

Faller Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Faller Elementary School
Street	1500 West Upjohn Street
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1690
Principal	Amy Self
Email Address	aself@ssusd.org
School Website	http://faller.ssusd.org/
County-District-School (CDS) Code	15-73742-6009633

2021-22 District Contact Information

District Name	Sierra Sands Unified School District
Phone Number	(760) 499-1600
Superintendent	Dr. Dave Ostash
Email Address	superintendent@ssusd.org
District Website Address	ssusd.org

2021-22 School Overview

Theodore H. Faller Elementary School, home of the Faller Suns, is recognized as a 2016 Gold Ribbon and Title 1 Academic Achievement School. We currently have approximately 530 students in 22 classes. The core values that reflect the vision for our school and drive our practices are: becoming respectful, trustworthy, fair, 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 students in Transitional Kindergarten through fifth grade with a balanced, comprehensive, integrated core curriculum including California Common Core Standards. Our focus is 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: 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 up to 100 of our students. We have also offered a range of programs, clubs, and activities including Jr. Audubon Society, Battle of the Books, Student Council, Meaningful Workers, Chess Club, and Basketball teams during a traditional school year. Faller also houses a state preschool program on-site.

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 financial resources, while our active PTO provides enhanced opportunities, fostering goodwill and closer relationships between home and school. We make a positive difference in the lives of our students by working together with families and our community.

Amy Self, Principal

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	87
Grade 2	61
Grade 3	91
Grade 4	86
Grade 5	73
Total Enrollment	486

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.8
Black or African American	3.5
Filipino	1
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	1
Two or More Races	5.6
White	50.8
English Learners	8.6
Foster Youth	0.8
Homeless	0.6
Socioeconomically Disadvantaged	67.1
Students with Disabilities	13.2

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	81.4	158.4	68.1	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	4.7	10.5	4.5	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.0	14.0	21.0	9.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	20.6	8.9	12115.8	4.4
Unknown	0.0	0.0	22.0	9.5	18854.3	6.9
Total Teaching Positions	21.5	100.0	232.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	3.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (2017) Adopted in 2017	Yes	0
Mathematics	Go Math! Houghton Mifflin (2015) Adopted in 2015	Yes	0
Science	FOSS Next Generation Elementary (2019) Adopted in 2020	Yes	0
History-Social Science	California Studies Weekly (2018) Adopted in 2019	Yes	0
Health	Health and Fitness Adopted in 2006	Yes	0
Visual and Performing Arts	California Spotlight on Music Adopted in 2007	Yes	0
	SRA Art Connections Adopted in 2007		

School Facility Conditions and Planned Improvements

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. 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 and appropriate lighting. 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 media staff member supervises and guides students utilizing computer programs while in the school computer lab and in the 2nd-5th grade classrooms where we have 1:1 chrome books. We use site funds to continually add to our library collection, focusing on books for the Accelerated Reader program and increasing our non-fiction books.

Year and month of the most recent FIT report

12/01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces			X	Room 9: Water spots on ceiling tiles. Room 13: Water spots on ceiling near center vent. Classroom 16: Water spots on ceiling. Classroom 19: Hole in tackable surface, water spots on ceiling. Portable classroom 20: Water spots on ceiling. Portable classroom 21: Water spots on ceiling. Portable classroom 22: Door seal Portable classroom 23: Water spots on ceiling. Portable classroom 24: water spots on ceiling, torn tackable surface.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom 24: Sink separated from counter.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			Portable Classroom 20 Water spots on ceiling. Portable Classroom 23 Water spots on ceiling. Portable Classroom 24 Water spots on ceiling.

School Facility Conditions and Planned Improvements

			MultiPurpose Room West side base of wall crumbling.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Grounds (Front Campus) Cracks on west side of MPR, lots of cracks in the parking lot.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	243	94.19	5.81	37.04
Female	123	118	95.93	4.07	38.98
Male	135	125	92.59	7.41	35.2
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	77	92.77	7.23	23.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100	0	52.94
White	141	135	95.74	4.26	42.96
English Learners	20	19	95	5	10.53
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	164	156	95.12	4.88	27.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	29	76.32	23.68	24.14

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	243	94.19	5.81	20.58
Female	123	118	95.93	4.07	15.25
Male	135	125	92.59	7.41	25.60
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	77	92.77	7.23	7.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	29.41
White	141	135	95.74	4.26	25.93
English Learners	20	19	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	164	156	95.12	4.88	12.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	29	76.32	23.68	17.24

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	19.72	N/A	23.93	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	71	95.95	4.05	19.72
Female	32	32	100.00	0.00	25.00
Male	42	39	92.86	7.14	15.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	26	92.86	7.14	11.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	28.95
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	48	97.96	2.04	14.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	11	78.57	21.43	0.00

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 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, safety, and support school activities. In addition, our ELAC addresses the concerns of English Learners. Our PTO includes all families. In a traditional school year, it sponsors six family evening events, awards assemblies, character assemblies, Junior Olympics, fundraising and a Campus Clean Up 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	558	528	102	19.3
Female	256	238	40	16.8
Male	302	290	62	21.4
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	20	18	8	44.4
Filipino	5	5	0	0.0
Hispanic or Latino	201	195	31	15.9
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	32	30	10	33.3
White	288	268	52	19.4
English Learners	50	49	9	18.4
Foster Youth	12	9	5	55.6
Homeless	8	8	4	50.0
Socioeconomically Disadvantaged	373	357	85	23.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	81	16	19.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	7.08	0.17	3.47	0.20
Expulsions	0.00	0.00	0.20	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.88	5.69	2.45
Expulsions	0.00	0.13	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

We review our Comprehensive Safety Plan annually, updating as needed. This plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. A copy is kept in the office. In accordance with this plan, we hold regular earthquake, bus, lockdown, and fire drills. Safety procedures are reviewed and concerns are addressed in meetings held monthly with prominent staff.

Upon completion of appropriate volunteer paperwork in compliance with District Volunteer Protocol Procedures, all 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.

During a traditional school year, 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 at the end of the school day to different areas depending on whether they are being picked up by adults, walking or riding a bike/scooter, or are riding the buses. We have adjusted these procedures as our population has grown and pride ourselves in safely dismissing 530 students within 10 to 15 minutes. Furthermore, there are 38 security cameras around the campus with a monitor both in the main office and in the principal's office.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	21	1	3	
2	23		4	
3	23		3	
4	28		3	
5	23	1	2	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	3	
1	24		3	
2	23		4	
3	22		4	
4	25		3	
5	30		3	
6				
Other	11	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	22		4	
2	20	2	1	
3	23		4	
4	28		3	
5	33		1	
6				
Other	10	1		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	486

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1.0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6018.04	669.02	5349.02	63304.45
District	N/A	N/A	6068.19	\$69,041
Percent Difference - School Site and District	N/A	N/A	-12.6	-8.7
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-44.9	-19.6

2020-21 Types of Services Funded

We use federal funds from our Title I allocation to provide additional personnel, training, supplies, and support via computer assistive programs. This support is identified and provided through the Collaboration and Intervention Model to meet the needs of our students. Our Title I Projects Teacher works with small groups of at-risk students, providing targeted assistance. Our teachers are trained in research-based programs, such as Orton Gillingham and Leveled Literacy, to support students at all levels of learning. Our counselor is trained and materials are provided for social-emotional curriculum, SecondStep, Character Counts, and Loving Solutions Parent Education. We also receive funding from our PTO, Kiwanis Club, AltaOne, and Wal-Mart. Their generous donations have helped fund our library, computer lab, and field trips, and they helped us meet the needs of classroom teachers. Many of our teachers have been recipients of a Donor's Choose grant as well.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,804	\$48,119
Mid-Range Teacher Salary	\$71,419	\$74,665
Highest Teacher Salary	\$100,190	\$98,160
Average Principal Salary (Elementary)	\$112,109	\$118,542
Average Principal Salary (Middle)	\$108,689	\$125,068
Average Principal Salary (High)	\$128,061	\$133,516
Superintendent Salary	\$167,000	\$194,199
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development in the 2019-20 school year, 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2021-22 school year. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3

Sierra Sands Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Sierra Sands Unified School District
Phone Number	(760) 499-1600
Superintendent	Dr. Dave Ostash
Email Address	superintendent@ssusd.org
District Website Address	ssusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2699	2429	90.00	10.00	38.79
Female	1315	1194	90.80	9.20	42.24
Male	1383	1234	89.23	10.77	35.50
American Indian or Alaska Native	25	23	92.00	8.00	45.45
Asian	64	60	93.75	6.25	73.33
Black or African American	145	114	78.62	21.38	25.00
Filipino	46	42	91.30	8.70	69.05
Hispanic or Latino	816	727	89.09	10.91	29.01
Native Hawaiian or Pacific Islander	18	18	100.00	0.00	38.89
Two or More Races	113	106	93.81	6.19	40.95
White	1472	1339	90.96	9.04	42.47
English Learners	159	141	88.68	11.32	12.23
Foster Youth	22	12	54.55	45.45	16.67
Homeless	120	88	73.33	26.67	20.45
Military	86	77	89.53	10.47	58.44
Socioeconomically Disadvantaged	1668	1499	89.87	10.13	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	413	333	80.63	19.37	14.16

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2699	2418	89.59	10.41	24.54
Female	1315	1186	90.19	9.81	23.06
Male	1383	1231	89.01	10.99	26.00
American Indian or Alaska Native	25	22	88.00	12.00	31.82
Asian	64	60	93.75	6.25	61.67
Black or African American	145	117	80.69	19.31	11.97
Filipino	46	44	95.65	4.35	46.51
Hispanic or Latino	816	723	88.60	11.40	14.74
Native Hawaiian or Pacific Islander	18	18	100.00	0.00	11.11
Two or More Races	113	106	93.81	6.19	28.30
White	1472	1328	90.22		28.33
English Learners	159	142	89.31	10.69	6.43
Foster Youth	22	12	54.55	45.45	0.00
Homeless	120	80	66.67	33.33	17.50
Military	86	77	89.53	10.47	36.36
Socioeconomically Disadvantaged	1668	1486	89.09	10.91	17.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	413	339	82.08	17.92	9.14