



Eleanor Murray Fallon Middle School

3601 Kohnen Way • Dublin, CA 94568 • (925) 875-9376 • Grades 6-8

Risha Krishna, Principal

krishnarisha@dublinusd.org

http://www.dublin.k12.ca.us/fms

2018-19 School Accountability Report Card Published During the 2019-20 School Year

**DUBLIN
UNIFIED**



School District

Dublin Unified School District

7471 Larkdale Avenue

Dublin, CA 94568

(925) 828-2551

www.dublinusd.org

District Governing Board

Dan Cherrier

President

Megan Rouse

Vice-President

Amy Miller

Trustee

Gabrielle Blackman

Trustee

Catherine Kuo

Trustee

Tinni Mukherjee

Student Representative

Sowri Athi

Student Representative

District Administration

Dr. Dave Marken

Superintendent

Joe Sorrrera

Assistant Superintendent

Business Services

Matt Campbell

Assistant Superintendent

Educational Services

Mark McCoy

Assistant Superintendent

Human Resources

School Description

Eleanor Murray Fallon Middle School, where students come first! Fallon Middle School is an exemplary place where students learn through curriculum that builds creativity and strength of character. The school's culture vibrates with academic success, progress and a positive climate. In June 2019, Fallon earned the California Distinguished School Award, a prestigious accolade which highlights model programs or practices that have contributed to benefit students. As you walk on campus, one can feel the rhythm of students learning and dedicated staff committed to empowering students. Fallon is a destination school, only 14 years young with an exceptional reputation known statewide. With a strong strategic plan in place that emphasizes life-long learning, high levels of literacy, STEM subjects (science, technology, engineering, and math), the arts, and integration of technology in the classroom, we have fully embraced 21st-century learning and are well-positioned to ensure that all students make steady progress toward college and career readiness. In addition, we continue to support the social and emotional needs of early adolescents as they mature and grow into young adults, providing a structured educational opportunity through weekly lessons from Character Strong curriculum shared through academic prep. This integrated approach, Social and Emotional Learning Program focuses on learning and practicing skills such as managing emotions, building positive relationships, impulse control, stress management, and making responsible decisions.

At Fallon Middle School, students can expect a robust curriculum where teachers are collaborating at grade level professional learning communities. We firmly believe that establishing and nurturing partnerships with our students, parents, and the community will provide the greatest educational experiences and opportunities for our students. We are fully implementing the California Common Core State Standards, rigorous standards that will prepare students for college and/or career readiness. Our dedicated teachers are equipped and prepared to bring powerful learning opportunities for our kids. We offer students a wide variety of electives in addition to core classes. Our electives range from speech and debate, band, orchestra, art, choir, Project Lead The Way.

This year we are exploring a new concept called Villages. These are smaller learning communities that facilitate inclusive and cozy academic environments. Teams share the same teachers who collaborate on learning outcomes and curriculum. This process allows for targeted academic, social and emotional support for all our kids. Together, we are striving to provide a positive learning environment and support all our students.

School Mission Statement

The Fallon School Community serves life-long student learners within a positive and nurturing environment, where diversity is embraced, and the individual is empowered to reach toward academic excellence, enriched by opportunities in sports, fine arts, and community service.

Types of Services Funded

We fund programs that support student success through donations and grant money. By gathering and analyzing data, we determine which students are in need of support and target our resources toward closing skill and achievement gaps. We use Parent Faculty Club (PFC) and grant funds to support technology and software purchases, providing access to additional resources for our students. Our PFC also raises money for classroom supplies and materials, field trips, library books, school beautification, and special assemblies.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	511
Grade 7	515
Grade 8	531
Total Enrollment	1,557

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	66.3
Filipino	3.9
Hispanic or Latino	5.6
Native Hawaiian or Pacific Islander	0.2
White	14.1
Two or More Races	7.5
Socioeconomically Disadvantaged	5
English Learners	2.2
Students with Disabilities	5.6
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Eleanor Murray Fallon	17-18	18-19	19-20
With Full Credential	68	60	64
Without Full Credential	1	3	4
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Dublin Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	558
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Eleanor Murray Fallon Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	3	0
Total Teacher Misassignments*	3	7	0
Vacant Teacher Positions	0	0	2

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Fallon teachers, administrators, and support staff place a high value on life-long learning. We operate as a Professional Learning Community with an emphasis on continuous improvement. Priorities for professional development are determined by multiple sources of data, including individual staff goals, departmental assessments, and year-end state assessments. Since the adoption of Common Core Standards, professional development has focused on literacy instruction across content areas and deep conceptual understanding in math courses. The recent adoption by California of Next Generation Science Standards and a new History Social Science Framework has magnified our need for professional development related to inquiry-based instruction methods. In addition, we are working to close an achievement gap between groups of students by learning and implementing research-validated strategies for supporting struggling students. Our site Leadership Team selected two areas of focus for professional development: AVID strategies for academic success (writing, inquiry, collaboration, organization, and reading) and Social/Emotional Learning (implemented schoolwide through a program entitled "Capturing Kids' Hearts").

Professional development occurs through a number of venues at Fallon. Teachers and staff participate in district-wide training days several times per year. In addition, individual teachers and staff attend local and regional workshops and conferences. New teachers participate in the Tri-Valley Teacher Induction Program. Finally, teachers and staff engage regularly in job-embedded professional development through collaboration with Fallon colleagues during team meetings, faculty meetings, and Leadership Team meetings.

Teachers and staff at Fallon are supported during implementation of new learning in a variety of ways. During the formal evaluation process, teachers and staff members develop individual growth plans in conjunction with an administrator. Administrators and Lead Teachers provide ongoing support to newer teachers and those needing targeted assistance. Most importantly, teachers administer and analyze student assessment data throughout the year to monitor the effectiveness of instructional strategies and make adjustments as necessary.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We have been developing curriculum based on the new Common Core State Standards (CCSS) for the past four years. Text materials are recommended by the State of California with allowances for districts to determine what is best for its students based on CCSS. DUSD Board Policy determines our selection process. Materials and curriculum support the CCSS and will assist students in preparation for tests associated with the California Assessment for Student Performance and Progress (CAASPP).

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Pearson: California Literature Reading and Language Pearson: Reality Central Readings in the Real World Prentice Hall: Writing and Grammar Handbook (Adopted 2010)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Grade 6: Math Course 1, Vol 1 & Math Course 1, Vol 2, Glencoe Publishing (Adopted 2014) Grade 7: Math Course 2, Vol 1 & Math Course 2, Vol 2, Glencoe Publishing (Adopted 2014) Grade 8: Math Course 3, Vol 1 & Math Course 3, Vol 2, Glencoe Publishing (Adopted 2014) Big Ideas Math Algebra I (2016) Big Ideas Math Geometry (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Pearson Prentice Hall: Focus on Earth Science, CA Edition Pearson Prentice Hall: Focus on Life Science, CA Edition Pearson Prentice Hall: Focus on Physical Science, CA Edition (Adopted 2008)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Holt, Rinehart & Winston: Ancient Civilizations, CA Edition Holt, Rinehart & Winston: Medieval to Early Modern Times, CA Edition Holt, Rinehart & Winston: U.S. History (Independence to 1914), CA Edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Holt McDougall: Bien Dit 1 (French) Prentice Hall: Realidades 1 (Spanish)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Decisions for Health (Level Blue), Holt</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Fallon Middle School (formerly K-8) opened in August of 2005. Our state-of-the-art campus includes 60 classrooms. Each classroom is equipped to provide a comfortable learning environment for at least 35 students. Each classroom also has a large flat-screen TV monitor and a built-in video projection system that is connected to the teacher's computer work station and document camera. All classrooms are equipped with surround sound. The vast majority of classrooms also have a Chromebook cart or Windows cart with sufficient devices to allow each student to access the internet, Google applications for education, other online resources, and software applications.

Our campus also includes a centrally located library/media center. This dynamic learning center is comprised of a chrome cart with 27 Chrome Book's, computer research stations, two expansive seating areas, a kitchen, and a conference room. Fallon Middle School's outstanding library houses a collection of 11,809 books. We also have a class set of Nooks (electronic readers) and iPads (tablets) available for classroom use. We update the collection each year after doing a collection analysis and aligning our needs with the state and school library standards. Fallon's catalog has been updated to the Follett/Destiny System, which can be accessed from home through the school's website. The Destiny system also provides students with access to a student-appropriate search engine. The library/media technician works eight hours a day, circulating books to each class on a bi-weekly basis, and assisting teachers and students with resources. The library is open daily from 7:30 a.m. to 4:00 p.m.

Extensive fields and blacktop courts provide students with the space and equipment to play and develop athletic skills. A beautiful gymnasium, dance room, indoor fitness room, and quarter-mile track enhance the Physical Education program.

We have one full-time day custodian and three part-time day and night custodians who keep our facilities clean. Each classroom is cleaned every other day. Restrooms are cleaned every day. District maintenance regularly maintains landscaping.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/20/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	F5: Storm drain not working.
Interior: Interior Surfaces	Poor	Ceiling tiles throughout have water stains, holes, or are broken. Custodial/K23: Water damage to wall. H2: Pencil sharpener is broken creating an injury hazard. MPR, A1, G5, B1, B2, B3: Rubber molding is missing. Boys Rest Room (F): Paper towel dispenser and soap dispenser broken. Music/M2: Carpet is torn and lifting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Admin, Supply Room, Q1, Teacher Work Room, Music/M2: Unsecured items are stored too high. MDF: Room is cluttered. PE Classroom: Ants are present. Electrical E9: Flooring is extremely dirty. Electrical, D8/Electrical B9, Electrical, A8/Electrical: Flooring is extremely dirty.
Electrical: Electrical	Poor	Admin: Can light out. Unisex Bathroom, Women's Rest Room: One of two lights is out. Electrical/K22, Electrical/N14: Used for storage blocking access to electrical panels. Computer Lab: Plug in air freshener. Library: Three can lights are out. Kitchen, Teacher Room/J6, Teacher Room/C6, Activity/N2, H2, G1, G4, F1, F4, F7, E2, E3, E5, P5, P6, P7, D2, D3, D4, C5, C1, C2, C4, B2, B4, A3, Music/M2: Multiple light bulbs are out. H5, F2, Q1: Electrical cover missing. H3, F2, Q1, P3: Two light panels are out. Mens Rest Room: Light diffuser is loose. E5: Two ethernet covers are broken. E2, E5, F7, P7: One light panel is out

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		P2: Outlet is loose from the wall. P5, P6: Outlet cover is broken. Girl's Locker Room: Four light panels are out. One light diffuser is missing. Boy's Locker Room: Four light panels are out. Electrical cover is missing in ceiling. Gym: Electrical cover is missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Office/K24, Health/K02, Pantry/L05: Faucet leaks at handle. J3, H4, F2, E1: Drinking fountain has low flow. H5, C5, B5, A5: Faucets have no flow. H1: Drinking fountain has no flow. Faucet loose at base. H2, E1: Drinking fountain has no flow. G5: One faucet sprays out diffuser onto counter. G2 Drinking fountain is loose at the base and has no flow. Girl's rest room: One faucet has no flow. Exterior drinking fountain button is missing. D5: Two faucets have a drip. C1: Drinking fountain has sporadic flow.
Safety: Fire Safety, Hazardous Materials	Poor	Admin, Arts&Activities, Girls Locker Room, Boys Locker Room, Gym, Pantry/L05, PE Classroom, Storage (near M2), J3, J4, H5, G5, F5, Q1, Q2, Q3, Q4, E5, P1, P2, P3, P4, P5, P6, P7; A5, B5, C5 Fire extinguisher tags are out of date. Arts&Activities, Girl's Locker Room, Computer lab/L06,J2: Plug in air freshener. G1, G2, G3, G4, H1, H2, H3, H4, A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3, D4, E1, E2, E3, E4, F1, F2, F3, F4, Music/M2: Fire extinguisher missing. Girl's Locker Room, Music/M2, C1, D1, F3: Paint is peeling on wall.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Girl's Locker Room: Door closer cover is loose (Double doors). P5: Window screen is damaged. B5: Vegetation is growing between access road and curb. PE Classroom: Hole in ramp is creating a trip hazard.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	86	86	78	78	50	50
Math	84	82	74	73	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	16.1	37.1	34.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1571	1552	98.79	85.63
Male	791	784	99.12	83.42
Female	780	768	98.46	87.89
Black or African American	34	33	97.06	57.58
American Indian or Alaska Native	--	--	--	--
Asian	1042	1039	99.71	90.66
Filipino	44	44	100.00	81.82
Hispanic or Latino	87	84	96.55	58.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	221	213	96.38	77.93
Two or More Races	135	132	97.78	84.09
Socioeconomically Disadvantaged	85	79	92.94	64.56
English Learners	146	142	97.26	66.20
Students with Disabilities	94	89	94.68	33.71
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1571	1551	98.73	81.95
Male	791	784	99.12	82.65
Female	780	767	98.33	81.23
Black or African American	34	33	97.06	48.48
American Indian or Alaska Native	--	--	--	--
Asian	1042	1039	99.71	89.51
Filipino	44	44	100.00	72.73
Hispanic or Latino	87	84	96.55	44.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	221	212	95.93	70.75
Two or More Races	135	132	97.78	76.52
Socioeconomically Disadvantaged	85	79	92.94	51.90
English Learners	146	142	97.26	62.68
Students with Disabilities	94	88	93.62	35.23
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Fallon Middle School welcomes active participation by parents and other volunteers in our academic and extra-curricular programs. Many parents lead or support students in academic competitions and extra-curricular activities. Parents and community members also coach our sports teams. In addition, parents support by chaperoning students on field trips. Our School Site Council primarily composed of elected parent representatives, works with the principal and staff members to help make financial decisions that support the School Plan for Student Achievement. Parents are also encouraged to join and become active in our Parent Faculty Club (PFC). The PFC hosts social events for the Fallon community, sponsors parent education activities, organizes fundraising events to support student and school programs, and coordinates an extensive after-school enrichment program for students. Large percentage of our parents attend Back-To-School Night in the fall, parent-teacher conferences in October, and Open House in the spring. Volunteers are always welcome at Fallon Middle School.

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.

School Safety Plan

NEW SPSA Safety Plan (2019-20)

Student safety is our top priority at Fallon Middle School. This year, Fallon's goal is to refine the efficiency of operations for drop-off and pick-up procedures both at the front of school and at the gym, which will lead to a reduction in congestion of cars, leading to on-time student arrival, student safety, pedestrian safety, and will ultimately lead to a more positive school climate. New safety implementation of pick-up and drop-off will include: visible signage, Fallon Flash Newsletter, BTSN, Principal's Coffee, Office Communications, Staff Meetings, and Academic Prep lessons. In addition, new safety protocols have been implemented with regards to access points on campus. All students enter campus from the entrances in the Rotunda and A Building gates. Campus Supervisors monitor the school grounds throughout the day, beginning 60 minutes before school and concluding 45 minutes after the school day ends. Campus Supervisors and Administrators supervise students during lunch activities and passing periods. Teachers regularly review the rules for safety, responsible behavior in school and on school grounds with their classes. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge to wear throughout their stay.

Fallon School's Safety Committee meets regularly throughout the year and reviews the comprehensive safety plan annually. They make adjustments to procedures for emergencies, exit routes, and inventories of emergency supplies as necessary. We make the plan available on our school website and keep copies in the office for parents who also learn about safety procedures during the registration process at the beginning of the school year. Updates and reminders are regularly published in newsletters and on our website. All Fallon staff members review the safety plan at the beginning of each school year. In addition, we conduct four drills per year which encompass Fire, Earthquake, Lockdown and Active Shooter.

The School Safety Plan was last reviewed, updated, and approved by the Fallon School Site Council on October 21, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.2	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.2	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	519.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	.3
Other	.2

* 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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	6	14	3	25	5	16	1	26	4	18	1
Mathematics	26	4	31	2	26	9	22	7	30	4	21	11
Science	31		25	7	31		26	5	32		21	12
Social Science	31		11	4	30	1	12	2	31		14	3

* 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$62,065	\$51,374
Mid-Range Teacher Salary	\$89,732	\$80,151
Highest Teacher Salary	\$106,480	\$100,143
Average Principal Salary (ES)	\$139,700	\$126,896
Average Principal Salary (MS)	\$141,863	\$133,668
Average Principal Salary (HS)	\$154,046	\$143,746
Superintendent Salary	\$290,700	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,214	\$567	\$5,647	\$82,754
District	N/A	N/A	\$6,923	\$85,965.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-20.3	1.6
School Site/ State	-29.2	0.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.