

Farnham Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

About This School

Contact Information (School Year 2018-19)

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	Matt Hill
E-mail Address	hillm@cambriansd.com
Web Site	www.cambriansd.org/farnham
CDS Code	43693856046452

District Contact Information	
District Name	Farnham Charter School/Cambrian School District
Phone Number	(408) 377-2103
Superintendent	Carrie Andrews
E-mail Address	andrewsc@cambriansd.com
Web Site	www.cambriansd.org

School Description and Mission Statement (School Year 2018-19)

Farnham School Vision and Mission

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 500 students in grades TK - 5.

Life Skills

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

INTEGRITY: To act according to a sense of what's right and wrong

INITIATIVE: To do something because it needs to be done

FLEXIBILITY: To be willing to alter plans when necessary

PERSEVERANCE: To keep at it

ORGANIZATION: To plan, arrange and implement in an orderly way; to keep things orderly and ready to use

SENSE OF HUMOR: To laugh and be playful without harming others

EFFORT: To do your best

COMMON SENSE: To use good judgment

PROBLEM-SOLVING: To create solutions in difficult situations and everyday problems

RESPONSIBILITY: To respond when appropriate, to be accountable for your behavior

PATIENCE: To wait calmly for someone or something

FRIENDSHIP: To make and keep a friend through mutual trust and caring

CURIOSITY: A desire to investigate and seek understanding of one's world

COOPERATION: To work together toward a common goal or purpose

CARING: To feel and show concern for others

COURAGE: To act according to one's beliefs

PRIDE: Satisfaction from doing your personal best

PBIS

PBIS stands for Positive Behavior Support and Interventions. All of 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 rules are the Farnham ABC's: Act Responsibly, Behave Respectfully, and Care for others. 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 rules 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, writer's workshop model, 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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	99
Grade 1	87
Grade 2	92
Grade 3	71
Grade 4	98
Grade 5	77
Total Enrollment	524

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.4
Asian	20.2
Filipino	2.7
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.0
White	40.5
Socioeconomically Disadvantaged	16.6
English Learners	22.3
Students with Disabilities	9.0
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	23	28	25	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin	Yes	0
Mathematics	Eureka/2017	Yes	0
Science	FOSS		0
History-Social Science	Houghton Mifflin	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The schools are situated on sites of 10 acres or more with classroom size 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 at the elementary school sites.

Suitability of the facility as a learning environment including, but not limited to, cleanliness; building condition; lighting, heating, and cooling systems; noise negation; condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

Farnham Elementary School is well maintained by staff of custodians who are assigned to the school with 8 hr shifts. They provide cleanliness and support of the facility in many ways. They are supplemented by the district staff who regularly assist in building maintenance. They assure 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/11/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Wing H: Kinder drinking fountain showing signs of age. It is being evaluated for replacement
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/11/2018	
Overall Rating	Exemplary

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	59.0	64.0	66.0	67.0	48.0	50.0
Mathematics (grades 3-8 and 11)	53.0	65.0	56.0	63.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	248	98.80	64.11
Male	126	124	98.41	59.68
Female	125	124	99.20	68.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	56	98.25	80.36
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.00	41.67
White	105	103	98.10	66.99
Two or More Races	17	17	100.00	82.35
Socioeconomically Disadvantaged	41	40	97.56	40.00
English Learners	80	79	98.75	53.16
Students with Disabilities	39	38	97.44	28.95
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	249	99.2	64.66
Male	126	125	99.21	69.6
Female	125	124	99.2	59.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	57	100	82.46
Filipino	--	--	--	--
Hispanic or Latino	48	48	100	37.5
White	105	103	98.1	65.05
Two or More Races	17	17	100	88.24
Socioeconomically Disadvantaged	41	40	97.56	42.5
English Learners	80	80	100	57.5
Students with Disabilities	39	38	97.44	34.21
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.5	35.5	31.6

Note: Percentages are not calculated 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 and Arts Vistas Instructors, Project Cornerstone Asset Building Champions, and Garden Adventures docents. Parents are also invited to participate as volunteers in all of the HSC community events mentioned above. Finally, events such as our music program add additional times for the community to participate in our program.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	0.6	0.6	1.4	1.4	2.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Cambrian is a small school district with a long history of a safe learning environment. Absenteeism is less than 4% a year: suspensions are less than 1% for the school. At Farnham, safety is our primary focus. Our Safe School Plan is on our district Web site and is annually updated in collaboration with our community, staff and law enforcement representatives. We implement a emergency response protocol known as Incident Command System (ICS) that allows us to be prepared to respond to a variety of emergency situations. We participate in disaster drills such as lock down, shelter-in-place, earthquake, and fire. Our local fire department and police departments regularly visit our campus to check for fire and traffic safety.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		4		22	1	4		23		5	
1	24		3		22		3		24		3	
2	26		3		25		3		23		4	
3	27		3		24		4		24		3	
4	29		3		25		3		28		3	
5	24	1	4		27		3		30		3	
Other	8	2			8	2						

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.167	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.542	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,082	\$1,417	\$5,665	\$74,732
District	N/A	N/A	\$5,750	\$84,489
Percent Difference: School Site and District	N/A	N/A	-1.5	-12.3
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-22.8	-1.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

After School Homework Center
 Extended Day English Language Development classes
 Reading intervention
 Math intervention
 Art Vista Coordinator
 Music (includes band and choir)
 Technology
 Library
 PE (4th and 5th grade)
 Additional crossing guard
 Counseling: Part time counselor
 Positive Behavior Interventions and Supports: Farnham's ABC program
 Kindergarten instructional aides
 Enrichment: Science Olympiad

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,518	\$48,064
Mid-Range Teacher Salary	\$82,018	\$75,417
Highest Teacher Salary	\$102,547	\$94,006
Average Principal Salary (Elementary)	\$118,962	\$119,037
Average Principal Salary (Middle)	\$126,092	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$197,400	\$183,692
Percent of Budget for Teacher Salaries	43.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

District-wide staff professional development are reflective of students, staff, school and district's goals and needs. Professional learning activities are design 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)
- 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 2018-19:

- English Learner instruction based on California's English Language Development standards,
- Next Generation Science Standards (NGSS)
- Social Emotional Learning
- Guided Reading
- Collaborative Learning teams

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 areas such as:

- Positive Behavior and Interventions Supports
- Emergency Response Protocols
- State mandated trainings on topics such as Sexual Harrassment and Mandated Reporters