

Farragut Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Culver City Unified
Phone Number	(310) 842-4220
Superintendent	David LaRose
E-mail Address	davidlarose@ccusd.org
Web Site	http://www.ccusd.org

School Contact Information - Most Recent Year	
School Name	Farragut Elementary
Street	10820 Farragut Dr.
City, State, Zip	Culver City, Ca, 90230-4107
Phone Number	310-842-4323
Principal	Dr. Rebecca Lynch, Principal
E-mail Address	rebeccalynch@ccusd.org
County-District-School (CDS) Code	19644446012694

Last updated: 1/15/2016

School Description and Mission Statement - Most Recent Year

The mission of Farragut Elementary School is to provide a learning environment, which offers each child, within a caring and cooperative atmosphere, the opportunity to develop individual intellectual, physical and social abilities, and to enable him/her to become a productive and responsible member of the community. Inherent in this mission is the belief that all students, regardless of individual differences, can learn; that schools make a difference, and that teacher and parents who are committed to this belief provide for the most successful learning experiences.

- We believe that all students should be engaged in meaningful educational activities.
- We are committed to promoting a calm, nurturing, safe school-wide learning environment.
- We believe that reading is critical to learning in all other subjects and is the foundation for lifelong education.
- Our educational program strives to be balanced and adheres to the California State Standards and Frameworks.
- We believe that parental involvement and support in a child's life is essential for each individual's success.
- We value a community where all people are responsible for themselves and respectful of each other.
- We believe that a team achieves greatness.
- We value hard work, self-reflection, and personal growth.

Farragut Elementary School is more than just an outstanding school. It is a community, with a passion and joy for learning. At Farragut, teachers take pride in their efforts, parental involvement is strong, and students know they are expected to do their best in all academic subjects and to have excellent citizenship. Farragut is more than an institution; it is a community for learning in which all feel a part of the family. The school is proud of its tradition of excellence and proven success.

The Farragut community values the collaborative efforts of all stakeholders, the importance of data-driven discussion to inform instructional practices, the use of 21st century equipments to reach all learners, the strong involvement of family members in various programs at the school, the frequent communication between the school and the home, and the steady improvement of student achievement. The teachers, support staff, and administration of Farragut School are dedicated to providing a high quality and challenging elementary program to its students. The school's instructional and extracurricular programs promote problem solving, critical thinking, creative pursuits, and high engagement between teachers and students through standards-based curriculum, well-designed lessons, team-teaching, cooperative learning activities, small group instructions, and peer or cross-age tutoring. The role of the arts and technology in the lives of the students is apparent throughout the school. The development of the physical, social, and emotional aspects of the students' education is also given high priority at school.

With a successful broad-based curriculum, Farragut Elementary enjoys continued support from its students, parents, staff, and the community at large.

Farragut was opened as a small neighborhood school and today serves over 500 students from diverse ethnic and economic backgrounds. The school is known to have an Arts and Technology focus. It has a strong visual arts program with a curriculum that follows the K - 5th VAPA standards. There is a dedicated art room where an art specialist conducts the lesson. The music program consists of music appreciation classes for all students. In addition, the fourth and fifth graders may choose to take band or orchestra classes once a week, and all third graders receive lessons in playing the recorder. We have two Bell Choirs, advanced and beginning, which are available as free before school classes to students in grades 3-5 and a school choir which is also available for free to all students in grades 1-5. Eight teachers in the 3rd - 5th grades are involved in the Arts Integration Partnership (AIP) with the Los Angeles Music Center; the program is focused on integrating the arts with an anchor literature chosen for each grade level. Artists are partnered with these teachers to implement the program. The AIP involved poetry, theater, and shadow puppetry. Our computer lab serves all students and is staffed with two aides. The lab was funded by parent donations and through grants. In addition to the lab, we also have computers in every classroom. Students learn keyboarding skills, perform word processing tasks, use the Internet for research projects, take benchmark assessments online, and practice academic skills using the SuccessMaker software. All classrooms have LCD projectors and document cameras that allow teachers to enhance their lesson presentation visually. These tools also afford teachers to incorporate video streaming to enrich students' experience with the curriculum.

Farragut is proud to continue providing afterschool enrichment math opportunities. About 30 fifth grade students were invited. A math coach engages the students in word problem solving that involves high math skills and concepts. The club exposes the students into challenging word problems that are not normally encountered in the daily math curriculum.

Several field trips are arranged annually for each grade level and are funded by PTA. In addition, assemblies are also funded and arranged by PTA. With the support of the Fan Club, the school is able to provide an extensive, moderately priced after school enrichment program through FFAST. Tuition assistance is available if needed. The class offerings vary throughout the year; however, classes in the fields of science, the arts, sports, and computers are regularly available. Chess Tutors has also been a regular after school class for many students.

Farragut is proud to have many students actively engaged in service of the community and their peers. The Student Council, composed of student representatives from grades 3 - 5, meets twice a month and is the guiding force in organizing Community Service Projects. It is also responsible for monitoring the halls during lunch recess. The Buddy Reading Program pairs Kindergarten and Fifth Graders in a shared reading program. The 5th graders volunteer during their lunch recess once a week to read or listen to Kindergarteners read. This program teaches older students to be mentors to the young kids and it fosters friendships across grade levels. Finally, our School Families Program is another example of cross-age mentoring and relationship building. The students, ranging from Kindergarten - Fifth Grade, are grouped as a family and meet with their adult leader each month to discuss various topics, share ideas, participate in activities, or perform school service based on the Character Trait of the month. In June all the families celebrate with a culminating activity known as Sports Day.

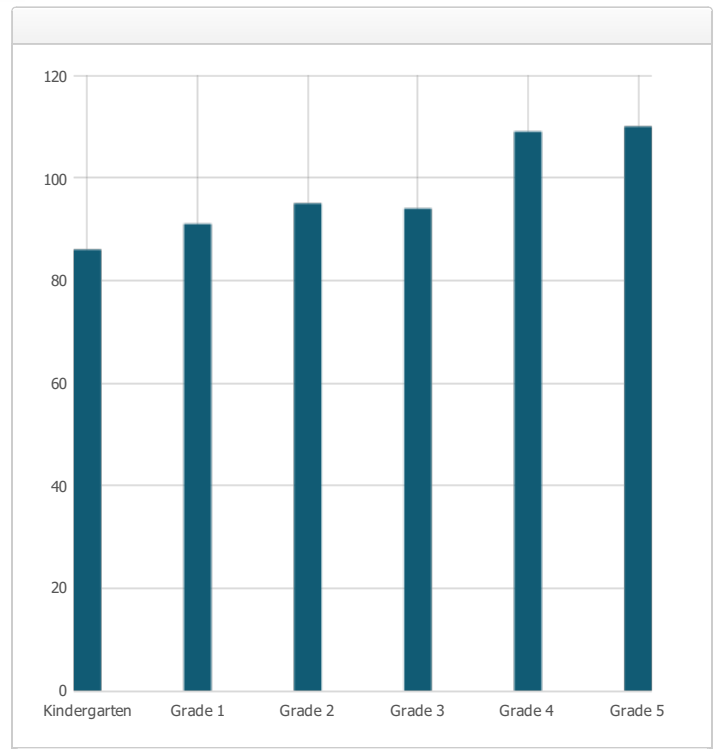
The professional and caring school staff work diligently to provide a positive learning environment that addresses the unique talents and strengths of all students. Everyone in Farragut is committed to building lifelong learners by creating a school atmosphere where:

- All children are supported and encouraged in their academic, social, physical, and emotional growth through a well-rounded educational program.
- Students, parents, teachers, administrators, and support staff work together as partners in improving student achievement.
- Students, parents, and staff members all share a true sense of caring and trust, resulting in high morale and strong school spirit.

Last updated: 1/15/2016

Student Enrollment by Grade Level (School Year 2014-15)

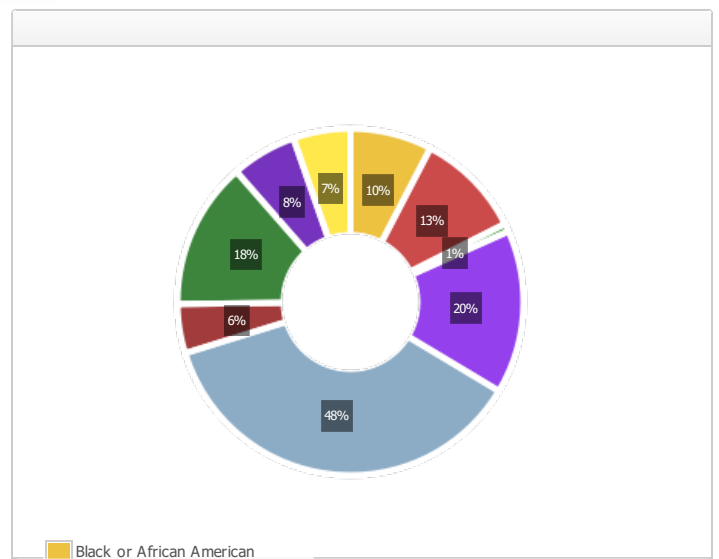
Grade Level	Number of Students
Kindergarten	86
Grade 1	91
Grade 2	95
Grade 3	94
Grade 4	109
Grade 5	110
Total Enrollment	585



Last updated: 1/15/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	10.1 %
American Indian or Alaska Native	0.2 %
Asian	13.0 %
Filipino	1.7 %
Hispanic or Latino	20.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	48.0 %
Two or More Races	6.2 %
Socioeconomically Disadvantaged	18.8 %
English Learners	8.4 %
Students with Disabilities	7.0 %
Foster Youth	0.2 %



Last updated: 1/15/2016

A. Conditions of Learning

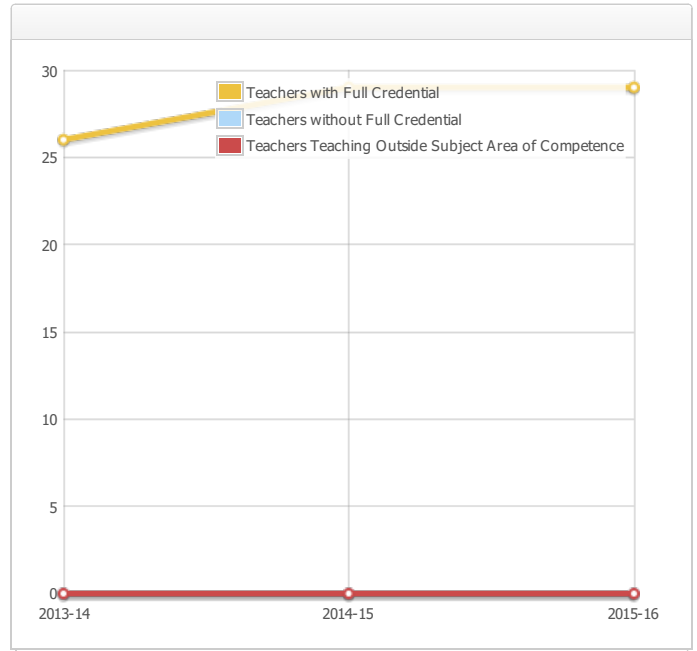
State Priority: Basic

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

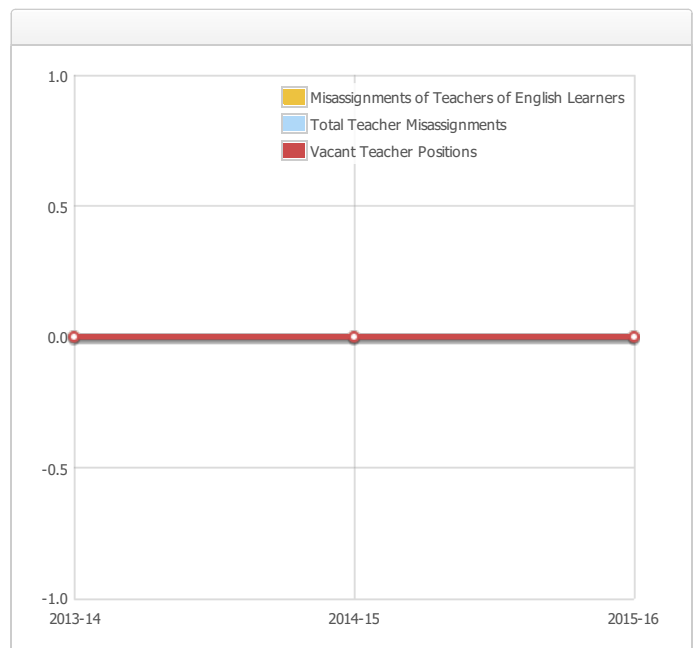
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	26	29	29	326
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/15/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 1/15/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Farragut school uses the district adopted kindergarten through fifth grade reading and writing curriculum that follows the California State Content Standards. Each grade level has standards for reading, writing, written and oral English language conventions, listening, and speaking. Students are provided instruction at their grade level with differentiation for those that are struggling or who are above grade level. Culver City Unified School District uses the SRA Open Court Reading, 2002 as the core instructional program for language arts and reading. Teachers are also trained in Balanced Literacy, Guided Reading, Running Records, Daily 5 and the Cafe model to ensure each student is instructed at their level. English Language Development (ELD) is provided to all English language learners and targets their English language levels.		0.0 %
Mathematics	Culver City Unified school District uses the Bridges math program as the core instructional program for math. Instruction is provided in number sense, analysis and probability, and mathematical reasoning. This program complements the philosophy of cognitive guided instruction (CGI) in which students are developing a conceptual understanding of math and how to solve problems. In addition, Farragut School has instituted the Math Olympiads program in grades four and five.	Yes	0.0 %
Science	The curriculum for science follows the California state Standards and consists of physical science, life science, earth science and investigation and experimentations for each grade level, kindergarten through fifth grade. Our science series is Scott Foresman. All students have a textbook.		0.0 %
History-Social Science	Our history/social science curriculum also follows the state standards with different themes for each grade level. The adopted text we use is Houghton Mifflin. Also, the Open Court, 2002 Reading Program incorporates science and social studies topics within its lessons. Finally, small group sets of non-fiction texts supporting history/social studies have been purchased both digitally and in hard copy.		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/15/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: March 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Carpets worn and bad, some classrooms very dirty. Clean or replace carpets. Clean all classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	See Interior Surfaces.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Poor	Electrical plates missing, strips to strips. Replace plates and removed strips to strips.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: March 2015

Overall Rating	Good
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Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	62.0%	44.0%
Mathematics (grades 3-8 and 11)	63.0%	47.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	96	100.0%	6.0%	24.0%	28.0%	42.0%
Male	96	47	49.0%	13.0%	23.0%	30.0%	34.0%
Female	96	49	51.0%	0.0%	24.0%	27.0%	49.0%
Black or African American	96	7	7.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	96	18	18.8%	6.0%	11.0%	17.0%	67.0%
Filipino	96	1	1.0%	--	--	--	--
Hispanic or Latino	96	24	25.0%	21.0%	33.0%	25.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	96	40	41.7%	0.0%	28.0%	25.0%	48.0%
Two or More Races	96	6	6.3%	--	--	--	--
Socioeconomically Disadvantaged	96	18	18.8%	11.0%	39.0%	39.0%	11.0%
English Learners	96	6	6.3%	--	--	--	--
Students with Disabilities	96	10	10.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	110	108	98.2%	20.0%	20.0%	24.0%	35.0%
Male	110	46	41.8%	22.0%	22.0%	22.0%	35.0%
Female	110	62	56.4%	19.0%	19.0%	26.0%	35.0%
Black or African American	110	11	10.0%	27.0%	27.0%	27.0%	18.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	110	11	10.0%	18.0%	18.0%	27.0%	36.0%
Filipino	110	5	4.5%	--	--	--	--
Hispanic or Latino	110	23	20.9%	35.0%	35.0%	17.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	110	51	46.4%	16.0%	16.0%	25.0%	43.0%
Two or More Races	110	7	6.4%	--	--	--	--
Socioeconomically Disadvantaged	110	23	20.9%	35.0%	39.0%	22.0%	4.0%
English Learners	110	5	4.5%	--	--	--	--
Students with Disabilities	110	6	5.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	111	109	98.2%	12.0%	16.0%	32.0%	40.0%
Male	111	58	52.3%	16.0%	16.0%	40.0%	29.0%
Female	111	51	45.9%	8.0%	16.0%	24.0%	53.0%
Black or African American	111	16	14.4%	19.0%	13.0%	31.0%	38.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	111	14	12.6%	0.0%	0.0%	21.0%	79.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	111	23	20.7%	22.0%	22.0%	39.0%	17.0%
Native Hawaiian or Pacific Islander	111	1	0.9%	--	--	--	--
White	111	45	40.5%	4.0%	16.0%	33.0%	47.0%
Two or More Races	111	10	9.0%	--	--	--	--
Socioeconomically Disadvantaged	111	32	28.8%	25.0%	28.0%	28.0%	19.0%
English Learners	111	2	1.8%	--	--	--	--
Students with Disabilities	111	6	5.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 1/15/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	96	100.0%	4.0%	23.0%	43.0%	30.0%
Male	96	47	49.0%	4.0%	21.0%	43.0%	32.0%
Female	96	49	51.0%	4.0%	24.0%	43.0%	29.0%
Black or African American	96	7	7.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	96	18	18.8%	6.0%	11.0%	28.0%	56.0%
Filipino	96	1	1.0%	--	--	--	--
Hispanic or Latino	96	24	25.0%	8.0%	38.0%	50.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	96	40	41.7%	3.0%	18.0%	40.0%	40.0%
Two or More Races	96	6	6.3%	--	--	--	--
Socioeconomically Disadvantaged	96	18	18.8%	6.0%	28.0%	67.0%	0.0%
English Learners	96	6	6.3%	--	--	--	--
Students with Disabilities	96	10	10.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	110	109	99.1%	11.0%	37.0%	36.0%	17.0%
Male	110	46	41.8%	7.0%	35.0%	37.0%	22.0%
Female	110	63	57.3%	14.0%	38.0%	35.0%	13.0%
Black or African American	110	11	10.0%	18.0%	45.0%	36.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	110	12	10.9%	17.0%	42.0%	25.0%	17.0%
Filipino	110	5	4.5%	--	--	--	--
Hispanic or Latino	110	23	20.9%	13.0%	57.0%	26.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	110	51	46.4%	10.0%	22.0%	39.0%	29.0%
Two or More Races	110	7	6.4%	--	--	--	--
Socioeconomically Disadvantaged	110	24	21.8%	25.0%	54.0%	17.0%	4.0%
English Learners	110	6	5.5%	--	--	--	--
Students with Disabilities	110	6	5.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
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 Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	111	109	98.2%	15.0%	21.0%	26.0%	39.0%
Male	111	58	52.3%	16.0%	24.0%	26.0%	34.0%
Female	111	51	45.9%	14.0%	18.0%	25.0%	43.0%
Black or African American	111	16	14.4%	25.0%	25.0%	19.0%	31.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	111	14	12.6%	0.0%	14.0%	14.0%	71.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	111	23	20.7%	17.0%	30.0%	39.0%	13.0%
Native Hawaiian or Pacific Islander	111	1	0.9%	--	--	--	--
White	111	45	40.5%	9.0%	18.0%	27.0%	47.0%
Two or More Races	111	10	9.0%	--	--	--	--
Socioeconomically Disadvantaged	111	32	28.8%	25.0%	44.0%	19.0%	13.0%
English Learners	111	2	1.8%	--	--	--	--
Students with Disabilities	111	6	5.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
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 Level 4 = Standard exceeded

Last updated: 1/15/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	87.0%	89.0%	91.0%	76.0%	75.0%	73.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	73.0%
All Students at the School	91.0%
Male	92.0%
Female	90.0%
Black or African American	87.0%
American Indian or Alaska Native	--
Asian	100.0%
Filipino	--
Hispanic or Latino	85.0%
Native Hawaiian or Pacific Islander	--
White	93.0%
Two or More Races	--
Socioeconomically Disadvantaged	79.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

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 English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.0%	21.1%	63.3%

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.

Last updated: 1/19/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

Opportunities for parental involvement are numerous through the good works of the PTA and The Farragut Fan Club. It is an expectation at Farragut that each and every parent and teacher join PTA. The PTA gives unwavering support to every aspect of the school program. PTA is a wonderful way to be involved at Farragut School. The organizations supports a host of amazing programs and activities at the site such as:

1. It sponsors curricular field trips for all students and gives each teacher a voucher for use in purchasing any classroom supplies necessary to support and enhance student learning. Several assemblies each year are made possible through the efforts of the PTA chairperson who finds and arranges special programs that covers a range of topics for all the students to enjoy.
2. The Home Reading Program which promotes love of reading and literacy for students in grades Kindergarten through Fifth Grade is also organized and supported by PTA. Two book fairs each year are organized by parent coordinators and volunteers. With the money earned, they buy books for the school library and also donate books to the classroom libraries.
3. The annual Fall Festival has grown in size and variety each year. It is a wonderful way to get involved and meet other parents early in the year.
4. The annual Career Day is an opportunity for parents, grandparents, and community members to share their working experiences with the children.
5. They hold family movie nights throughout the year in the cafetorium which is equipped with a state of the art sound system and projection system purchased with grant money from the Culver City Educational Foundation.
6. Other activities organized by PTA include school beautification, Box Tops for Education Program, Family Sports Day, End-of the-year fifth grade activities, Gift Wrap Sales, Red Ribbon Week, Reflections Art Contest, School Photos, Science Fair, Monthly Teacher-Appreciation Celebration, and Year book. ??????????

The Farragut Fan Club has two main missions: support the Arts Program and enhance the school Technology. To raise funds for these two programs, parents are asked to make a direct donation to the Fan Club. The amount of \$250 is suggested per child per year; donations of any amount are also appreciated. These funds allow the school to provide the children with so many enrichment activities through the arts and technology. Through Fan Club the school is able to support Music Appreciation Classes. The after school enrichment program, FFAST, offers a wide variety of classes including soccer, computers, dance, science, theatre, music, and visual arts. Our state of the art Computer Lab was secured with a combination of parent donations and a major grant. SuccessMaker software was purchased by Fan Club and it had been a big part of the school's enrichment and intervention program in math and reading. The software had also been made available to the students for access at home. ArtWorks!, the school's largest annual fund raising event, takes place each spring. It is an excellent opportunity for new parents to work side by side with veteran parents and teachers in celebrating student art and much more. An online auction has been a big part of this fundraising effort. The ArtWorks involves two spectacular events: A Community Arts Day is held on a weekend and many artists from various fields are invited to showcase their talents and crafts for all members of the community to enjoy. And on Gala night, the parents, invited guests, and teachers join in on the fun during live and silent auctions. All parents have the opportunity to get involved in formal committees at the school through School Site Council, English Learner Advisory Council, District committees, and the Culver City Education Foundation. Parents and community members are seen as valued partners in the education process.

State Priority: Pupil Engagement

Last updated: 1/15/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

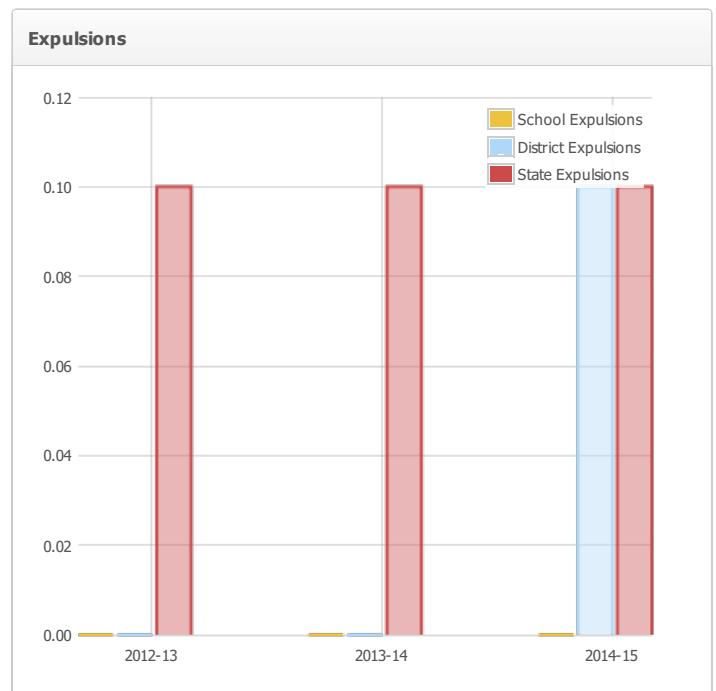
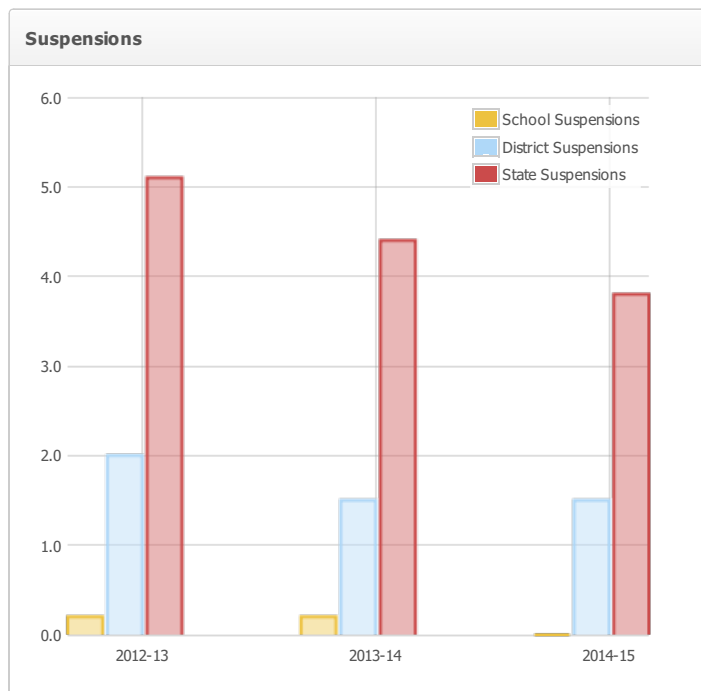
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.2	0.2	0.0	2.0	1.5	1.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1



Last updated: 1/19/2016

School Safety Plan - Most Recent Year

The School Safety Plan was presented to the Board of Education outlining the District’s plan and purpose. There are essentially two components: School Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable environment). The district’s priority has: a) updated the individual school plans; b) provided curriculum and training in Caring School Communities and training in the Olweus Anti-Bullying Program; c) updated the physical environment; and d) developed a strategic plan. Each site has an emergency plan with a clear set of procedures.

At Farragut Elementary, our students in Kindergarten through Fifth Grade participate in a Character Development Program called Buddies. Students from all grades are assigned a buddy in another classroom. The Buddy classes meet to build and foster relationships between the students at the school. Buddies work with each other in Reading, writing and special craft opportunities that strenghtens the buddies bond. At the end of the year, the buddies will participate in Field Day together. We participate in the PTA's Red Ribbon Week, an annual event which encourages children to reject drugs, tobacco and other unhealthful things. We use Caring School Community curriculum and Anti-bullying Prevention Program, Olweus, to set up school rules and expectations for student behavior. The rules and expectations are clear, consistent, safety-based, and enforced school wide. We encourage and promote student self-regulation and positive reinforcement whenever possible. Good citizenship and good sportsmanship are valued at Farragut Elementary.

Last updated: 1/19/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/19/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/19/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-20	21-32		33+	1-20		21-32	33+
K	24.0	4		21.0	4		22.0	4	
1	24.0	4		23.0	4		23.0	4	
2	24.0	4		25.0	4		24.0	4	
3	25.0	4		23.0	4		24.0	4	
4	31.0	3		27.0	4		27.0	4	
5	29.0	3		32.0	3		28.0	4	
6									
Other									

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

Last updated: 1/19/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	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.

Last updated: 1/19/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5184.0	\$1849.0	\$3335.0	\$66679.0
District	N/A	N/A	\$4963.0	\$75340.0
Percent Difference – School Site and District	N/A	N/A	67.0%	89.0%
State	N/A	N/A	\$5348.0	\$69257.0
Percent Difference – School Site and State	N/A	N/A	62.0%	96.0%

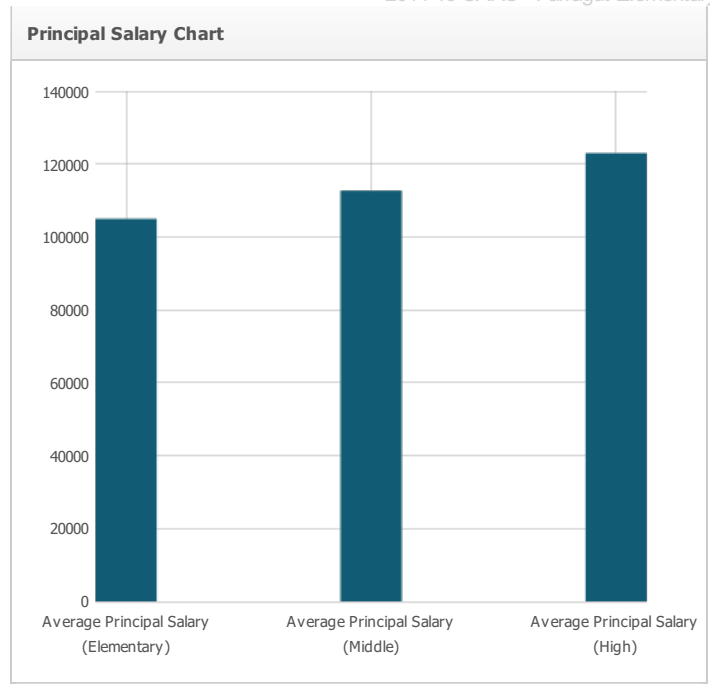
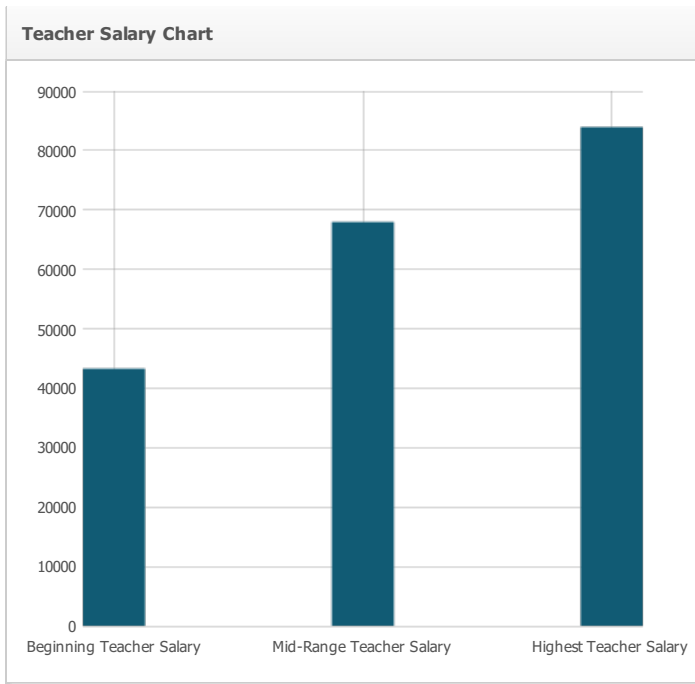
Note: Cells with N/A values do not require data.

Last updated: 1/19/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,294	\$42,315
Mid-Range Teacher Salary	\$67,978	\$66,451
Highest Teacher Salary	\$83,952	\$85,603
Average Principal Salary (Elementary)	\$104,970	\$105,079
Average Principal Salary (Middle)	\$112,701	\$111,005
Average Principal Salary (High)	\$122,988	\$121,310
Superintendent Salary	\$193,800	\$189,899
Percent of Budget for Teacher Salaries	39.0%	39.0%
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/>.



Last updated: 1/19/2016

Professional Development – Most Recent Three Years

A Professional Development Steering Committee and leadership teams study student achievement, analyze needs, and identify areas for staff development. These identified needs become the focus of professional development (PD) for the following year for an ongoing comprehensive staff development program. In addition to site PD the teachers are also provided district wide assistance on core curriculum, special needs students, differentiation, strategies for teaching English language learners, Olweus Anti-bullying Program, technology, paraprofessional training, and classroom management. Professional development days have been used to train staff on effective instructional strategies and programs that improve student achievement. Throughout the year, different grade level teams, in the district, attend PD at different sites where teachers received training on Pearson's ELD program, Envision Math curriculum, hands-on-science, use of the Envision Math Intervention Kits, and Common Core Standards. Recently, the entire district participated in writing PD with Momentum trainers. The focus is on Lucy Caulkins workshop model and being able to meet the writing needs of Common Core. Teachers also have the opportunity to participate in PD in guided reading and CGI math. This year, the focus at Farragut is on Cognitive Guided Instruction in the area of Mathematics. Teachers are provided with extensive PD and coaching to assure they are proficient in CGI.

Last updated: 1/13/2016