

Farragut Elementary

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	Farragut Elementary
Street	10820 Farragut Dr.
City, State, Zip	Culver City, CA 90230-4107
Phone Number	(310) 842-4323
Principal	Rebecca Ngo
E-mail Address	rebeccango@ccusd.org
Web Site	
CDS Code	19-64444-6012694

District Contact Information	
District Name	Culver City Unified School District
Phone Number	(310) 842-4220
Superintendent	Leslie Lockhart
E-mail Address	leslielockhart@ccusd.org
Web Site	http://www.ccusd.org/

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

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 570 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. Students K-2 also receive vocal music instruction from a dedicated music teacher. 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. In addition to visual arts and music, theatre arts, dance and media arts are weaved throughout each grade level through partnerships with local teaching artists and community partners.

Our technology focus has been enhanced this year through our Makerspace classroom. In the Makerspace, the learning happens through making, tinkering, art and engineering real things based on an individual's interest. Students K-5 have opportunities to connect art, design, engineering, science, and technology in project-based challenges facilitated by the Makerspace teacher. In addition to the Makerspace, our computer lab serves all students. 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 various web-based 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 provide several family nights throughout the year to connect families and build community. Our annual Family Math Night highlights our CGI Math practices and provides parents with strategies to continue the learning at home through math games and activities the whole family can enjoy. Our Science Night engages families in STEM activities and challenges students to solve real-life questions they have about the world. In addition to these academic family nights, Farragut hosts Family Game Night, BINGO night, Fall Festival, two Book Fairs, Choir, Bells, and Recorder concerts, International Night and much more to celebrate our community and diverse talents.

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 Kindergartners 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 Fox PAWS Character Program.

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.

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

Grade Level	Number of Students
Kindergarten	88
Grade 1	94
Grade 2	96
Grade 3	88
Grade 4	92
Grade 5	106
Total Enrollment	564

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.2
Asian	14.0
Filipino	1.6
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.5
White	47.9
Socioeconomically Disadvantaged	13.5
English Learners	7.1
Students with Disabilities	8.7
Foster Youth	0.0

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	28	23	28	28
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)			0	0

Teacher Misassignments and Vacant Teacher Positions

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Farragut Elementary School uses the district adopted kindergarten through fifth grade reading and writing curriculum that follows the California State Common Core Standards. Each grade level has standards for reading, writing, written and oral 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 Houghton Mifflin Hartcourt Journeys Curriculum as well as following the Guided Reading philosophy. Lucy Caulkins Writers Workshop is followed at Farragut for our writing curriculum. English Language Development (ELD) is provided to all English language learners and targets their English levels.	Yes	0%
Mathematics	Culver City Unified School District adopted the Bridges mathematical program to support instruction in Mathematics. The district continues its intensive Professional Development in Cognitive Guided Instruction to support our students in learning the Common Core State Standards in Mathematics. In addition, Farragut has instituted the Math Olympiads Program in grade five.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	The curriculum for science follows the California State Common Core Standards and consists of physical science, life science, earth science and investigation and experimentation for each grade level, kindergarten through fifth grade. Our science series is Scott Foresman. All students have use of a textbook. Additionally teachers are implementing the Next Generation Science Standards, providing more hands on opportunities to our students.	Yes	0%
History-Social Science	Our history/social science curriculum follows the California State Common Core standards with different themes for each grade level. The adopted text being used is Houghton Mifflin. Also, the Open Court, 2002 Reading program incorporates both science and social studies topics within its lessons.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and computer labs that support the instructional program. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges and visitors must check in through our Raptor system.

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: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Nothing reported.
Interior: Interior Surfaces	Fair	Loose ceiling tiles in room 1. Floor dirty in art room 7 and room 12. Floor cracking in girls and boys restrooms at rooms 3 and 4. Floors failing in boys and girls restroom.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Dirty restrooms in rooms 1 and 2. Floor dirty in art room 7 and room 12. Room 13 is dirty. Boys and girls restrooms at room 3 are dirty. Very dirty in storage room. Very cluttered in room 25. Very dirty in boys and girls restrooms. Staff restroom dirty. Dirty and clutter in Club Farragut.
Electrical: Electrical	Good	Nothing reported.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Dirty restrooms in rooms 1 and 2.
Safety: Fire Safety, Hazardous Materials	Good	Extension cord issue in room 8. Fire extinguisher blocked in room 25.
Structural: Structural Damage, Roofs	Good	Nothing reported.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Patio cracked in rooms 15, 16, and 17. Patio asphalt has root damage.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2018	
Overall Rating	Good

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)	74.0	78.0	67.0	69.0	48.0	50.0
Mathematics (grades 3-8 and 11)	73.0	76.0	55.0	56.0	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	291	290	99.66	78.28
Male	142	142	100.00	69.72
Female	149	148	99.33	86.49
Black or African American	23	23	100.00	56.52
Asian	39	38	97.44	78.95
Filipino	--	--	--	--
Hispanic or Latino	57	57	100.00	70.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	146	146	100.00	84.93
Two or More Races	20	20	100.00	80.00
Socioeconomically Disadvantaged	59	58	98.31	63.79
English Learners	30	30	100.00	56.67
Students with Disabilities	37	37	100.00	40.54

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	291	291	100	75.95
Male	142	142	100	73.24
Female	149	149	100	78.52
Black or African American	23	23	100	52.17
Asian	39	39	100	79.49
Filipino	--	--	--	--
Hispanic or Latino	57	57	100	64.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	146	146	100	83.56
Two or More Races	20	20	100	75
Socioeconomically Disadvantaged	59	59	100	55.93
English Learners	30	30	100	60
Students with Disabilities	37	37	100	35.14

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	10.1	22.0	62.4

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)

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, 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. Fan Club pays for both ST Math and Freckle, the school's online enrichment and intervention program in math. The online subscriptions have 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: 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	0.0	0.2	0.0	1.1	1.5	1.7	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)

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 Fox PAWS. Students from all grades practice PAWS which stands for: Practice Effort, Act Responsibly, We Show Respect, and Show Self-Control. Students review these character traits through classroom meetings and school-wide assemblies and earn Fox PAW tickets schoolwide. At school-wide assemblies and in classrooms, students practice Mindfulness and engage in strategies to support the work they do academically and socially throughout the school. Each month, students are recognized for their efforts in a monthly ticket drawing.

In addition to classroom discussions, students also practice their PAWS character traits with their cross-grade Buddy Classrooms. The students learn about fairness, kindness, caring, responsibility, trustworthiness, and citizenship. In addition, we participate in the PTA's Red Ribbon Week, an annual event which encourages children make healthy choices and to reject drugs, tobacco and other unhealthy things. We use Second Step, 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.

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	22		4		23		4		22		4	
1	22		4		23		4		24		4	
2	22	1	3		22		4		24		4	
3	24		4		23		4		22		4	
4	25		4		24		4		31		3	
5	27		4		28		4		27		4	

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)	0.5	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		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		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	\$5314.1	\$600.3	\$4713.8	\$66166.0
District	N/A	N/A	\$6482.3	\$79,044
Percent Difference: School Site and District	N/A	N/A	3.6	-6.4
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-21.9	-11.0

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)

At Farragut we believe in a growth mindset approach to support our diverse learners. Our students individual needs are met through our school-wide Response to Intervention (RTI) program where we provide the instruction they need at their level. Each classroom engages in WIN ("What I Need") time throughout the week where students meet with classroom teachers in small groups to receive targeted instruction. Teachers meet regularly in their Professional Learning Communities to monitor student progress and develop interventions to engage students. In addition to within the classroom academic supports, Farragut has an Intervention team that includes our Intervention Teacher and intervention instructional assistants. Farragut also has a school counselor who pushes into classrooms to provide lessons through our Second Step social-emotional curriculum. She also runs small group and individual counseling sessions as needed. This team provides additional Tier 2 support to students who are struggling with academic or social-emotional needs. We also have a robust special education team that includes our School Psychologist, two Specialized Academic Instruction teachers, Occupational Therapist, Speech and Language Pathologist, and a team of special education instructional assistants who provide support to our special education students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,625	\$47,547
Mid-Range Teacher Salary	\$79,488	\$74,775
Highest Teacher Salary	\$98,430	\$93,651
Average Principal Salary (Elementary)	\$120,949	\$116,377
Average Principal Salary (Middle)	\$117,142	\$122,978
Average Principal Salary (High)	\$132,971	\$135,565
Superintendent Salary	\$210,000	\$222,853
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	5.0	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)

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, and on the California Common Core Standards. Recently, the entire district participated in Balanced Literacy PD with a focus on Guided Reading. Teachers also have the opportunity to continue their professional development in district hosted PD on running records, guided reading, Daily 5 and the Cafe model of ELA instruction. Additionally, intensive PD has been spent on CGI math. This year, the focus at Farragut is Balanced Literacy with teachers being provided with the opportunity to work with a Teaching and Learning Partner (TLP) to support them in their journey. Teachers are provided with extensive PD in ELA, ELD, and Common Core standards alignment.