summer and beyond the normal professional workday. (Includes RJ Practices, Equity, EduClimber, NGSS, UPK, GLAD)	\$3,375.00	No
2.2	Enhancing Staff Collaboration and Professional	During the 2026-27 school year, Professional Learning Communities (PLCs) will be embedded into designated Staff and Team Collaboration time to ensure ongoing, site-based collaboration focused on student		No

Action #	Title	Description	Total Funds	Contributing
	Learning Communities	learning. Professional development will continue to emphasize supporting student and staff social-emotional learning (SEL), mental health, and the delivery of high-quality Tier 1 core instruction. The district will support this work through the continued use of the EduClimber data platform and the Fastbridge Assessment system to inform and strengthen teacher collaboration around data-driven decision-making. This action primarily supports students identified as English learners, low-income, Foster/Homeless Youth, and Students with Disabilities.		
2.3	New Teacher and Staff Support	The district will provide comprehensive support and training for new teachers, including the Campbell Union Teacher Induction South Bay Consortium Program, mentor-teacher support, and coaching for special education staff. This action also includes an additional day for new teachers to learn and familiarize themselves with the district-adopted core curriculum, instructional model, and local assessments. In addition, the district will host a Staff Orientation for all new district employees. These additional days are specific for new teachers and staff.		No
2.4	Leveraging Online and In-House Professional Development	The district will continue using the self-paced professional learning platform Alludo to provide asynchronous professional development for teachers. Additionally, the district will support the Technology and Innovation Mentorship Program (TIMS) to develop teacher leaders and build site capacity, offering further support for teachers. This initiative will focus on technology integration and the impact of educational technology on student outcomes.		
2.5	Equity & Inclusion Team	We began utilizing a walkthrough tool to evaluate our campus for equitable practices. 2023-2024 practice began. The team will include a classified staff member, a certificated staff member, an instructional specialist, parents, students, community members, and administrators.	\$1,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Professional Development	As our Special Day Class Program continues to expand, our teachers will need opportunities to learn how to support the growing diverse learning needs in our community.	\$500.00	No
2.7	Teacher Learning Labs	Release time for grade level teams to collaborate, observe peers, and debrief after	\$4,761.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Farnham Elementary School will provide a supportive, orderly and purposeful environment so that students can reach their full potential.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

An enriching learning environment is vital for supporting student success. Physical, social, emotional, and cultural factors shape students' educational experiences. The learning environment supports safe, inclusive, and engaging spaces that motivate and inspire learning. In meetings and surveys, our stakeholders determined that for our students to reach their full potential, they must want to be at school. Our stakeholders determined that if we empower students with leadership experiences and increase opportunities for student recognition, we will impact the way students experience school, resulting in students who are more confident, feel a sense of belonging, and want to include others. In the School Climate Survey (March 2026) taken by second, third, fourth, and fifth graders, 87% responded that they always or often like school, 94% reported that their school wants them to do well, 86% indicated that good behavior is noticed at school, and 87% reported feeling safe at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA School Dashboard: Absenteeism Rate	Chronic absenteeism 23-24: 6.4%	Chronic absenteeism 24-25: 7.2%	Chronic absenteeism 25-26: % will be determined when school year is complete.	Chronic absenteeism goal 1%	Difference from Baseline is an decrease of 0.1%
3.2	CA School Dashboard: The percent of students	All: 0.3% Hispanics: 0.9% EL: 0%	All: 1.8% Hispanics: 1.5% EL: 0%	All: TBD Hispanics: TBD EL: TBD	Overall: Return to below 1%	Difference from baseline increased All: +1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	suspended one or more times.	SED: 1.1% SWD: 2.3%	SED: 3.6% SWD: 3.1% White: 5.4%	SED: TBD SWD: TBD White: TBD	Subgroups: Reduce SED and SWD rates by at least 1 percentage point; maintain EL at 0%	Hispanics:+0.6% EL: 0% SED: +2.5% SWD: +0.8%
3.3	School Climate Survey: The percentage of students in grades 2-5 reporting that they feel safe at school most or all of the time.	86% of Farnham students feel safe at school most or all of the time.	86% of Farnham students feel safe at school most or all of the time.	87% of Farnham students reported feeling safe at school most or all of the time.	90% of Farnham students feel safe at school most or all of the time.	Difference from Baseline is an increase of 1%.
3.4	Percent of students receiving a Major Office Referral (Major Referral defined by the CSD PBIS Behavior Matrix)	10.6% of Farnham students received a Major Office Referral.	9.6% of Farnham students received a Major Office Referral	12% of Farnham students received a Major Office Referral	4% of Farnham students received a Major Office Referral.	Difference from Baseline is a increase of 2.4%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, Farnham continued to build a supportive, inclusive, and purposeful school environment. Key actions included:

Launching the year with a PBIS kick-off for all staff to establish shared language and consistent expectations school-wide.

Continuing student leadership opportunities and high-visibility recognition practices such as Farnham Falcon awards and assembly shout-outs.

Implementing restorative practices in every classroom as a consistent, relationship-centered approach to community building and conflict resolution.

Expanding counseling services to 2.5 days per week and adding a daily behavior specialist, providing more proactive and consistent support for students across all tiers.

Continuing the Starting Arts/performing arts program to support student confidence, creativity, and connection.

There were no major substantive differences between planned actions and actual implementation. The addition of daily behavior specialist support was an enhancement beyond the original plan and proved to be among the most impactful investments of the year. While consistent

PBIS implementation across all staff remains an area of ongoing growth, the year-opening kick-off helped establish a strong common foundation. Student regulation has improved measurably school-wide, and suspension data reflects this progress — only three total suspensions to date in 2025–26, compared to higher rates the prior year.

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

There were no significant material differences between the budgeted and actual expenditures in support of this goal. Funds were used as planned to:

- Support the PBIS kick-off, SEL resources, and assemblies promoting positive behavior.
- Provide materials and incentives for student recognition programs.
- Maintain campus supervision and wellness supports.
- Fund expanded counseling services and daily behavior specialist staffing.
- Support the continuing Starting Arts/performing arts program.

The percentage of improved services to targeted student groups closely matched projections, with resources directed toward students with disabilities (SWD), socioeconomically disadvantaged students (SED), and Hispanic/Latino students through equity-driven engagement and behavioral supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The implemented actions have been largely effective in creating a positive and purposeful school environment:

- Chronic absenteeism has improved to 6.3% to date, down from 7.67% last year, and is expected to decrease further as additional school days are completed.
- Suspension rates have dropped dramatically, with only three total suspensions school-wide in 2025–26, a significant improvement over prior year rates across all subgroups.
- 87% of students reported feeling safe at school most or all of the time, maintaining strong and consistent results from the prior year.
- 12% of students received a major office referral, an increase from 9.6% last year that warrants continued attention and investment in Tier 2 behavior supports.

Overall, these outcomes reflect the positive impact of this year's expanded supports, particularly the addition of daily behavior specialist staffing, restorative practices in every classroom, and expanded counseling services. The dramatic reduction in suspensions is especially encouraging and suggests that proactive, relationship-centered approaches are working. The increase in major office referrals is an area of focus for 2026–27, as we work to strengthen Tier 2 systems and ensure students receive targeted support before behaviors escalate.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on this year's reflections and data, the following adjustments and continuations are planned for 2026–27:

Major office referrals: The increase in the referral rate from 9.6% to 12% is likely attributable, in part, to improved staff documentation practices regarding unexpected behaviors, reflecting greater consistency and fidelity in reporting rather than a significant increase in incidents. We will continue to monitor this closely and support staff in understanding the distinction between documentation and escalation.

Tier 2 behavior supports: We will continue to strengthen Tier 2 systems through ongoing professional development provided by our special education team, including the behavior specialist, school counselor, and school psychologist, ensuring staff have the tools and strategies to support students proactively and consistently.

Student voice: Student Leadership for 4th- and 5th-graders and the Student Advisory Board will continue to provide meaningful opportunities for student input on school initiatives. With Farnham growing by approximately 150 students, we will intentionally compound our efforts to know every student's story and ensure all new community members feel seen, connected, and welcomed.

Recognition systems: Friday Morning Assemblies will continue as a cornerstone of our school culture, celebrating students of the week and grade-level Falcon Feather earnings, reinforcing our shared values and sense of belonging.

We remain committed to ensuring that every student — including our many new Falcons — feels safe, supported, and excited to come to school. As our community grows, we will be intentional about scaling the warm, inclusive culture Farnham is known for so that no student falls through the cracks.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhancing General Education Behavior Support & Sustaining PBIS	Farnham will continue to relaunch and maintain the implementation of Positive Behavioral Interventions and Supports (PBIS) with fidelity. This action will facilitate collaboration, planning, and the execution of a PBIS implementation action plan at Farnham. In addition, the general education behavior specialist will help enhance student engagement, reduce disciplinary incidents, and improve overall academic outcomes by fostering a positive environment and supporting teachers, staff, and students. Rewards will be purchased for staff and students to support PBIS buy-in from the community and promote recognition of people using our three personal standards.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Additional Counseling Services	To further support the social-emotional and behavioral needs of all students, the school will increase counseling services by adding one additional day per week of a school counselor's time. This expansion will allow more students to receive individual and small-group counseling, increase proactive support such as classroom SEL lessons, and provide more responsive interventions to address emotional regulation, peer conflict, and mental health concerns. This action strengthens our Multi-Tiered System of Support (MTSS) by enhancing Tier 1 (whole class SEL), Tier 2 (targeted small groups), and Tier 3 (individualized) support services.	\$40,000.00	No Yes
3.4	Starting Arts Performing Arts	Implement schoolwide performing arts instruction to ensure all students have access to high-quality theatre education during the school day. Providing performing arts opportunities supports student engagement, creativity, confidence, and communication skills. This program will ensure equitable access by integrating theatre classes into the regular school schedule for all students.	\$9,900.00	No
3.5	Noon Duty Supervision	We will keep our ratios of students to adults to provide an orderly and safe environment for all students during lunch and recess.	\$50,212.45	No
3.6	Safety	Provide extra SEL support by crossing students safely at Woodard and Twilight to ensure student safety when coming to school and leaving to go home.	\$4,500.00	No
3.7	Health Office Supplies	Provide extra supplies for the Farnham Health Office	\$500.00	

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Strong connections between schools, families, and the community are vital for student success and improvement. Community engagement cultivates relationships, encourages communication, and utilizes community resources to support student well-being. In meetings and surveys, our stakeholders determined that for our students to reach their full potential, their parents, families, and community stakeholders must be partners in the education and support of all students' success in school. In the Family Survey (February 2026), families highlighted Farnham's consistent multi-channel communication, including weekly teacher newsletters, the Farnham Flash, and bilingual outreach, as a top strength in making them feel informed and included. Families also praised the welcoming culture created by staff and the principal, and the variety of school events that bring the community together. At the same time, families identified bullying prevention as the area most in need of strengthening, along with requests for more flexible event timing, childcare at school events, and additional ways to give input. These priorities will continue to guide our family engagement work in 2026-27.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Engagement Survey: The percentage of all parents who responded "Strongly Agree" or "Agree" to the parent survey item: Parents have opportunities to give input into the decision-making process at Farnham.	All: 49% Students with Special Education Services: 80% English Learners: 68%	All: 67%		All: 80% Students with/ Special Education Services: 90% English Learners: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Engagement Survey: The percentage of all parents who responded "Often" or "Always" to the parent survey item: Parents feel informed about Cambrian's and the school's procedures, policies, and decision making processes.	All: 44% Students with Special Education Services: 80% English Learners: 50%	All: 87%		All: 80% Students with/ Special Education Services: 90% English Learners: 80%	Farnham is doing well informing families about Cambrian and Farnham's procedures, policies and decision making processes.
4.3	Parent Engagement Survey: The percentage of all parents who responded "Well" or "Very Well" to the parent survey item: Parents feel Farnham and the district engage parents from diverse backgrounds.	All: 44% Students with Special Education Services: 80% English Learners: 68%	All: 83%		All: 80% Students with/ Special Education Services: 90% English Learners: 80%	
4.4	Family participation in school events, such as Goal Setting Conferences, parent education opportunities, and educationally-based community events	98% of the Farnham Families participated in the goal-setting conferences in Fall 2023	98% of the Farnham Families participated in the goal-setting conferences in Fall 2024	98% of the Farnham Families participated in the goal-setting conferences, Back to School Night, and Open House events.	100% of the Farnham Families will participate in the goal-setting conferences in Fall 2026	Farnham is holding steady with community participating in school events.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, Farnham implemented a range of family engagement strategies aimed at creating a welcoming, inclusive school climate and strengthening partnerships with parents and community stakeholders. Key actions included:

Hosting goal-setting conferences in the fall, with 98% family participation, consistent with the prior year.

Facilitating weekly parent communication through newsletters, school events, and classroom updates.

Offering multilingual communication through translation services, inclusive outreach practices, and the addition of a Community Liaison to actively reach and support our Spanish-speaking families.

Conducting a Family Engagement Survey using a revised open-ended qualitative format to capture richer feedback from our community.

Increasing the number of school tours offered in response to growing community interest, including from families from Sartorette Elementary School, whose students will be transitioning to Farnham in 2026-27.

Maintaining fully staffed and actively engaged SSC and ELAC committees, with parent representation extending to district-level LCAP and DELAC meetings.

There were no major deviations from the planned actions. The addition of the Community Liaison was a meaningful enhancement that strengthened our ability to connect with Spanish-speaking families in a more personal and consistent way.

Challenges experienced:

Engaging families with limited availability or language barriers remains an ongoing area of focus, though the Community Liaison has helped address this gap. As we look ahead to welcoming the Sartorette community, we recognize that supporting families through this transition will require intentional outreach and relationship-building to ensure all new Farnham families feel at home.

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

There were no significant material differences between budgeted and actual expenditures in support of this goal. Funds were used as planned to support translation services, communications platforms, event supplies, and outreach activities.

The addition of a Community Liaison represented a new budgeted expenditure this year, reflecting a deliberate investment in strengthening outreach to our Spanish-speaking families. This position has been prioritized and will be continued in 2026-27, underscoring our commitment to inclusive and equitable family engagement.

The planned percentage of improved services to targeted student groups closely matched projections, with resources directed toward English Learners and their families through the Community Liaison, translation services, and inclusive communication practices. Based on family survey results and participation data, the actual level of service improvement met or exceeded expectations, particularly in communication, accessibility, and community inclusivity.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Exceptional participation in goal-setting conferences (98%) again highlighted the strength of family-school connections at Farnham, consistent with the prior year.

In 2025-26, Farnham transitioned from a Likert-scale parent survey to an open-ended qualitative format in order to capture richer family feedback. As a result, direct percentage comparisons to prior years are not available. Based on qualitative analysis of the 79 family responses received, approximately 91% of responding families expressed positive sentiments about feeling welcomed and included at Farnham. Themes related to communication, welcoming staff, and opportunities for participation were among the most frequently cited strengths.

Effective Actions:

Fall goal-setting conferences continued to be highly effective in building family-school partnerships.

Regular newsletters, digital communication tools, and bilingual outreach in English and Spanish significantly supported parents' sense of being informed and included.

The addition of a Community Liaison proved to be a highly effective investment, strengthening direct outreach and relationship-building with Spanish-speaking families.

Family events, school tours, and cultural celebrations helped promote inclusivity and community spirit, with increased tour attendance reflecting growing family interest in Farnham.

SSC and ELAC were fully staffed with actively engaged stakeholders, including parent representation at district-level LCAP and DELAC meetings, reflecting meaningful growth in shared leadership.

Less Effective Actions:

Engaging families with limited availability due to work schedules or language barriers remains an ongoing challenge. Requests for more flexible event timing and childcare at school events were among the most common suggestions in the family survey, indicating continued room for growth in accessibility.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on data and implementation feedback, the following changes are planned for 2026-27:

Welcome and integrate the Sartorette community. With approximately 150 new students and their families joining Farnham, intentional outreach and relationship-building will be a top priority. We will host welcoming events and provide dedicated communication to help Sartorette families feel at home and connected to the Farnham community during this significant transition.

Continue and expand the Community Liaison role. Building on the success of this position in 2025-26, the Community Liaison will continue to serve as a bridge between the school and our Spanish-speaking families, with an expanded focus on reaching newly enrolled families from diverse backgrounds.

Maintain strong SSC and ELAC participation. We will continue to actively recruit for School Site Council, ELAC, and site-level advisory groups, ensuring all stakeholders, including new Farnham families, have meaningful opportunities to participate in shared decision-making.

Enhance decision-making transparency. We will continue sharing regular updates on how parent input influences school decisions, helping all families feel like true partners in their children's education.

Offer flexible engagement options. Virtual and in-person participation options will be maintained to accommodate families with varying schedules, and we will explore providing childcare at key events in response to family feedback.

Establish a new survey baseline. With the transition to a qualitative survey format in 2025-26, we will develop a revised instrument for 2026-27 that restores scaled response options, enabling year-over-year comparison and more precise tracking of family engagement outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent and Community Education and Engagement	The district and Farnham will enhance parent and community education and engagement by coordinating and facilitating various site and districtwide committees, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), Strategic Plan/LCAP Advisory Committee, and the District English Learner Advisory Committee (DELAC). Additionally, the district will maintain and expand partnerships with community organizations such as Project Cornerstone, Health Connected, San Jose City Public Library, Santa Clara County Office of Education, My City Forest, Harvest Food Bank, and other potential community services to provide parent education workshops. Through these coordinated efforts, continuous opportunities for parent and community education and engagement will be ensured.	\$500.00	No
4.2	Translation Services	Continue to use translation services (e.g., Language Line) to communicate with parents who do not speak English so they are informed and encouraged to participate in school programs and activities to support their child.		Yes
4.3	Community Liaison	Farnham will have a community Liaison to support communication with Spanish speaking community.	\$1,000.00	Yes

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$176,295.00	\$64,712.45	\$13,900.00	\$0.00	\$254,907.45	\$212,682.45	\$42,225.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Targeted Instruction & Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Farnham 1st-5th Grade	2026-2027	\$30,809.00	\$0.00	\$30,809.00				\$30,809.00	
1	1.2	Office Supplies & Equipment	All	No			All Schools Specific Schools: Farnham TK-5th	2026-2027	\$0.00	\$27,000.00	\$20,000.00		\$7,000.00		\$27,000.00	
1	1.3	ELA & Math ParaEducators	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Farnham Kindergarten & 1st Grade	2026-2027	\$60,000.00	\$0.00	\$60,000.00				\$60,000.00	
1	1.4	ELD Academy - Extended Day	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Farnham	2026-2027	\$14,000.00	\$0.00		\$14,000.00			\$14,000.00	
1	1.5	Supporting IEP goals in the general education classroom	Students with Disabilities Students with IEPs	No				2026-2027	\$500.00	\$0.00	\$500.00				\$500.00	
1	1.6	Tier 2 Math Intervention	All	No			Specific Schools: Farnham 2nd-5th grade	2026-2027	\$4,500.00	\$0.00	\$4,500.00				\$4,500.00	
1	1.9							2024-2025								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Maintain Staff Training and Professional Development	All	No			All Schools Specific Schools: Farnham TK-5	2026-2027	\$0.00	\$3,375.00	\$3,375.00				\$3,375.00	
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities	All Students with Disabilities English Learners, Foster Youth, Low Income, and Students with Disabilites	No			All Schools Specific Schools: Farnham TK-5th	2026-27								
2	2.3	New Teacher and Staff Support	All	No				2026-27								
2	2.4	Leveraging Online and In-House Professional Development						2026-27								
2	2.5	Equity & Inclusion Team	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-2027	\$1,400.00	\$450.00	\$1,850.00				\$1,850.00	
2	2.6	Professional Development	Students with Disabilities Students with Disabilities	No					\$500.00	\$0.00	\$500.00				\$500.00	
2	2.7	Teacher Learning Labs	All	No			All Schools Specific Schools: Farnham TK-5th	2026-2027	\$4,761.00	\$0.00	\$4,761.00				\$4,761.00	
3	3.1	Enhancing General Education Behavior Support & Sustaining PBIS	All	No			Specific Schools: Farnham	2026-2027	\$500.00	\$500.00	\$500.00		\$500.00		\$1,000.00	
3	3.2	Additional Counseling Services	All English Learners Foster Youth Low Income	No Yes	School wide	English Learners Foster Youth Low Income		2025-2026	\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	
3	3.3							2024-2025								
3	3.4	Starting Arts Performing Arts	All	No			All Schools Specific Schools: Farnham	2026-2027	\$0.00	\$9,900.00	\$4,000.00		\$5,900.00		\$9,900.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK - 5th									
3	3.5	Noon Duty Supervision	All	No			All Schools Specific Schools: Farnham TK-5th		\$50,212.45	\$0.00		\$50,212.45			\$50,212.45	
3	3.6	Safety	All	No			All Schools Specific Schools: Farnham TK - 5th		\$4,500.00	\$0.00	\$4,500.00				\$4,500.00	
3	3.7	Health Office Supplies							\$0.00	\$500.00		\$500.00			\$500.00	
4	4.1	Parent and Community Education and Engagement	All	No				2026-2027	\$0.00	\$500.00			\$500.00		\$500.00	
4	4.2	Translation Services	English Learners	Yes	School wide	English Learners		2026-2027								
4	4.3	Community Liaison		Yes	School wide				\$1,000.00	\$0.00	\$1,000.00				\$1,000.00	