

# LOCAL CONTROL & ACCOUNTABILITY PLAN 2025-2026

FARNHAM ELEMENTARY  
Update & Next Steps

Amy O'Hehir • 04.17.2025





# Our Vision in Action: Four Pillars of Success



High Academic Achievement



Effective Leadership, Teaching & Learning



Positive School Environment, Climate & Culture



Strong Family & Community Engagement



# The Farnham Experience

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## A Welcoming Environment

 Everyone is a piece of our Farnham Puzzle

 Students feel seen, heard, and supported

 GLAD strategies, restorative circles, equity-centered decisions

 Focus on Relevance, Rigor, Relationships, & Cultural Identity

# Student Voice



## What Our Scholars Say

- 94% try their best
- 92% feel staff want them to succeed
- 86% feel safe
- Growth area: only 74% say students treat each other well





# Family Voice











## What Our Families Say

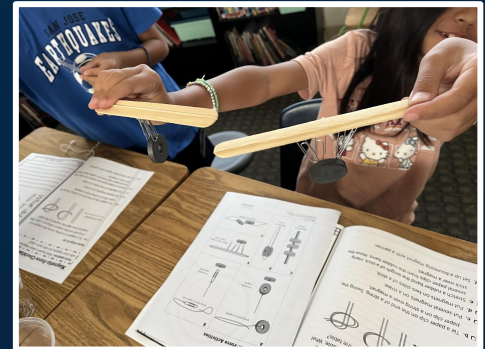
- 83% feel welcome
- 87% say communication is accessible
- 67% feel their input is valued
- Growth area: only 38% feel knowledgeable about their rights



# Academic & Instructional Highlights



-  FOSS implemented school-wide
-  Doubled 3rd–5th grade ISS reading support over last school year - to support foundational skills
-  Additional aide in 4th–5th grade for small group, differentiated instruction
-  Grade-level use of common weekly Assessments
-  Wildly Important Goal (WIG) - Joy of Reading
-  Benchmark ELD curriculum used consistently
-  GLAD Hip Pocket Tools used schoolwide
-  Less than half of staff currently GLAD-certified



# Strengthening Systems of Support MTSS & PBIS



Built structured MTSS processes for interventions



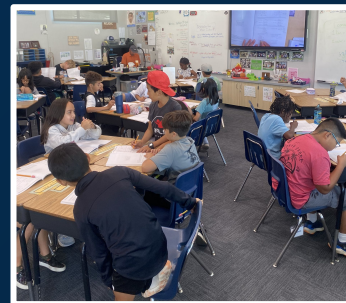
Used data to drive timely supports



Schoolwide focus on PBIS: Positive behavior, prevention, and consistency



Fostered a proactive, equitable school culture



# Tier II Reading Intervention Plan



## Purpose & Identification

- Support students not making progress with Tier I instruction
- Identified in September PLCs using FastBridge, Imagine Literacy, teacher assessments, observations
- Criteria: High/some risk, EL Level 3+, speech-only IEP

## Students Served (Currently 43)

- 1st: 12 students
- 2nd: 7 students
- 3rd: 5 students
- 4th: 6 students
- 5th: 13 students

## Program Design

- Daily 30-minute sessions, 5x/week
- Small groups (1:2 to 1:4) or 1:1
- In-class Tier II + pull-out ISS reading support

## Progress & Monitoring

- 12 students exited with grade-level performance
- 7 newly added, 4 shifted to higher skill groups
- Reviewed every 8–10 weeks; monitored weekly or bi-weekly

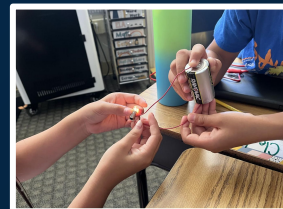


# Mental Health & Wellness



## Support for All

- 🧠 34 students receive weekly counseling
- 🚪 ~20 students attend drop-in sessions
- 🌿 SEL & emotional regulation embedded schoolwide
- 😊 Additional Staff hired to support individual students with emotional regulation





# Focal Scholar Progress



Supporting 32 students in grades 1–4 through the Focal Scholar Program



84% of students are taught by GLAD-trained teachers



## Reading:

- 22% at grade level
- 56% at risk, all in ISS support
- 13% graduated from Tier II ISS
- 81% showed growth; 75% still need Tier I and II support
- 100% have revised intervention plans



## Math:

- 62% showed growth
- 46% still at risk, needing Tier I support

## Academic Progress:

- 5 students referred to SST for further support






## Attendance:

- 9% have 100% attendance
- 56% at 95%+
- 21% at or below 94%, with 12% under 89%
- Interventions in place for students under 89% attendance rate

# Planning for 2025 -26

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-  Maintain high-quality instruction with GLAD strategies
-  Continue SEL & restorative practices
-  Strengthen family engagement & communication
-  Continue supporting Benchmark Instruction
-  Continue supporting FOSS implementation to connect with Benchmark lessons

# Farnham's Commitment



Every learner, staff member, and family belongs here—and matters every day.

- Every student seen, supported, and successful
- Every voice heard
- Every decision made with equity and impact in mind



# Questions?



# Thank you!

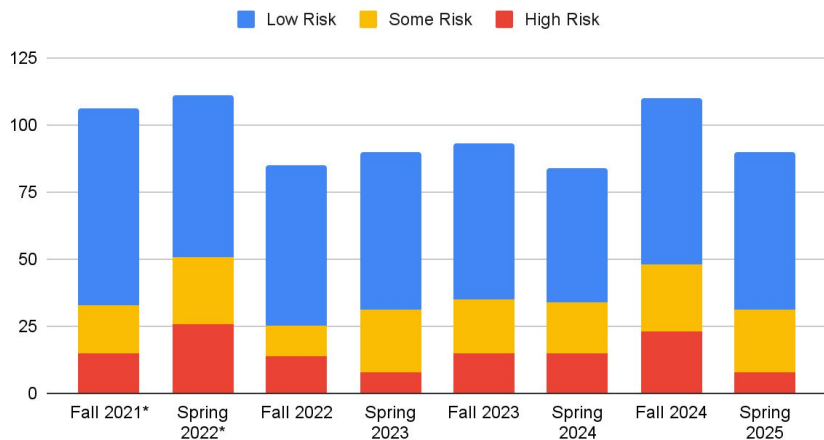
# Data Slides



# LCAP GOAL 1: High Academic Achievement

## Farnham FastBridge English Language Arts

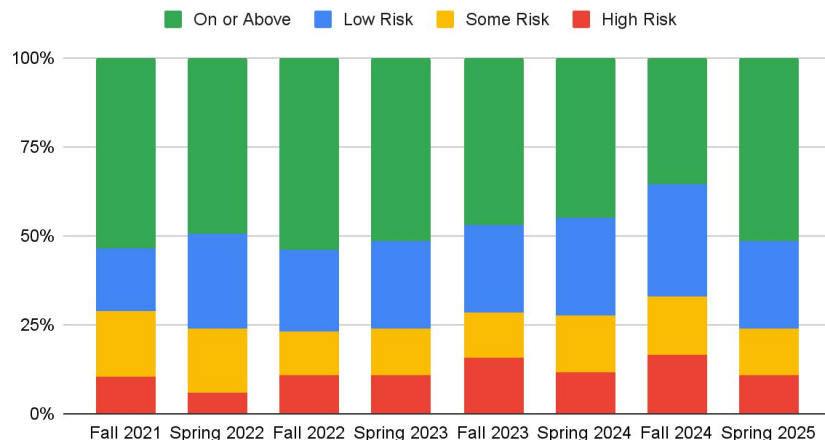
Early Reading Over Time (K & 1st Grade)



\*TK Data included

- Phonics
- Phonemic Awareness
- Fluency
- Comprehension
- Vocabulary

aReading Over Time (2nd - 5th Grades)

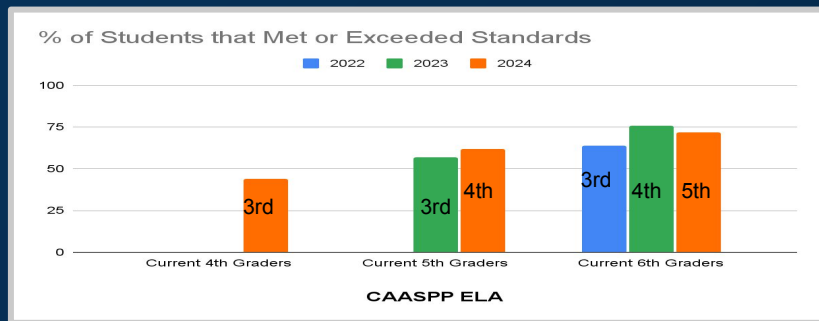


- Phonics
- Phonemic Awareness
- Fluency

# LCAP GOAL 1: High Academic Achievement

## Farnham CAASPP Historical ELA Trends

SBA ELA Change Over Time Percent Met or Exceeded Standard Grades 3-5					
2017	2018	2019	2022	2023	2024
62%	64%	60%	66.67%	67.02%	60%



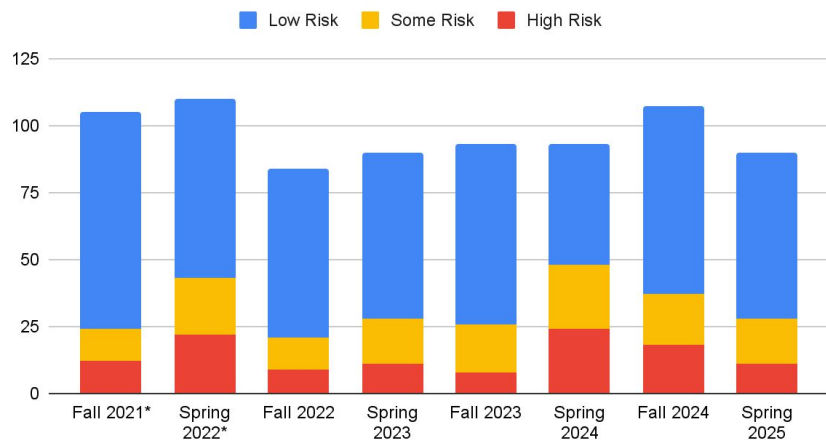
### ***FOCUS ON OUR 4th GRADERS***

- *26% are English Language Learners*
- *13% are ELPAC level 1 and 2*
- *31% are hispanic*
- *60% missed meeting standard by less than 10 points*

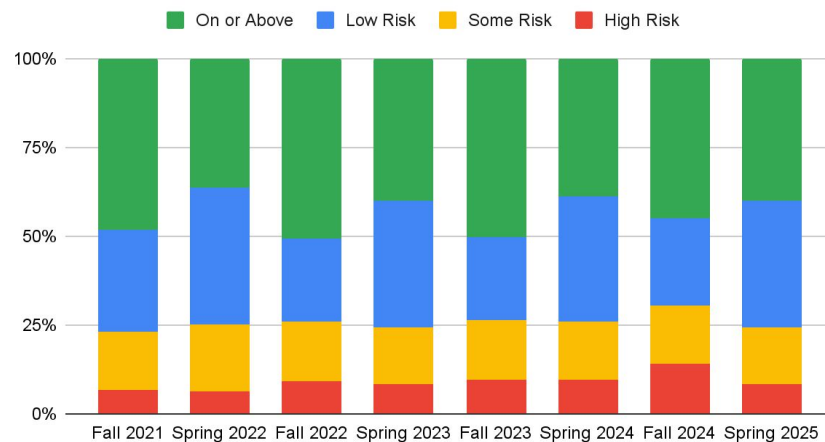
# LCAP GOAL 1: High Academic Achievement

## Farnham FastBridge Math

Kindergarten & First Grade Early Math



Second - Fifth Grade aMath



\*TK Data included

- Number Identification
- 1:1 Correspondence
- Counting
- Cardinality
- Basic +/-
- Grade Level Standards

# LCAP GOAL 1: High Academic Achievement

## Farnham CAASPP Historical Math Trends

SBA Math Change Over Time Percent Met or Exceeded Standard Grades 3-5					
2017	2018	2019	2022	2023	2024
54%	65%	59%	60%	65.63%	52%

