Farnham Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Farnham Elementary School
Street	15711 Woodard Rd.
City, State, Zip	San Jose, CA 95124-2668
Phone Number	(408) 377-3321
Principal	Amy O'Hehir
Email Address	ohehira@cambriansd.com
School Website	https://www.cambriansd.org/Domain/10
Grade Span	K-5
County-District-School (CDS) Code	43693856046452

2024-25 District Contact Information

District Name	Cambrian School District
Phone Number	(408) 377-2103
Superintendent	Kristi Schwiebert
Email Address	schwiebertk@cambriansd.com
District Website	www.cambriansd.org

2024-25 School Description and Mission Statement

Farnham School Vision and Mission

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

The staff at Farnham Elementary School believes that children learn best in a variety of ways. We believe in a cooperative educational community that supports the importance of education. Students, staff, parents, and community leaders share the

responsibility to educate our students. We strive to encourage our students to be literate, reflective, citizens who uphold strong educational and social standards.

About Farnham Elementary School

At Farnham, we believe that educating children is the responsibility of the total school community. The staff is dedicated to providing powerful learning experiences that meet the needs of all of our students. We create a caring environment where students feel safe, take risks in their learning and develop lifelong learning skills. Farnham has strong parent involvement. We are proud of the many volunteers that provide services to our school. We offer a wide variety of activities that promote a well-rounded educational experience. We believe Farnham is a great school. We are proud of our students, parents, staff, and community as they work together for student achievement. Like all schools in the Cambrian School District, we are a California Distinguished School. Located in West San Jose, bordering Los Gatos and Campbell, Farnham School serves approximately 350 students in grades TK - 5.

Life Skills

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

INTEGRITY: To act according to a sense of what's right and wrong
INITIATIVE: To do something because it needs to be done
FLEXIBILITY: To be willing to alter plans when necessary
PERSEVERANCE: To keep at it
ORGANIZATION: To plan, arrange and implement in an orderly way; to keep things orderly and ready to use
SENSE OF HUMOR: To laugh and be playful without harming others
EFFORT: To do your best
COMMON SENSE: To use good judgment
PROBLEM-SOLVING: To create solutions in difficult situations and everyday problems
RESPONSIBILITY: To respond when appropriate, to be accountable for your behavior
PATIENCE: To wait calmly for someone or something
FRIENDSHIP: To make and keep a friend through mutual trust and caring
CURIOSITY: A desire to investigate and seek understanding of one's world
COOPERATION: To work together toward a common goal or purpose
CARING: To feel and show concern for others
COURAGE: To act according to one's beliefs
PRIDE: Satisfaction from doing your personal best

PBIS

PBIS stands for Positive Behavior Support and Interventions. All Cambrian Schools participate in the PBIS program. Our goal is to work together to create and maintain a school environment that is Predictable, Positive, Safe, and Consistent. Our three primary school standards are the Farnham Three Personal Standards: Solve Problems, Make Good Decisions, and Show Respect. During the school year, we are defining, teaching, reviewing, and modeling positive social and behavioral expectations in all areas of the school-based on what these three standards look like and sound like in each location. The expectations, language, and follow-through are the same for everyone.

Professional Development

Staff development is designed in our primary areas of focus: English Learner instruction, guided reading, Common Core State Standards (CCSS) for Math and ELA, Next Generation Science Standards, and differentiation. Using CCSS assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced in areas such as math, science or language arts, specific time through either teacher release days or 2 hours on early release days is dedicated to staff development to ensure the even and effective implementation of the program. Farnham also has 6 opportunities embedded in the school day for grade level collaboration to look at data and plan targeted instruction for their students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	47
Grade 2	51
Grade 3	63
Grade 4	63
Grade 5	63
Total Enrollment	353

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Asian	22.9
Black or African American	3.1
Filipino	2.8
Hispanic or Latino	30
Two or More Races	12.2
White	28.9
English Learners	19.3
Homeless	0.3
Socioeconomically Disadvantaged	22.7
Students with Disabilities	10.8

A. Conditions of Learning	State Priority: Basic

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	88.62	134.50	90.28	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.69	2.00	1.34	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.10	1.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.69	1.30	0.91	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	9.00	6.05	18854.30	6.86
Total Teaching Positions	17.50	100.00	148.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.90	100.00	129.30	90.13	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.60	1.85	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.10	0.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.10	1.51	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	8.10	5.69	15831.90	5.67
Total Teaching Positions	17.90	100.00	143.40	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.70	100.00	122.60	91.16	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.74	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.10	1.61	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	6.70	4.99	14303.80	5.15
Total Teaching Positions	14.70	100.00	134.50	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019	Yes	0
Mathematics	Eureka/2017	Yes	0
Science	FOSS	Yes	0
History-Social Science	Houghton Mifflin	Yes	0
Health	Health Connected (5th Grade)	Yes	0

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

School Facility Conditions and Planned Improvements

The school is situated on a site of 10 acres or more with classrooms sizes at least 960 square feet in dimension. Each school has a separate staff room with adult restrooms and kitchenette facilities. Playscapes have been replaced and upgraded to code.

Farnham Elementary School cleanliness is maintained by two staff custodians who are assigned to the school with eight-hour shifts. They provide cleanliness and custodial support at the facility. Custodial work is augmented by district maintenance and grounds staff whose job is to maintain the school buildings and grounds. All assured jobs are completed in a timely manner through an automated work order system.

During the Bond measure of 2003 - 2007, all classrooms were renovated and new carpet installed. The bathrooms were upgraded as well. In 2015, new perimeter fencing was installed. Soar arrays were added in 2015 to meet 85% of the schools electrical needs. The Ipad academy has been in place for several years. Current Measure R funding will provide for the replacement of existing gas lines, the upgrading & replacement of classroom HVAC units, replacement of some portable classrooms, and 1 MIL in district-wide technology expenditures. Work commences in summer 2022.

NEW UPDATES:

Farnham added five additional classrooms during the 2023-2024 school year. A brand new playground was added to the backyard during the Fall of 2024.

Year and month of the most recent FIT report	1/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Summer 2022 Measure R modernization projects completed. Replaced gas lines and classroom HVAC systems. Additional HVAC replacements in common areas commencing summer 2023. Centralized control of all site HVAC systems is expected by end of summer 2024
Interior: Interior Surfaces	X			As part of the Measure R funded HVAC upgrades, new counter tops, wall cabinets and floor cabinets have been installed throughout the sites. New sinks and faucets will be installed summer of 2024
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			We have implemented new cleaning schedules, methods and documentation. All custodial staff participate in ENVIROX computer and live training courses. Department holds monthly safety training & regular email communication is used to keep staff up to date on any issues. We have implemented our centralized supply ordering system. Any pest/vermin sightings are immediately reported to District Office, addressed by Clark Pest Control, and documented. Grounds staff maintain trees 5' away from building roofs/walls & shrub branches 2' off of soil & 2' away from building walls.
Electrical			X	Most subpanels and classroom wiring scheduled for evaluation leading to replacement/upgrading as necessary, Solar system requires evaluation leading to possible further additional installations to offset increasing energy costs; many due to new regulations and regional climate challenges. Measure R funding will be used to increase energy efficiency at each site. Elimination of fluorescent lighting in all interior and exterior areas, dimming switches, motion sensor lighting, and centralized lighting controls for each site

School Facility Conditions and Planned Improvements

				are currently in process and scheduled to be completed June, 2024, as part of Measure R.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All toilets/sinks have been placed on a preventative maintenance schedule, whereby seals are regularly replaced to avoid leaking toilets/faucets. Further ADA upgrades completed through Measure R. Future upgrades including increasing the number of touchless toilets/faucets are scheduled to begin summer of 2024. Ongoing replacement of older backflow preventers and standardizing all fixtures.
Safety: Fire Safety, Hazardous Materials	X			Fire safety has been vastly improved as part of the Measure R. funded upgrades. Voice command upgrades have been installed in all five sites lacking voice command features. All District properties recently passed annual Fire Marshall inspections. All combustible fuel is stored in fireproof cabinets. The District will begin properly disposing of old paint by turning it in to a certified paint collection center during the summer of 2024
Structural: Structural Damage, Roofs	X			There exist no known structural damages. Roofs are in overall good shape with a few minor leaks. Substantial roofing replacement will possibly need to occur over the next three to five years.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Beginning summer of 2024, Measure R funding will provide upgraded field irrigation monitoring systems for early leak detection, moisture sensors for automatic pre and post rain shutoff of sprinklers, and the placement of the most water efficient sprinkler heads. There is an ongoing effort to eliminate unused lawn space at each site. In April 2023, the District replaced most gas powered grounds and custodial equipment with battery operated equipment. In this effort, the District contracted with American Green Zone Alliance (AGZA) for an independent assessment of the District's environmental impact with regards to gas powered grounds and custodial equipment, prior to switching over to battery powered grounds and custodial hand tools.

Many playground repairs have been completed to ensure the safety of all site playgrounds, and playground inspections are ongoing. Playground upgrade designs have been completed by Northern California Play Works and District staff. All deigns include ADA playground upgrades; pour-in-place (PIP) surfaces and ADA play features. District staff is planning the commencement of these new playground upgrades at all sites as soon as the feasible elements recommended by site staff and community stakeholders has been incorporated into the design, and the District, the site staff and the community stakeholders have agreed, as much as possible. |

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	67	60	67	65	46	47
Mathematics (grades 3-8 and 11)	66	52	61	61	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	188	183	97.34	2.66	59.56
Female	97	92	94.85	5.15	64.13
Male	91	91	100.00	0.00	54.95
American Indian or Alaska Native	0	0	0	0	0
Asian	47	47	100.00	0.00	78.72
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	54	93.10	6.90	25.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	65.00
White	53	52	98.11	1.89	71.15
English Learners	33	30	90.91	9.09	16.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	35	94.59	5.41	45.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	15.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	188	186	98.94	1.06	51.61
Female	97	95	97.94	2.06	42.11
Male	91	91	100.00	0.00	61.54
American Indian or Alaska Native	0	0	0	0	0
Asian	47	47	100.00	0.00	74.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	57	98.28	1.72	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	60.00
White	53	52	98.11	1.89	57.69
English Learners	33	33	100.00	0.00	21.21
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	20.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	61.02	58.73	63.74	67.19	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	63	100.00	0.00	58.73
Female	36	36	100.00	0.00	52.78
Male	27	27	100.00	0.00	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	65.22
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	65.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.8%	100.0%	98.4%	95.2%	96.8%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	377	373	24	6.4
Female	183	183	13	7.1
Male	194	190	11	5.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	92	90	2	2.2
Black or African American	11	11	1	9.1
Filipino	--	--	--	--
Hispanic or Latino	116	115	18	15.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	43	0	0.0
White	105	104	3	2.9
English Learners	80	80	14	17.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	95	94	11	11.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	43	3	7.0

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.27	1.06	1.68	2.56	2.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0.00
Female	0.55	0.00
Male	1.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.33	0.00
White	0.95	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.27	0.00

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

2024-25 School Safety Plan

Cambrian is a small school district with a long history of a safe learning environment. Absenteeism is 4% for the 2023-2024 school year. Suspensions are less than 1% for the school. At Farnham, safety is our primary focus. Our Safe School Plan is on our district Website and is updated annually in collaboration with our community, staff, and law enforcement representatives.

2024-25 School Safety Plan

We implement an emergency response protocol known as the Incident Command System (ICS) that allows us to be prepared to respond to various emergency situations. We participate in disaster drills such as run, hide, defend, shelter-in-place, earthquake, and fire. Our local fire and police departments regularly visit our campus to check for fire and traffic safety.

The Cambrian School District Board adopted our Comprehensive School Safety Plan in December 2023.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3	1	
1	20	1	2	
2	22		3	
3	24		3	
4	27		2	
5	25		3	
Other	5	2		

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,328	0	$5,328	$80,746
District	N/A	N/A	$4,448	$101,078
Percent Difference - School Site and District	N/A	N/A	18.0	-22.4
State	N/A	N/A	$10,771	$79,413
Percent Difference - School Site and State	N/A	N/A	-67.6	1.7

Fiscal Year 2023-24 Types of Services Funded

Extended Day English Language Development classes
Reading intervention
Additional crossing guard
Secondary Curriculum Support
Positive Behavior Interventions and Supports: Farnham's Three Personal Standards
Kindergarten instructional aides
First Grade instructional aides
Second Grade instructional aides
Additional staff members to support positive behavior

State and federal funding also supported the following special programs districtwide.
- Title I, Part A: Basic Grant for High-Needs Students
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: English Learner and Immigrant Programs
- Title IV, Part A: Student Support and Academic Enrichment

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$69,157	$51,352
Mid-Range Teacher Salary	$96,928	$80,424
Highest Teacher Salary	$121,190	$103,442
Average Principal Salary (Elementary)	$147,459	$124,852
Average Principal Salary (Middle)	$155,095	$135,030
Average Principal Salary (High)	$0	
Superintendent Salary	$249,750	$145,237
Percent of Budget for Teacher Salaries	34%	26%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

District-wide staff professional development is reflective of students, staff, school, and district's goals and needs. Professional learning activities are designed to engage teachers in learning and implementing best practices that benefit student learning in alignment with district goals. These opportunities for professional learning include the following:

* Grade Level Collaboration Time (Early Release Days)
* K-8 Articulation Days (Teacher Inservice Days)
* Weekly District/Site/Grade Level Collaboration Time (Early Release Days)
* Professional Development Release Days to meet in collaborative learning teams to review student data and plan updates to instructional strategies to meet student needs

Professional development is aligned with district, school, and/or individual professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced in areas such as math, science or language arts, specific time through either teacher release days or 2 hours on early release days is dedicated to staff development to ensure the even and effective implementation of the program.

Staff development is designed in our primary areas of focus for 2019-2020 based on the district adoption of a new language arts curriculum:

* English Learner instruction using Benchmark Advance curriculum
* Reading, Writing, Speaking, Listening instruction using Benchmark Advance curriculum
* Guided Reading
* Social-Emotional Learning using the Second Step curriculum
* Data collection and analysis through our Professional Learning Community time (5 sessions/year)
* Restorative Justice Practices
* Behavior Support using the Zones of Regulation program

These areas were selected as priorities based on multiple factors including student assessment results on state testing, teacher and community feedback, and state adoption of updated content standards such as NGSS.

Finally, annually the staff receives updated professional development in areas such as:

* Positive Behavior and Interventions Supports
* Emergency Response Protocols
* State-mandated training on topics such as Sexual Harassment and Mandated Reporters

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5