

**Charter Petition**  
**of**  
**Farnham School**

**#574**

**April 2013**

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## I. Introduction

The Farnham staff wishes to operate as a neighborhood dependent conversion charter public school in order to take advantage of some of the flexibility that charter status offers. The school will pursue the mission and vision of the Cambrian School District as described in the District's Mission, Vision, Outcomes, Indicators, in addition to the Farnham site commitment to excellence.

The conversion to a neighborhood charter public school offers the school community flexibility in two key areas that we need in order to operate differently than current district and state policies will allow. We do not seek or desire independence from the Cambrian School District. We wish to operate as a dependent charter school in order to operate with limited independence from Education Code in the following two areas:

1. Site level block grants that allow flexibility. Flexibility to receive site level funds in the form of a block grant, rather than specific program funds, in order to utilize these funds to provide flexibility to meet the needs of our students, staff, parents and programs.
2. Area-wide enrollment of students. Farnham enrolls about twenty percent of its students from outside the Cambrian School District. We will be able to offer attendance options for individuals living outside the district's attendance boundaries who want to continue or begin their K-5 education at Farnham Elementary School.

## **Mission and Vision**

Farnham School will subscribe to the Mission and Vision of the Cambrian School District. The Mission and Vision are as follows:

### ***Mission Statement***

Cambrian School District, a caring and collaborative community, develops creative and critical thinkers who communicate effectively, value diversity and are ready to excel in a global society.

### ***Vision Statement***

The Cambrian School District will be known for its creativity and innovation and maintaining a strong focus on educating the whole child.

Our actively engaged students will take control of their education as they are challenged to reach individual levels of personal best.

Our amazing team of highly trained educators and classified staff supported by an army of parent volunteers and business partners will share a commitment to meeting the needs of all students.

As the heart and soul of our community, the Cambrian Family will explore infinite possibilities for learning as we prepare our 21st century students for the future workforce and to meet and exceed the challenges of their exciting, diverse, and ever changing future.

## Statement of Operations

Farnham School will retain its current operational relationship with the district in all of the following ways:

- Governance by the Cambrian School District Board of Education
- Maintenance and insurance of school facilities
- Changes, additions or alterations to the facilities
- Maintenance of the non-instructional operations
- Insurance of school and district personnel against liability claims of all current and future district policies
- All current and future contracts agreed upon between the Cambrian School District, Cambrian District Teachers' Association (CDTA) and California School Employee's Association (CSEA) Local Chapter 641 in accordance with the Educational Employment Relations Act (EERA)
- All operations, except inter-district transfers, currently in place with other neighborhood schools in the district

## II. Educational Philosophy

### **Education Code 47605 (b) (5) (A)**

*A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

Farnham School is a neighborhood school that offers students the promise of an exceptional education in grades kindergarten through five that leads to successful middle school and high school experiences, and the post-secondary options of fulfilling employment or admission to institutions of higher education. This promise is made with the understanding that an education is a shared responsibility of the public schools, parents, community, and the individual learners.

### **The guiding principles are:**

We Believe:

- In valuing and teaching the whole child
- In preparing all Cambrian Students for the global challenges of the 21st century
- In honoring and encouraging the strengths of every child
- In fostering a strong sense of community and creating a safe, orderly learning environment for all
- In success that is built through collaboration and teamwork
- In children as capable learners who have a shared responsibility for their education.
- In a well rounded education that encompasses the arts, physical education, and hands on experiences

- In celebrating diversity of cultures and the importance of the individual in an equitable environment

### III. Measurable Student Outcomes

#### **Education Code 47605 (b) (5) (B)**

*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's education program.*

Farnham School will be held accountable for all learners meeting the measures of success for the outcomes of the school. Our goal is for all Farnham students to meet the statewide performance standards developed by the California Department of Education and described in multiple measures. These standards include the subject fields of language arts, mathematics, science, social studies and physical education. All students will participate in state-mandated assessments. Farnham School's students will participate in all district-mandated assessments and meet district standards. Trimester report cards will be continued on the same schedule adopted by the district as a whole.

#### **CA Education Code 47605 I (b) (5) (C)**

*The method by which pupil progress is to be measured.*

Progress will be objectively measured by the annual statewide assessments as determined by the State of California and by formative and summative district assessments.

Progress will also be measured by teachers in the traditional manner, such as through project performances, portfolios, tests and exams. Progress will be discussed on a regular basis with parents and children and existing trimester reports cards will continue to be distributed.

#### **CA Education Code 47607**

*Requirement to meet specific performance standards to renew the Charter.*

Measurable Outcomes: Farnham has met the overall school API growth target in each of the past four years.

Use of Data: The Farnham staff consistently uses formative assessments throughout the year to improve instructional practices to ensure mastery of grade level standards. Data on formative assessments are sent to parents to maintain effective communication on their child's progress. STAR summative data are sent to parents as mandated by state requirements.

## IV. Governance Structure

### **CA Education Code 47605 (b) (5) (D)**

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent involvement.*

Farnham School will be a dependent, neighborhood charter school that will be governed by the Cambrian School District Board of Education.

On-site decisions regarding a process for ensuring parent involvement and budgeting of AB544 funding and any other money allocated from the state for the charter school, including grants, will be by consensus among certificated staff acting on recommendations made by the majority of the Farnham Advisory Council. If consensus cannot be reached, a decision will be made by a 60 percent majority vote of certificated staff. Any amendment to this charter petition itself will be approved by this same process - consensus of certificated staff or a 60 percent majority vote, thereof, in the event consensus cannot be reached.

### **Membership**

Site level governance is performed by the School Site Council and includes staff and parents. The team will consist of eight voting members. These include:

- Four staff—one principal, two teachers, and one English learner representative
- Four parents—parents may express an interest to serve and will be selected in the spring to begin the following fall

### **Term of Office**

The term of office of each staff representative shall be two years. In the event that a staff representative resigns, a vote will be taken to fill the seat. The staff member so selected will complete the term of the staff member who resigned.

The term of office of each parent representative shall be two years. In the event that a parent representative resigns, a notice will be sent home to parents and the vacancy will be advertised in the school newsletter to seek a replacement. Ballots will be distributed to the parent community. The parent representative so selected will finish the term of the person who resigned.

### **Meetings**

The Farnham Advisory Council shall establish a regular time, date and place of meeting and shall hold no more than one regular meeting per month during the months of September through June (excluding the short school month of December).

Four of eight voting members shall constitute a quorum. The Farnham Advisory Council may establish rules and procedures governing the conduct of its meetings

The Farnham Advisory Council shall be subject to the Ralph M. Brown Act, California Government Code Section 54950, et seq. as is the current site council.

## V. Human Resources

### **CA Education Code 47605 (b) (5) (E)**

*The qualifications to be met by individuals to be employed by the school.*

Teachers at Farnham shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As the California Department of Education and the Commission for Teacher Credentialing provide interpretations for the requirements for non-academic subjects those interpretations will be followed and submitted to the Cambrian School District Board of Education for approval. Cambrian School District shall not require any employee of the district to be employed at Farnham School. The district will utilize existing policies and collective bargaining agreements to address staff members currently assigned to Farnham who do not wish to continue at the school under the charter status.

Job descriptions and credential requirements for all positions will remain the same as described in the CDTA and CSEA collective bargaining agreements.

### **CA Education Code 47605 (b) (5) (F)**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.*

Farnham School shall comply with all the provisions and procedures of Education Code 44237, including the requirement, that as a condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB tests.

## VI. Student Admissions, Attendance, Suspension/Expulsion Policies

### **CA Education Code 47605 (b) (5) (G)**

*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

Farnham School will be a dependent, conversion charter that shall maintain the policy giving admission preference to pupils who reside within the former Farnham attendance area. Preference shall be extended to pupils currently attending Farnham School and pupils who reside in the Cambrian School District attendance area. Should interest in the school be greater than its capacity, Farnham

School will follow the process for determining admission to the school which is outlined in the next section (CA Education Code 47605 (b) (5) (H)). This process shall be approved by the Cambrian School District Board of Education and be consistent with the law.

The Cambrian School District Governing Board shall not require any pupil enrolled in the school district to attend Farnham School and will utilize district policies for placement of students not wishing to attend the school.

Farnham School will consult with the Cambrian District Board of Education regarding the number of students admitted to the school based on existing policies and procedures. The enrollment capacity will be established annually and be consistent with state law and master agreements between the Cambrian School District and the Cambrian Teachers' Association and the California School Employees' Association.

### **CA Education Code 47605 (b) (5) (H)**

*Admission requirements, if applicable.*

There are no admission requirements. Farnham School will admit pupils who wish to attend the school if there is space. In accordance with the law, preference shall be given to students who reside within the attendance area of the school, students who already attend Farnham, siblings, followed by students who reside in the Cambrian School District attendance area. If the number of pupils who wish to attend exceeds capacity, attendance shall be determined by public random drawing as soon as practicable after registration has opened and applications have been accepted. Current district policies used for admitting and removing students will be followed.

## **VII. Financial Planning, Reporting, and Accountability**

### **CA Education Code 47605 (b) (5) (I)**

*The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

Farnham School shall be a dependent charter school and participate in the district's annual audit. Exceptions and deficiencies so noted will be addressed promptly, pursuant to policies and procedures established by the Cambrian School District Board of Education.

### **CA Education Code 47605 (b) (5) (J)**

*The procedures by which pupils can be suspended or expelled.*

Students shall be suspended or expelled for actions for which they could be suspended or expelled from the Cambrian School District as defined by the Education Code Sections 48900 to 48926. The due process mandated for school districts therein will be followed at Farnham School.

## **CA Education Code 47605 (b) (5) (K)**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

Farnham School will retain its current relationship with the Cambrian School District for the purposes of all staff benefits as provided under existing master agreements.

1. **Relationship with local teachers' and school employees' associations:** Farnham staff will continue with the current relationships with the Cambrian Teachers' Association and the California School Employees' Association.
2. **Process for determining salaries and working conditions:** Farnham staff will continue its current relationships with the school district, the Cambrian Teachers' Association and the California School Employees' Association for purposes of determining salaries and benefits for employees.

## **CA Education Code 47605 (b) (5) (L)**

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

Pupils residing within the former attendance area of Farnham School who choose not to attend the school, may attend any of the existing Cambrian School District schools.

## **CA Education Code 47605 (b) (5) (M)**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.*

All current and new employees at Farnham School will be employees of the Cambrian School District and all rights of permanent status and transfers shall be the same as those used by the district and outlined in the CDTA and CSEA collective bargaining agreements in accordance with the EERA. In addition, all Education Code rights and responsibilities and any other statutory provisions shall remain in effect.

We wish to reiterate that the Education Code of California remain in effect with the exception of flexibility in funding by block grant and area-wide enrollment as stated in our introduction.

## **CA Education Code 47605 (b) (5) (N)**

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

There are no special provisions for dispute resolution in this charter. As a dependent charter, existing policies, practices and education and government code shall remain intact. Specific provisions within

the existing CDTA and CSEA contracts for complaint policies, collective bargaining, and grievance procedures will remain applicable.

### **CA Education Code 47605 (b) (5) (O)**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.*

All employees of Farnham School will be employees of the Cambrian School District.

### **CA Education Code 47605 (b) (5) (P)**

*A description of the closure procedure, including closeout audit, asset liability disposition, and records transfer.*

The process for charter school closure will follow the California State Department of Education recommended process. This process will include an official action by the Cambrian School District Governing Board effective at the end of an academic year, notifying the Charter Schools Unit of the California Department of Education, parents, and the Santa Clara Office of Education. The Cambrian School District will maintain all student and school records as required by law for the charter. After its closeout, the school will have an audit to determine and financial responsibilities which will be borne by the Cambrian School District. As a conversion charter school, the assets and liabilities will remain part of the Cambrian School District.

## VIII. Impact on the Charter Authorizer

As a dependent charter, we will have minimal additional impact on the Cambrian School District for facilities needs, administrative services, and potential civil liability effects.

## IX. Required Affirmations

Farnham School shall be nonsectarian in its programs, admission policies, employment practices and all other operations. It shall not charge tuition and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, socioeconomic status or disability.

## X. Miscellaneous

### **Severability**

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect.

On an annual basis, if 51 percent or more of the permanent status teachers currently employed at Farnham choose to revoke charter status by February 1<sup>st</sup> of any school year, then the Cambrian School District Board of Education shall agree to revoke the charter and return the school to non-charter status the next school year.

The Cambrian School District Board of Education may revoke the charter as described in Section 47607 of Assembly Bill 544.

### **Special Education**

If students attending Farnham School qualify for special education funds, then the Cambrian School District shall treat Farnham students as it treats other Cambrian School District students.

In terms of Special Day classes, resource specialist services and speech services, the charter school will follow all current and future district regulations, practices and policies.

**Petition for the Establishment of  
Charter Status For  
Farnham School**

We, the undersigned, believe that the attached charter merits consideration and hereby petition the Governing Board of the Cambrian School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the conversion of Farnham School. Farnham School agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the school's charter. The petitioner's listed below certify that they are permanent teachers who are meaningfully interested in teaching in the Farnham School.

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Cambrian School Board of Education.

By the petitioners:

<u>Akiko Sugihara</u> Name (please print)	<u>Akiko Sugihara</u> Signature	<u>3/20/2013</u> Date
<u>Courtney Pando</u> Name (please print)	<u>Courtney Pando</u> Signature	<u>3/20/13</u> Date
<u>Michelle Bagtas</u> Name (please print)	<u>Michelle Bagtas</u> Signature	<u>3/20/13</u> Date
<u>Mary Cochran</u> Name (please print)	<u>Mary Cochran</u> Signature	<u>3/20/13</u> Date
<u>Melissa DiGirolamo</u> Name (please print)	<u>Melissa DiGirolamo</u> Signature	<u>3/20/13</u> Date
<u>Erin Faso</u> Name (please print)	<u>Erin Faso</u> Signature	<u>3/20/13</u> Date
<u>Imelda Kortens</u> Name (please print)	<u>Imelda Kortens</u> Signature	<u>3/20/13</u> Date
<u>Stacy Stone</u> Name (please print)	<u>Stacy Stone</u> Signature	<u>3/20/13</u> Date
<u>Matt Hill</u> Name (please print)	<u>Matt Hill</u> Signature	<u>3/20/13</u> Date
<u>Mary Davis</u> Name (please print)	<u>Mary M. Davis</u> Signature	<u>3/20/13</u> Date
<u>Heather Rivera</u> Name (please print)	<u>Heather Ri</u> Signature	<u>3/20/13</u> Date



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2011-12 Accountability Progress Reporting (APR)



**School Report - API Growth and Targets Met**  
**2012 Growth**  
**Academic Performance Index (API) Report**

California Department of Education  
 Analysis, Measurement, &  
 Accountability Reporting Division  
 4/8/2013

School: Farnham Charter  
 LEA: Cambrian  
 County: Santa Clara  
 CDS Code: 43-69385-6046452  
 School Type: Elementary

- 2012 Growth API Links:
- [School Chart](#)
  - [School Demographic Characteristics](#)
  - [School Content Area Weights](#)
  - [LEA List of Schools](#)
  - [County List of Schools](#)

Direct Funded Charter School: No

(An LEA is a school district, county office of education, or statewide benefit charter.)

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

**Met Growth Targets**

**Schoolwide:** Yes  
**All Student Groups:** Yes  
**All Targets:** Yes

**Groups**

	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Student Groups Growth Target
Schoolwide	338		899	850	A	49	
Black or African American	19	No	869	855			
American Indian or Alaska Native	3	No					
Asian	47	No	961	938			
Filipino	12	No	886				
Hispanic or Latino	89	Yes	831	737	5	94	Yes
Native Hawaiian or Pacific Islander	2	No					
White	162	Yes	927	890	A	37	Yes
Two or More Races	2	No					
Socioeconomically Disadvantaged	78	Yes	812	732	5	80	Yes
English Learners	69	Yes	829	758	5	71	Yes
Students with Disabilities	57	No	786	718			

## Similar Schools Report

Similar Schools**Median API**

<u>2012 Growth</u>	<u>2011 Base</u>
883	875

Click on the median value heading to link to the list of 2011 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2011 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

**"N/A"** means a number is not applicable or not available due to missing data.

**"\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

**"A"** means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.

**"B"** means the school did not have a valid 2011 Base API and will not have any growth or target information.

**"C"** means the school had significant demographic changes and will not have any growth or target information.

**"D"** means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from the 2011 Base API to 2012 Growth API for a school or LEA.

**Missing All Student Data** – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

**Missing Special Population Student Data** – Socioeconomically Disadvantaged and English Learners student groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2011 Base API to the 2012 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in January 2013.

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## 2010 -11 Accountability Progress Reporting (APR)



### School Report - API Growth and Targets Met 2011 Growth Academic Performance Index (API) Report

California Department of Education  
Analysis, Measurement &  
Accountability Reporting Division  
8/13/2012

School: Farnham Charter  
LEA: Cambrian  
County: Santa Clara  
CDS Code: 43-69385-6046452  
School Type: Elementary

- 2011 Growth API Links:
- [School Chart](#)
  - [School Demographic Characteristics](#)
  - [School Content Area Weights](#)
  - [LEA List of Schools](#)
  - [County List of Schools](#)

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

**Met Growth Targets**  
 Schoolwide: Yes  
 All Student Groups: No  
 All Targets: No

**Groups**

	Number of Students Included in 2011 API	Numerically Significant in Both Years					Met Student Groups Growth Target
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	
Schoolwide	330		849	847	A	2	
Black or African American	21	No	855	830			
American Indian or Alaska Native	3	No					
Asian	43	No	938	913			
Filipino	10	No					
Hispanic or Latino	90	Yes	734	755	5	-21	No
Native Hawaiian or Pacific Islander	2	No					
White	157	Yes	890	890	A	0	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	91	Yes	729	706	5	23	Yes
English Learners	59	Yes	758	776	5	-18	No
Students with Disabilities	44	No	718	690			

Similar Schools Report

**Similar Schools**

Median API

<u>2011 Growth</u>	<u>2010 Base</u>
872	869

Click on the median value heading to link to the list of 2010 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2010 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

**"N/A"** means a number is not applicable or not available due to missing data.

**"\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2010 or 2011. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2010.

**"B"** means the school did not have a valid 2010 Base API and will not have any growth or target information.

**"C"** means the school had significant demographic changes and will not have any growth or target information.

**"D"** means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2011 Growth API of 710 or a one-point increase from the 2010 Base API to 2011 Growth API for a school or LEA.

**Missing All Subgroup Data** – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

**Missing Special Population Subgroup Data** – Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "No" under the "Met Subgroup Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in February 2012.

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2009 -10 Accountability Progress Reporting (APR)



**School Report - API Growth and Targets Met**  
**2010 Growth**  
**Academic Performance Index (API) Report**

California Department of Education  
 Assessment, Accountability and Awards Division  
 10/5/2011

School: Farnham Charter  
 LEA: Cambrian  
 County: Santa Clara  
 CDS Code: 43-69385-6046452  
 School Type: Elementary

2010 Growth API Links:

- School Chart
- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2009-10 APR		2009-10 State API			2010 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Number of Students included in the 2010 Growth API	API				Met Growth Target		
	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
	317	847	864	A	-17	Yes	No

Similar Schools Report

<b>Similar Schools</b>	<b>Median API</b>
	2010 Growth
	2009 Base
	869                      866

Click on the median value heading to link to the list of 2009 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2009 Base API Report.

**Subgroups** Subgroup API

	Number of Students Included in 2010 API	Numerically Significant in Both Years	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Met Subgroup Growth Target
Black or African American	29	No					
American Indian or Alaska Native	2	No					
Asian	42	No					
Filipino	7	No					
Hispanic or Latino	90	Yes	755	800	A	-45	No
Native Hawaiian or Pacific Islander	1	No					
White	142	Yes	890	898	A	-8	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	84	Yes	706	777	5	-71	No
English Learners	60	Yes	776	833	A	-57	No
Students with Disabilities	33	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2009 or 2010. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2009.

"B" means the school did not have a valid 2009 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2009 Base API Report and has no target information even though the school is no longer an ASAM school.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2010 Growth API of 680 or a one-point increase from 2009 Base API to 2010 Growth API for a school or LEA.