

Eleanor Murray Fallon Middle School

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

Sheri Sweeney, Principal

sweeneysheri@dublinusd.org

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



2015-16 School Accountability Report Card Published During the 2016-17 School Year



Dublin Unified School District

7471 Larkdale Avenue
Dublin, CA 94568
(925) 828-2551
www.dublinusd.org

District Governing Board

Megan Rouse, President
Amy Miller, Vice President
Dan Cherrier, Trustee
Dan Cunningham, Trustee
Joe Giannini, Trustee

District Administration

Dr. Leslie Boozer
Superintendent
Beverly Heironimus
Assistant Superintendent
Business Services

Assistant Superintendent
Educational Services

Mark McCoy
Assistant Superintendent
Human Resources

School Description

Eleanor Murray Fallon Middle School is an exceptional school whose reputation and student achievement have grown steadily in recent years. 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 opportunities through an integrated Social and Emotional Learning Program for them to learn and practice skills such as managing emotions, building positive relationships, and making responsible decisions.

At Fallon Middle School, students can expect to be challenged academically on a daily basis and take an active role in charting their course for learning. As our school and state have transitioned to the new California Common Core Standards with their emphasis on strong literacy skills and conceptual understanding of math, parents and students can expect teachers to provide students with timely feedback about their learning and provide opportunities for students to receive targeted support when necessary. Likewise, students who demonstrate exceptional skill or interest in a particular subject are given plenty of opportunities to explore and enrich their learning. In addition, students can expect to master the skills of critical thinking, creativity, collaboration and communication which are so important in the information age.

It is an exciting time in public education, and all our children need and deserve to be fully prepared for the global marketplace of ideas they will encounter as they move forward into high school, college, and beyond. Fallon Middle School enjoys a strong working partnership between staff, students, parents, community organizations, and local businesses. Together, we have created a positive learning environment that supports and challenges all our children. We continue to operate by our district motto, "It's All About the Kids!"

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.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	479
Grade 7	481
Grade 8	428
Total Enrollment	1,388

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0
Asian	58.6
Filipino	6.7
Hispanic or Latino	6.5
Native Hawaiian or Pacific Islander	0.2
White	16.6
Two or More Races	7.2
Socioeconomically Disadvantaged	4.3
English Learners	3.1
Students with Disabilities	6
Foster Youth	0

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			
Eleanor Murray Fallon Middle School	14-15	15-16	16-17
With Full Credential	57	61	66
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Dublin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	522
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Eleanor Murray Fallon Middle	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2015-16 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
This School	98.1	1.9
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	98.2	1.8

* 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 2016-17)

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: 12/2016	
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 7: Accelerated Math A Pre Algebra Program 7, Glencoe Publishing (Adopted 2014) Grade 8: Math Course 3, Vol 1 & Math Course 3, Vol 2, Glencoe Publishing (Adopted 2014) McDougal-Littell: Algebra 1 Grades 9-12, CA Edition (Adopted 2008) Glencoe McGraw Hill: Geometry Concepts, Skills & Problem Solving (Adopted 2008)</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) Cheng & Tsui: Integrated Chinese Simplified Characters (Mandarin) (Mandarin students work from class set of textbooks and each student has a corresponding consumable workbook)</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>

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 computer research stations, two expansive seating areas, a separate reading room, 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: 09/28/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			G girls restroom floor tile coming up. Currently under repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	83	86	77	78	44	48
Math	76	81	69	73	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	95	92	89	83	87	83	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.3	34.1	43.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	427	423	99.1	89.1
Male	221	220	99.6	90.5
Female	206	203	98.5	87.7
Black or African American	21	21	100.0	47.6
Asian	233	232	99.6	94.8
Filipino	32	32	100.0	90.6
Hispanic or Latino	35	35	100.0	74.3
White	69	66	95.7	87.9
Two or More Races	36	36	100.0	91.7
Socioeconomically Disadvantaged	24	24	100.0	45.8
English Learners	14	14	100.0	57.1
Students with Disabilities	31	30	96.8	43.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	6	482	476	98.8	85.3
	7	489	478	97.8	88.3
	8	427	422	98.8	83.6
Male	6	245	240	98.0	84.2
	7	235	227	96.6	84.6
	8	221	219	99.1	82.6
Female	6	237	236	99.6	86.4
	7	254	251	98.8	91.6
	8	206	203	98.5	84.7
Black or African American	6	14	14	100.0	57.1
	7	21	20	95.2	45.0
	8	21	21	100.0	33.3
Asian	6	304	299	98.4	90.6
	7	285	283	99.3	92.2
	8	233	231	99.1	91.3
Filipino	6	31	31	100.0	80.7
	7	28	28	100.0	96.4
	8	32	32	100.0	87.5
Hispanic or Latino	6	29	29	100.0	65.5
	7	24	24	100.0	91.7
	8	35	35	100.0	74.3
White	6	76	75	98.7	81.3
	7	88	82	93.2	85.4
	8	69	66	95.7	78.5
Two or More Races	6	27	27	100.0	77.8
	7	38	37	97.4	81.1
	8	36	36	100.0	80.6
Socioeconomically Disadvantaged	6	15	15	100.0	53.3
	7	24	23	95.8	60.9
	8	24	23	95.8	47.8
English Learners	6	19	17	89.5	29.4
	8	14	13	92.9	15.4
Students with Disabilities	6	30	30	100.0	36.7
	7	26	23	88.5	43.5
	8	31	30	96.8	30.0

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 on the CAAs divided by the

total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	6	482	479	99.4	80.2
	7	489	478	97.8	81.4
	8	489	478	97.8	81.4
Male	6	245	243	99.2	81.1
	7	235	227	96.6	80.2
	8	235	227	96.6	80.2
Female	6	237	236	99.6	79.2
	7	254	251	98.8	82.5
	8	254	251	98.8	82.5
Black or African American	6	14	14	100.0	14.3
	7	21	20	95.2	25.0
	8	21	20	95.2	25.0
Asian	6	304	302	99.3	87.4
	7	285	283	99.3	90.1
	8	285	283	99.3	90.1
Filipino	6	31	31	100.0	83.9
	7	28	28	100.0	75.0
	8	28	28	100.0	75.0
Hispanic or Latino	6	29	29	100.0	65.5
	7	24	24	100.0	75.0
	8	24	24	100.0	75.0
White	6	76	75	98.7	68.0
	7	88	82	93.2	78.0
	8	88	82	93.2	78.0
Two or More Races	6	27	27	100.0	77.8
	7	38	37	97.4	62.2
	8	38	37	97.4	62.2
Socioeconomically Disadvantaged	6	15	15	100.0	60.0
	7	24	23	95.8	52.2
	8	24	23	95.8	52.2
English Learners	6	19	19	100.0	21.1

School Year 2015-16 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 Met or Exceeded
Students with Disabilities	6	30	30	100.0	33.3
	7	26	23	88.5	39.1
	8	26	23	88.5	39.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

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 and cheerleading squads. In addition, parents assist in classrooms and supervise students on field trips. Our School Site Council, which works with the principal and staff members to help make financial decisions that support the Single Plan for Student Achievement, is largely composed of elected parent representatives. 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, and organizes fundraising events to support student and school programs. We ask all parents to 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 School Climate State Priority (Priority 6):

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

School Safety Plan

Student safety is our top priority at Fallon Middle School. Campus Supervisors monitor the school grounds throughout the day, beginning 15 minutes before school and concluding 45 minutes after the school day ends. During the morning arrival, a student safety patrol assists Campus Supervisors with the safety on the interior crossings. In addition, Campus Supervisors and Administrators supervise students during lunch activities and passing periods. Teachers regularly review the rules for safe, responsible behavior in school and on school grounds with their classes. We have a closed campus that is fenced. 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 oversees the safety needs of the campus and has developed a comprehensive safety plan, which includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school web site and keep copies in the office for parents. Parents also learn about safety procedures during the registration process at the beginning of the school year, and 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 monthly drills so our students and staff can practice safety responses.

The School Safety Plan was last reviewed, updated, and approved by the Fallon School Site Council on October 10, 2016.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	1.6	2.0	0.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.9	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.0
Social Worker	0
Nurse	0.15
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	700

* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	30	26	26	1	2	1	7	10	29	2	3	0
Mathematics	28	29	29	5	1		10	20	43	6	5	5
Science	30	30	30	2			15	19	40	5	6	6
Social Science	30	29	33				8	11		2	1	13

* 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.

Professional Development provided for Teachers

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. With the recent transition to Common Core standards, our professional development has focused on literacy instruction across content areas and deep conceptual understanding in math courses. 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 this year: 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. Science teachers are supported by the district's secondary science coach, and teachers of English Learners are supported by a site ELD Coordinator as well as a district ELD coach. Most importantly, teachers administer and analyze student assessment data throughout the year to monitor the effectiveness of instructional strategies and make adjustments as necessary.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,490	\$43,821
Mid-Range Teacher Salary	\$84,565	\$69,131
Highest Teacher Salary	\$100,349	\$89,259
Average Principal Salary (ES)	\$122,773	\$108,566
Average Principal Salary (MS)	\$127,949	\$115,375
Average Principal Salary (HS)	\$141,815	\$125,650
Superintendent Salary	\$231,942	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,429	\$453	\$4,976	\$86,510
District	♦	♦	\$8,720	\$80,132
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-42.9	8.0
Percent Difference: School Site/ State			-12.3	21.0

* Cells with ♦ do not require data.

Types of Services Funded

We fund programs that support student success through donations and grant money. By gathering and assessing data, we determine the expenditure focus that will ensure ongoing student learning and progress, and focus our resources on our at-risk students. We use PFC and grant funds to support technology and to purchase software, providing access to additional resources for our students. Our PFC raises money for classroom supplies and materials, field trips, library books, school beautification, and special assemblies through numerous fundraising events.

DataQuest

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

Internet Access

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