

# Faller Elementary School

1500 West Upjohn Street • Ridgecrest CA, 93555 • (760) 499-1690 • Grades K-5

Melissa Christman, Principal

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[www.ssusd.org/faller.htm](http://www.ssusd.org/faller.htm)

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### Sierra Sands Unified School District

113 Felspar  
Ridgecrest CA, 93555  
(760) 499-1600  
[ssusdschools.org](http://ssusdschools.org)

#### District Governing Board

William Farris, President

Amy Castillo Covert, Member

Timothy Johnson, Member

Kurt Rockwell, Member

Michael Scott, Vice President

#### District Administration

Ernest Bell  
**Superintendent**

Christina Giraldo  
**Assistant Superintendent, Business  
Services**

Shirley Kennedy  
**Assistant Superintendent, Curriculum  
and Instruction**

Elaine Littleton  
**Executive Director of SELPA**

David Ostash  
**Assistant Superintendent of Human  
Resources**

### Principal's Message

Welcome to Faller Elementary, a 2004 California Distinguished School. We currently have approximately 450 students in 18 classes. We focus on improving literacy and math skills while providing a safe and nurturing environment. Our modernization project, which included adding six new classes, enlarging our multipurpose room, and upgrading all classrooms with technology, was completed in August 2009.

We use the Macmillan McGraw Hill "Treasures" Series, a program that provides systematic, explicit instruction to help students learn to read, and the Houghton- Mifflin Go Math Mathematics program for all of our students. Our instruction is aligned with the California Common Core Standards to ensure that students master grade-specific skills. We have incorporated the Character Counts program at Faller focusing on the 6 character pillars of: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Our PTO is energetic and supportive of our school. The PTO funds our Family Reading program and school assemblies, and it meets classroom needs in many ways. Working together with families and our community, we make a positive difference in the lives of our students. We invite you to contact our office at (760) 499-1690 to volunteer.

Melissa Christman, PRINCIPAL

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (760) 499-1690.

| 2013-14 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kinder.                                   | 75                 |
| Gr. 1                                     | 76                 |
| Gr. 2                                     | 70                 |
| Gr. 3                                     | 76                 |
| Gr. 4                                     | 80                 |
| Gr. 5                                     | 71                 |
| <b>Total</b>                              | <b>448</b>         |

| 2013-14 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 3.3                         |
| American Indian or Alaska Native    | 1.6                         |
| Asian                               | 0.4                         |
| Filipino                            | 4.7                         |
| Hispanic or Latino                  | 35.7                        |
| Native Hawaiian/Pacific Islander    | 0.9                         |
| White                               | 50.4                        |
| Two or More Races                   | 2.9                         |
| Socioeconomically Disadvantaged     | 63.2                        |
| English Learners                    | 12.7                        |
| Students with Disabilities          | 7.8                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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                                |       |       |       |
|--|-------|-------|-------|
| Faller Elementary School                           | 12-13 | 13-14 | 14-15 |
| <b>Fully Credentialed</b>                          | 19    | 16    | 18    |
| <b>Without Full Credential</b>                     | 0     | 0     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | 0     | 0     | 0     |
| Sierra Sands Unified School District               | 12-13 | 13-14 | 14-15 |
| <b>Fully Credentialed</b>                          | ◆     | ◆     | 202   |
| <b>Without Full Credential</b>                     | ◆     | ◆     | 10    |
| <b>Teaching Outside Subject Area of Competence</b> | ◆     | ◆     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Faller Elementary School   | 12-13 | 13-14 | 14-15 |
| <b>Teachers of English Learners</b>                                | 0     | 0     | 0     |
| <b>Total Teacher Misassignments</b>                                | 0     | 0     | 0     |
| <b>Vacant Teacher Positions</b>                                    | 0     | 0     | 0     |

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2013-14 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| <b>This School</b>  | 100.00                              | 0.00                                    |
| Districtwide  |                                     |   |
| <b>All Schools</b>  | 90.54                               | 9.46                                    |
| <b>High-Poverty Schools</b>   | 91.24                               | 8.76                                    |
| <b>Low-Poverty Schools</b>  | 89.58                               | 10.42                                   |

\* 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 (School Year 2014-15)**

We choose our textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School district holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2014**

| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption  |
|---|---|
| <p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>      | <p>California Treasures (2008)</p> <p>Adopted in 2010</p>   |
| <p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>                | <p>Go Math! Houghton Mifflin Harcourt</p> <p>Adopted in 2014</p>  |
| <p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>                    | <p>California Science (2008)</p> <p>Adopted in 2007</p>   |
| <p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>     | <p>History-Social Science for California</p> <p>Adopted in 2006</p>   |
| <p><b>Health</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>                     | <p>Health and Fitness</p> <p>Adopted in 2006</p>  |
| <p><b>Visual and Performing Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p> | <p>California Spotlight on Music</p> <p>Adopted in 2007</p> <p>SRA Art Connections</p> <p>Adopted in 2007</p> |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**Buildings**

Faller School was built in 1966 and has expanded over the years. Due to increased enrollment over the years, we installed extra portable classrooms in 2005 and 2008. We work with the maintenance department to maintain and improve our site. We will continue to update our playground as funds become available.

Modernization plans allowed us to install a shade structure and new playground equipment for both the large playground and kindergarten playground in the fall of 2007. Further improvements included the addition of six portable classrooms in December of 2008. In August 2009 we completed the renovation of Building B, enlarged our multipurpose room, added technology in all classrooms, and completed our newly designed parking lots to provide more parking spaces.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

### Library

Each week classes spend scheduled library time in our media center. All students visit the library once a week where our librarian assists in checking out books. Our full-time media staff member supervises and guides students utilizing computer programs while in the school computer lab. We use site funds to continually add to our library collection, focusing on books for the Accelerated Reader program.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10-17-14**

| System Inspected   | Repair Status           |                    |                    |                    | Repair Needed and Action Taken or Planned   |
|--|-------------------------|--------------------|--------------------|--------------------|---|
|  | Good                    | Fair               | Poor               |                    |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | [X]                     | [ ]                | [ ]                |                    | No apparent problems.   |
| <b>Interior:</b><br>Interior Surfaces                                      | [X]                     | [ ]                | [ ]                |                    | No apparent problems.   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | [X]                     | [ ]                | [ ]                |                    | No apparent problems.   |
| <b>Electrical:</b><br>Electrical   | [X]                     | [ ]                | [ ]                |                    | No apparent problems.   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | [X]                     | [ ]                | [ ]                |                    | No apparent problems.   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | [X]                     | [ ]                | [ ]                |                    | No apparent problems.   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [X]                     | [ ]                | [ ]                |                    | No apparent problems.   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [X]                     | [ ]                | [ ]                |                    | No apparent problems.   |
| <b>Overall Rating</b>  | <b>Exemplary</b><br>[X] | <b>Good</b><br>[ ] | <b>Fair</b><br>[ ] | <b>Poor</b><br>[ ] | Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation. |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

#### CAASPP Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
|         | School   |       |       | District |       |       | State |       |       |
|         | 11-12  | 12-13 | 13-14 | 11-12    | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 74   | 55    | 46    | 69       | 68    | 66    | 60    | 59    | 60    |

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
|         | School   |       |       | District |       |       | State |       |       |
|         | 10-11  | 11-12 | 12-13 | 10-11    | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA     | 55   | 63    | 54    | 54       | 59    | 59    | 54    | 56    | 55    |
| Math    | 65   | 76    | 64    | 52       | 53    | 54    | 49    | 50    | 50    |
| HSS     |  |       |       | 48       | 54    | 56    | 48    | 49    | 49    |

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

| API Rank        | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide       | 6       | 7       | 6       |
| Similar Schools | 6       | 8       | 5       |

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 Percent of Students Meeting Fitness Standards

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 13.9  | 20.8   | 45.8   |

\* 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.

#### 2013-14 CAASPP Results by Student Group

| Group   | Percent of Students Scoring at Proficient or Advanced |  |
|---|---|--|
|   | Science (grades 5, 8, and 10)                         |  |
| All Students in the LEA                       | 66  |  |
| All Student at the School                     | 46  |  |
| Male  | 53  |  |
| Female  | 39  |  |
| Black or African American                     |   |  |
| American Indian or Alaska Native              |   |  |
| Asian   |   |  |
| Filipino                                      |   |  |
| Hispanic or Latino                            | 33  |  |
| Native Hawaiian/Pacific Islander              |   |  |
| White   | 53  |  |
| Two or More Races                             |   |  |
| Socioeconomically Disadvantaged               | 40  |  |
| English Learners                              |   |  |
| Students with Disabilities                    |   |  |
| Students Receiving Migrant Education Services |   |  |

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

#### API Growth by Student Group – Three-Year Comparison

| Group                            | Actual API Change |       |       |
|----------------------------------|-------------------|-------|-------|
|                                  | 10-11             | 11-12 | 12-13 |
| All Students at the School       | -2                | 39    | -41   |
| Black or African American        |                   |       |       |
| American Indian or Alaska Native |                   |       |       |
| Asian                            |                   |       |       |
| Filipino                         |                   |       |       |
| Hispanic or Latino               | -9                | 83    | -27   |
| Native Hawaiian/Pacific Islander |                   |       |       |
| White                            | 10                | 13    | -49   |
| Two or More Races                |                   |       |       |
| Socioeconomically Disadvantaged  | -5                | 49    | -47   |
| English Learners                 |                   |       |       |
| Students with Disabilities       |                   |       |       |

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents serve on both our ELAC and SSC, which creates our school's annual plan, approves expenditures, and works to improve student achievement and support school activities. In addition, our ELAC addresses the concerns of English Learners. Our PTO includes all families. It sponsors a schoolwide reading program evening events, assemblies, Junior Olympics, fundraising and a Pride Day. New members are always welcome. Parents volunteer in our classrooms and library, coach sports teams, chaperone on field trips, and help with fund-raising. The contact person for parent involvement is our principal, Melissa Christman, who can be contacted through the school at (760) 499-1690.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Our staff monitors the playground 15 minutes before school starts and during the morning and afternoon recesses. We have six supervisors who keep our playground safe during lunchtime. Students are dismissed in different areas depending on whether they are being picked up by adults or are riding the buses. We have adjusted these procedures as our population has grown and pride ourselves in safely dismissing 450 students within 10 to 15 minutes. Furthermore, there are 24 security cameras around the campus with a monitor both in the office and in the principal's office.

Visitors are required to enter the school through the front office and sign in and out in our volunteer logbook. They receive a visitor's badge for identification as they move about the campus. We are also able to lock the gate to the main part of the campus. Teachers keep their outer doors locked to increase student safety.

We hold regular earthquake, bus, lock down, and fire drills. Our entire staff participates in monthly safety meetings to review and address any safety concerns. We review our Safety Plan annually.

### Suspensions and Expulsions

| School           | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 6.7   | 2.6   | 1.8   |
| Expulsions Rate  | 0.0   | 0.0   | 0.0   |
| District         | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 9.3   | 8.8   | 7.7   |
| Expulsions Rate  | 0.2   | 0.5   | 0.2   |
| State            | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7   | 5.1   | 4.4   |
| Expulsions Rate  | 0.1   | 0.1   | 0.1   |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria |        |          |
|--|--------|----------|
| AYP Criteria   | School | District |
| Made AYP Overall   |        |          |
| Met Participation Rate: English-Language Arts            |        |          |
| Met Participation Rate: Mathematics                      |        |          |
| Met Percent Proficient: English-Language Arts            |        |          |
| Met Percent Proficient: Mathematics                      |        |          |
| Met API Criteria   |        |          |

| 2014-15 Federal Intervention Program                |           |           |
|---|-----------|-----------|
| Indicator   | School    | District  |
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2011-2012 | 2011-2012 |
| Year in Program Improvement                         | Year 2    | Year 3    |
| Number of Schools Currently in Program Improvement  | 3         |           |
| Percent of Schools Currently in Program Improvement | 42.9      |           |

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 0.0 |
| Counselor (Social/Behavioral or Career Development)        | 1.0 |
| Library Media Teacher (Librarian)                          | 0.8 |
| Library Media Services Staff (Paraprofessional)            | 0.8 |
| Psychologist   | 0.0 |
| Social Worker  | 0.0 |
| Nurse  | 0.0 |
| Speech/Language/Hearing Specialist                         | 0.5 |
| Resource Specialist  | 1.0 |
| Other  |     |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   |     |

\* 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.

| Average Class Size and Class Size Distribution |      |    |    |                       |    |    |       |    |    |     |    |    |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size                             |      |    |    | Number of Classrooms* |    |    |       |    |    |     |    |    |
|  |      |    |    | 1-20                  |    |    | 21-32 |    |    | 33+ |    |    |
| Grade  | 12   | 13 | 14 | 12                    | 13 | 14 | 12    | 13 | 14 | 12  | 13 | 14 |
| Kinder.  | 30   | 23 | 25 | 0                     |    |    | 3     | 3  | 3  | 0   |    |    |
| Gr. 1  | 29   | 27 | 25 | 0                     |    | 1  | 3     | 3  | 2  | 0   |    |    |
| Gr. 2  | 30.3 | 25 | 23 | 0                     |    | 1  | 3     | 3  | 2  | 0   |    |    |
| Gr. 3  | 28   | 28 | 25 | 0                     |    |    | 3     | 3  | 3  | 0   |    |    |
| Gr. 4  | 30   | 28 | 27 | 0                     | 1  | 1  | 2     | 2  | 2  | 0   |    |    |
| Gr. 5  | 30.3 | 24 | 24 | 0                     | 1  | 1  | 3     | 2  | 2  | 0   |    |    |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| FY 2012-13 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts in Same Category |
| Beginning Teacher Salary                       | \$34,782        | \$38,920                                     |
| Mid-Range Teacher Salary                       | \$56,710        | \$59,803                                     |
| Highest Teacher Salary                         | \$76,832        | \$78,096                                     |
| Average Principal Salary (ES)                  | \$93,365        | \$95,836                                     |
| Average Principal Salary (MS)                  | \$95,932        | \$99,849                                     |
| Average Principal Salary (HS)                  | \$105,597       | \$107,599                                    |
| Superintendent Salary                          | \$142,368       | \$151,912                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 34              | 37   |
| Administrative Salaries                        | 5               | 6  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 4755                   | 668        | 4087         | 58326                  |
| District   | ♦                      | ♦          | 4566         | \$59,464               |
| State  | ♦                      | ♦          | \$4,690      | \$63,037               |
| Percent Difference: School Site/District                           |                        |            | -10.5        | -2.2                   |
| Percent Difference: School Site/ State                             |                        |            | -26.2        | -7.7                   |

**Types of Services Funded at Faller Elementary School**

We use state funds from our School Improvement Program and Title I funding to provide additional personnel and training to meet the needs of our students. We also receive funding from our PTO, Kiwanis Club, Albertsons, Verizon, AltaOne, Wal-Mart, K-Mart, Target and Staples. Their generous donations have helped fund our library, computer lab, and field trips, and they helped us meet the needs of classroom teachers.

**Professional Development provided for Teachers at Faller Elementary School**

Our staff participates in staff development days throughout the year with sessions focusing on literacy skills, math curriculum, writing, technology, benchmark assessments, and professional learning communities. Some of our teachers also attended an autism workshop provided by the school district. Faller teachers and the principal meet twice a month during collaboration to share skills and ideas, review student work and data, plan instruction, and review teaching strategies. Teachers attend conferences and workshops based on need as well.