

# Faller Elementary School

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

Melissa Christman, Principal

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www.faller.ssusd.org

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### Sierra Sands Unified School District

113 Felspar  
Ridgecrest CA, 93555  
(760) 499-1600  
ssusd.org

#### District Governing Board

William Farris, President  
Amy Castillo Covert, Member  
Timothy Johnson, Member  
Kurt Rockwell, Member  
Michael Scott, Vice President

#### District Administration

Ernest M. Bell, Jr.  
**Superintendent**  
David Ostash  
**Assistant Superintendent, Human Resources**  
Christina Giraldo  
**Assistant Superintendent, Business Services**  
Shirley Kennedy  
**Assistant Superintendent, Curriculum and Instruction**  
Elaine Littleton  
**Executive Director of SELPA**

### Principal's Message

Theodore H. Faller Elementary School, a California Distinguished School, is the home of the Faller Suns. We currently have approximately 450 students in 18 classes. The core values that reflect the vision for our school and drive our practices are: becoming respectful and caring citizens, building self-directed and responsible learners, developing self-confident risk takers, creating life-long readers and learners and providing experiences for problem solvers.

Faller provides a balanced, comprehensive, integrated core curriculum including California Common Core Standards striving to meet the needs of all student utilizing the Macmillan McGraw Hill "Treasures" Series and the Houghton- Mifflin Go Math Mathematics program. We focus on improving literacy and math skills while providing a safe and nurturing environment. As a PBIS (Positive Behavior Intervention Support) school, we have also incorporated the Character Counts program at Faller focusing on the 6 character pillars of: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Our After School Program (ASES) is an award winning, quality program that provides academic enrichment and a safe after school environment for approximately 100 of our students. We also offer a range of programs, clubs and activities including Jr. Audubon Society, Battle of the Books, Student Council, Meaningful Workers. Soccer Club, Chess Club and Basketball teams.

Parents and community members are actively involved at Faller through our School Site Council, English Language Advisory Committee, PTO and parent-teacher conferences. Our School Site Council jointly determines our academic instructional program and related categorical resources while our active PTO provides enhanced opportunities fostering good will and closer relationships of home and school. 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

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 at (760) 499-1690 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	106
Grade 1	68
Grade 2	74
Grade 3	61
Grade 4	74
Grade 5	69
<b>Total Enrollment</b>	<b>452</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	1.1
Asian	0.4
Filipino	5.3
Hispanic or Latino	31.6
Native Hawaiian or Pacific Islander	1.8
White	53.1
Two or More Races	2.4
Socioeconomically Disadvantaged	64.4
English Learners	13.5
Students with Disabilities	6
Foster Youth	0.4

## 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	13-14	14-15	15-16
<b>With Full Credential</b>	16	18	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	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	211
<b>Without Full Credential</b>	♦	♦	19
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Faller Elementary School	13-14	14-15	15-16
<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

2014-15 Percent of Classes in Core Academic Subjects 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>	100.0	0.0
Districtwide		
<b>All Schools</b>	93.7	6.3
<b>High-Poverty Schools</b>	94.9	5.1
<b>Low-Poverty Schools</b>	92.1	7.9

\* 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 2015-16)

The district chooses 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: April 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	California Treasures (2008) Adopted in 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Go Math! Houghton Mifflin-2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	California Science (2008) Adopted in 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	History-Social Science for California Adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Health and Fitness Adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	California Spotlight on Music Adopted in 2007  SRA Art Connections Adopted in 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### 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: 11-16-15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				No apparent problems.
<b>Interior:</b> Interior Surfaces	X				No apparent problems.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				No apparent problems.
<b>Electrical:</b> Electrical	X				No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	X				No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X				Water stains on T-bar and in one light fixture. Work order submitted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Door latch needs to be adjusted. Work order submitted.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	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.
	X				

**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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	18.30	18.30	22.50

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	36	50	44
<b>Math</b>	31	34	33

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	63
<b>All Student at the School</b>	49
<b>Male</b>	47
<b>Female</b>	51
<b>Black or African American</b>	--
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	26
<b>Native Hawaiian or Pacific Islander</b>	--
<b>White</b>	57
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	--
<b>Students with Disabilities</b>	40
<b>Foster Youth</b>	--

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	55	46	49	66	65	63	59	60	56

\* Results are for 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.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	64	64	100.0	38	34	17	11
	4	71	67	94.4	42	28	24	6
	5	72	71	98.6	28	24	34	14
Male	3	64	34	53.1	35	41	21	3
	4	71	41	57.7	44	37	15	5
	5	72	37	51.4	38	30	22	11
Female	3	64	30	46.9	40	27	13	20
	4	71	26	36.6	38	15	38	8
	5	72	34	47.2	18	18	47	18
Black or African American	3	64	2	3.1	--	--	--	--
	4	71	4	5.6	--	--	--	--
	5	72	5	6.9	--	--	--	--
American Indian or Alaska Native	4	71	4	5.6	--	--	--	--
Asian	3	64	1	1.6	--	--	--	--
Filipino	3	64	2	3.1	--	--	--	--
	4	71	1	1.4	--	--	--	--
	5	72	5	6.9	--	--	--	--
Hispanic or Latino	3	64	22	34.4	45	27	18	9
	4	71	17	23.9	41	35	24	0
	5	72	21	29.2	48	29	10	14
Native Hawaiian or Pacific Islander	4	71	2	2.8	--	--	--	--
	5	72	1	1.4	--	--	--	--
White	3	64	35	54.7	37	40	11	11
	4	71	36	50.7	42	25	25	8
	5	72	38	52.8	18	24	39	18
Two or More Races	3	64	2	3.1	--	--	--	--
	4	71	3	4.2	--	--	--	--
	5	72	1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3	64	46	71.9	41	35	15	9
	4	71	43	60.6	53	21	21	5
	5	72	44	61.1	41	18	30	11
Students with Disabilities	3	64	3	4.7	--	--	--	--
	4	71	6	8.5	--	--	--	--
	5	72	3	4.2	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. 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.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	64	64	100.0	20	45	23	11
	4	71	68	95.8	34	32	26	7
Male	3	64	34	53.1	18	44	26	12
	4	71	41	57.7	32	32	24	12
Female	3	64	30	46.9	23	47	20	10
	4	71	27	38.0	37	33	30	0
Black or African American	3	64	2	3.1	--	--	--	--
	4	71	4	5.6	--	--	--	--
American Indian or Alaska Native	4	71	4	5.6	--	--	--	--
Asian	3	64	1	1.6	--	--	--	--
Filipino	3	64	2	3.1	--	--	--	--
	4	71	1	1.4	--	--	--	--
Hispanic or Latino	3	64	22	34.4	18	68	9	5
	4	71	18	25.4	33	39	28	0
Native Hawaiian or Pacific Islander	4	71	2	2.8	--	--	--	--
White	3	64	35	54.7	23	31	34	11
	4	71	36	50.7	28	33	31	8
Two or More Races	3	64	2	3.1	--	--	--	--
	4	71	3	4.2	--	--	--	--
Socioeconomically Disadvantaged	3	64	46	71.9	24	48	22	7
	4	71	44	62.0	45	25	27	2
Students with Disabilities	3	64	3	4.7	--	--	--	--
	4	71	6	8.5	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--

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. 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.

## 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 two family 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	2012-13	2013-14	2014-15
Suspensions Rate	2.59	1.78	1.17
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	8.82	7.72	6.68
Expulsions Rate	0.45	0.22	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	23	25	27				3	3	4			
1	27	30	23				3	2	3			
2	25	29	25				3	3	3			
3	28	25	20			2	3	3	1			
4	32	31	29				2	2	2			
5	31	30	28				3	3	3			

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
Library Media Services Staff (Paraprofessional)	1.63
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	1.38
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.

### Professional Development provided for Teachers

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.



FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,306	\$40,379
Mid-Range Teacher Salary	\$57,563	\$62,323
Highest Teacher Salary	\$77,941	\$81,127
Average Principal Salary (ES)	\$96,621	\$99,192
Average Principal Salary (MS)	\$98,475	\$91,287
Average Principal Salary (HS)	\$110,862	\$112,088
Superintendent Salary	\$142,368	\$159,821
Percent of District Budget		
Teacher Salaries	33%	36%
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/).

### Types of Services Funded

We use state funds from our 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.

### 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, 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4889	648	4241	60045
District	♦	♦	4935	\$59,420
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			-14.1	1.0
Percent Difference: School Site/ State			-9.6	-4.7

\* Cells with ♦ do not require data.