

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Mark Nelson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Eleanor Murray Fallon School
(As it should appear in the official records)

School Mailing Address 3601 Kohnen Way
(If address is P.O. Box, also include street address.)

City Dublin State CA Zip Code+4 (9 digits total) 94568-8751

County Alameda County

Telephone (925) 875-9376 Fax (925) 829-7620

Web site/URL https://fms.dublinusd.org/ E-mail nelsonmark@dublinusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Chris Funk E-mail funkchris@dublinusd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dublin Unified School District Tel. (925) 828-2551

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Dan Cherrier
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 1 K-12 schools
- 12 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	238	276	514
7	281	243	524
8	253	246	499
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	772	765	1537

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 77.2 % Asian
 - 2.1 % Black or African American
 - 4.6 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 10 % White
 - 6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1, 2020	1583
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Cantonese, Chinese, Dari, Farsi, Georgian, Gujarati, Hindi, Khatri, Konkani, Korean, Malayalm, Mandarin, Marathi, Maya, Odiya, Punjabi, Russian, Sidama/Amharic, Tagalog, Tamil, Tulu, and Urdu

English Language Learners (ELL) in the school: 3 %
51 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 4

8. Students receiving special education services with an IEP or 504: 6 %
90 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>19</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>27</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>27</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	63
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 33:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	99%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Fallon Middle School is a joyful and innovative learning community focused on the healthy development of young adolescents. At its core, Fallon is a place where teachers, administrators, and support staff work collaboratively to ensure that all students feel competent and confident in their ability to master the skills essential to success in the 21st Century: critical thinking, creativity, collaboration, literacy, mathematics, science, and technology. We value life-long learning and understand that continuous intellectual growth requires actively nurturing the physical, social and emotional needs of the community. Fallon staff, students, and parents are engaged as partners in the process of modeling and teaching students how to create a healthy lifestyle, manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We continuously strive to help young adolescents identify and appreciate connections between themselves and their peers, their families, our school and community, our global village, and the natural world.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities . District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other

category identified above.

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate .

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, note takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Dublin Unified School District

7471 Larkdale Avenue

Dublin, CA 94568

925-828-2551

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Eleanor Murray Fallon Middle School sits approximately 35 miles to the Southeast of San Francisco, in Dublin, CA. Our mission is to ensure that every student becomes a lifelong learner by providing a rigorous and relevant 21st century education which builds resilience and prepares students for college and career, service to our country, and for success in the global economy. Fallon is an exemplary place where students learn through a curriculum that builds creativity and strength of character. The school's culture vibrates with academic success, progress and a positive climate.

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. Parents and students are highly engaged in their education at Fallon Middle School. We have a robust Parent Faculty Club (PFC), active School Site Council (SSC), and partner with our parent community to provide enrichment opportunities and support for our students.

The California Common Core State Standards are fully implemented, with rigorous curricula that will prepare students for college and/or career readiness. Our passionate teachers are equipped and prepared to bring powerful learning opportunities to our kids. They are highly dedicated professionals who not only deliver a world class education that supports, challenges, and engages our students, they are committed beyond the classroom to ensure our students' needs are being met and opportunities are provided. We offer students a wide variety of electives in addition to core classes, and students can expect a robust curriculum enhanced by a community of collaborative teachers.

In each of our subject areas, our teachers are formed in Professional Learning Communities. Teachers collaborate weekly in developing common formative assessments, reviewing student work, and analyzing data. We have a comprehensive Lead Teacher Team that works in collaboration with site and district administrators. Professional development is offered annually for teachers and administrators to review and hone their skills. We have a number of additional teacher teams on campus which include our Intervention Task Force, Social and Emotional Learning Committee, Coordination of Student Services Team (COST), Villages (grade level teachers grouped together to discuss students), and various club advisors.

Beyond our core academic program, Fallon's unique and comprehensive elective choices provide students with a host of opportunities to explore their interests and talents. In support of our STEM focus, we have "Project Lead the Way," which is a series of semester-long science and engineering electives that focus on app creation, technology, medicine, design, and robotics. For students interested in the performing and visual arts, we offer Band, Choir, Chorus, and Art at multiple levels. We continue to grow our AVID program, providing students a pathway to college, and our Associated Student Body (ASB) and Leadership electives give students the opportunity to take part in student government. Other elective choices include Digital Photography, Video Production, Speech and Debate, and Yearbook. We are fortunate at Fallon to be able to provide students with a wide array of electives.

Physical fitness and health are also essential to our school community. We have a robust PE program and Athletics program that offer a variety of sports such as archery, cricket, golf, yoga, dance, basketball, cross-country, soccer, volleyball, and are exploring the possibility of adding a rock climbing wall. Our team of PE educators collaborate and work together at high levels in promoting physical fitness, healthy choices, teamwork, community, and provide our students with many opportunities to get involved with athletics and physical fitness at their comfort level.

Fallon Middle School also has a team of committed Special Education teachers, who collaborate and provide multi-level support. We have a comprehensive Special Day Class program with Specialized Academic Instruction in English, history, math, and science. Our Counseling Enriched program also provides SAI courses with added counseling support. The class average for all our SDC courses is 7-9 students, allowing for intensive Tier III support. Additionally, we have three Resource Specialists who provide push-in and pull-out support for our students with IEPs who attend general education classes.

Along with our SPED program and core academic program, we have a team of amazing counselors who offer social, emotional, and academic support to all of our nearly 1600 students. The role of our counselors is to support all students socially and emotionally as they learn to navigate middle school. The 2021-2022 school saw the addition of a Wellness Counselor as many schools across the nation saw an increase in anxiety and depression with the onset of the COVID-19 pandemic and distance learning. Fallon's counselors also spearhead school wide programs that help educate and support students around suicide awareness, puberty, alcohol and drug prevention, tobacco and vaping education, anxiety, friendships, and many others.

With the onset of the 2022-2023, we will bring the Where Everybody Belongs (WEB) program to Fallon. WEB is a 6th grade orientation program that focuses on welcoming 6th graders to middle school. It is run by two teachers with the assistance of 65 8th grade students who serve as WEB leaders throughout the year, supporting the 6th graders with the transition to middle school in helping them to feel safe, welcome, and accepted.

Another student run program that separates Fallon from other middle schools is our Peer Education and Counseling (PEAC) program. This wonderful program provides peer-to-peer counseling and support for Social and Emotional Learning that impacts students the most. Additionally, our PEAC program provides prevention education, intervention, mediation, and community building.

Fallon also supports the social and emotional needs of early adolescents as they mature and grow into young adults. We provide a structured educational opportunity through weekly lessons from the Character Strong curriculum during a period known as Academic Prep. The integrated approach of this Social and Emotional Program focuses on learning and practicing skills such as managing emotions, building positive relationships, impulse control, stress management, and making responsible decisions. Additionally, Academic Prep is used for community building, reading, homework, and intervention support.

As March 2020 and the COVID-19 pandemic arrived, Fallon Middle School and the Dublin Unified School district transitioned to distance learning, along with many schools across the state of California. Our certificated and classified staff worked together in creating our School Site Safety Plan in order to ensure the health and safety of all our school's stakeholders. We had a team of teacher leaders and administrators design our distance learning program and schedule. One of the features of the schedule was built in time during the school day for students to have individual access to their teacher for additional support. As we transitioned to a hybrid schedule and eventually back to in-person learning, we worked together as a community to adhere to all the policies set forth by the State of California and the Alameda County Department of Public Health. Throughout the pandemic, our staff took great care and attention to not only ensure academic progress, but to also support students with social and emotional struggles that arose as a result of the pandemic and online learning.

We are honored to be nominated for the 2022 National Blue Ribbon Award. In June 2019, Fallon earned the California Distinguished School Award, a prestigious accolade that highlights model programs or practices that have contributed to benefit students. On campus, one can feel the rhythm of students learning and dedicated staff committed to empowering students. Fallon is a destination school, only 17 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.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Students can expect a robust curriculum where teachers are collaborating in grade-level Professional Learning Communities. In each of our subject areas (Math, Science, English, History, PE, Electives, World Language, Visual and Performing Arts), our teachers are teamed with course-alike colleagues. Teachers collaborate weekly in developing common formative assessments, reviewing student work, analyzing data, and asking the the four PLC questions of: 1) What do we want our students to be able to do; 2) How will we know if they learn it; 3) How will we respond when students do not learn; 4) How will we extend the learning for those who are proficient? We have a comprehensive Lead Teacher Team that works in collaboration with site and district administrators. Professional development is offered annually for teachers and administrators to review and hone their skills.

Our School Plan for Student Achievement centers around four areas: 1) Instruction; 2) Social and Emotional Learning; 3) Equity; and 4) Parent Involvement. Our first goal is to develop a 3 year Equity and Inclusion plan that narrows/eliminates the opportunity and achievement gaps in providing all students the resources they need to thrive (socially, academically, emotionally), removing the predictability of failure (based on social, racial, cultural, and economic factors), and interrupting inequitable practices and biases (creating inclusive and just conditions in our schools). Second, we seek to increase student achievement for all students by providing a wide array of educational options and ensure all 8th graders are high school ready with 100% of 8th graders having a six-year academic plan. Third, we want to embrace a welcoming, safe, and inclusive environment for all students that focuses on school connectedness, academic motivation, caring adult relationships, physical safety, and social and emotional safety. Finally, we aim to increase the number of opportunities parents have to engage with school personnel, provide input around our school programs, celebrate our school’s success, and build relationships with one another. All our SPSA goals are aligned to our district’s LCAP.

1b. Reading/English language arts curriculum content, instruction, and assessment:

In English Language Arts classes at Fallon, students engage in a number of reading and writing activities that align with Common Core Standards. In reading, each grade level has commonly aligned whole class novel study units, where students analyze themes, character development, and writing techniques. Each novel study unit also incorporates paired non fiction texts that link in lessons on social & emotional development and diversity and inclusion. A committee of teachers was formed in the summer of 2021 to create vertical articulation regarding goals about diversity, inclusion, and social justice in the school’s core novels. Sixth grade focuses on abilities, and they read books like Wonder; seventh and eight grade both have social justice themes that tie in well with that grade level’s history themes, so seventh grade focuses on race and religion, and they read A Long Walk to Water about the Lost Boy refugees fleeing from the Sudanese Civil War and Malala Yousafzai’s memoir about being shot by the Taliban; eighth grade focuses on individual freedoms within our society as they read Chains and The 57 Bus, whose diverse main characters bring up social justice topics around inclusion of autistic teens and racial diversity, but also adds a new lens about gender fluidity and identify. With each of these novels that focus on important social justice themes, close reading of paired nonfiction texts help students dig deeper into the issues and see their context.

For close reading, all teams use a variety of AVID strategies from the AVID Critical Reading training to help kids identify points of confusion, use context clues, annotate the text, and respond critically and analytically to what they have read. Close reading of non-fiction also incorporates SEL skills, such as when reading about refugees from Sudan, students read nonfiction articles about strength in numbers and cooperation, about building gratitude for what you have, and about dealing with stressful situations. Students tie these in with what happens to the characters in the novel, but also how they apply to the student’s own lives.

All ELA PLC teams strive to have a variety of assessments to meet the needs of all learners and various common core standards. Assessments include traditional tests and quizzes, and a variety of technology is used for these assessments, ranging from Google Forms, Edulastic assessments, and Illuminate assessments, to quickly and effectively gather data on student mastery of standards. But assessments are not limited to traditional tests - teachers also assess using paragraphs or essays graded on grade level aligned and vertically articulated rubrics, socratic seminars, speeches, presentations, group discussions, art integration, and projects. In writing, teams have adapted the Lucy Calkins writer's workshop model that provides short mini lessons, a plethora of exemplar model work for students to see, and group and teacher conferences to talk about effective writing and work through writing checklists. PLC teams are working toward not only common summative assessments where grading is calibrated among team members at collaboration meetings, but also extensive common formative assessments where teachers check in on the essential standards before they are assessed formally for a grade. In collaboration meetings, teams look at the CFA data and plan appropriate interventions.

1c. Mathematics curriculum content, instruction, and assessment:

Mathematics instruction at Fallon offers a variety of pathways for students to engage in math curriculum from common core grade 6 through Algebra II. Grade level sixth graders experience a primary focus on number operations and ratios and proportions while getting an introduction into expressions and equations for future math classes. Grade level seventh graders experience a primary focus on number operations and expressions and equations. Grade level eighth graders extend their knowledge from prior courses into more advanced linear Algebra, functions, and other abstract concepts.

Teachers emphasize student collaboration and attention to the common core mathematical practices throughout their instruction. Students experience multiple methods of solving problems, exploratory and hands-on activities, and direct instruction to gain both a conceptual and procedural understanding of the math content. All grade level courses emphasize mastery of computations and attention to precision, explanation of reasoning through writing and justification, and demonstration of math logic through the steps students show in their work. Students engage in real-world application through their mathematics instruction to connect the math they learn to their everyday lives.

Student mastery is measured frequently through informal assessments, quizzes, and tests during each unit of study. Students are given specific feedback to encourage growth and constant revisiting and reflection of prior standards.

This past school year, students who are ready for more advanced courses have the ability to take Algebra, Geometry and Algebra II classes offered at Fallon to differentiate instruction for our highest achieving students. Additionally, our school board recently updated new math pathways that provide multiple opportunities for students to accelerate. Middle school students will be able to take Integrated I and II (8th grade, Algebra, and Geometry standards) over two years, in preparation for Algebra II in high school. This will allow students the opportunity to graduate high school with Calculus B/C. Students who need extra support in mathematics have the opportunity to get additional instruction through our intervention courses in all grade levels. We have three sections of intervention, one per grade level. The intervention courses offer pre-teaching, re-teaching, review, and project-based learning.

1d. Science curriculum content, instruction, and assessment:

In 2018, the entire science department at Fallon Middle School previewed, implemented and analyzed over 10 different Next Generation Science Standards-specific curriculum to adopt for the 2020-2021 school year. After a rigorous piloting process, Fallon Middle School, along with the other middle schools in the district, decided on adopting Amplify Science. The phenomena-based curriculum, vetted by the UC Berkeley's Lawrence Hall of Science, provides real-world applications to the new NGSS that connect the Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices. Each science unit starts with an intriguing real-world phenomenon that poses a problem that needs to be solved and understood. Students solve the mystery using various sources of evidence such as hands-on activities, articles, and "simulations"

that challenge students to apply what they learn to their everyday lives. From creating models to predict various real world phenomena in 8th grade, to designing portable baby warmers using phase change materials in 7th grade, to evaluating symptoms to diagnose a patient with diabetes in 6th grade, we try our best to translate the scientific standards to applicable real-world scenarios for our students. We are also fortunate enough to have dedicated lab rooms for all of our science teachers to share where students are able to experience activities ranging from a frog dissection to testing chemical reactions or providing a location for students to design experiments testing questions they have about the phenomenon.

At the beginning of each unit, we use a pre-unit assessment to gauge each student's prior knowledge and preconceptions. We have formative three-dimensional assessments integrated throughout our lessons such as student-to-student talk, writing scientific arguments to explain the phenomenon, or drawing a model. Toward the midpoint of a unit, we offer Critical Juncture Assessment to help teachers differentiate classroom instructions based on student performance. During science seminars, students demonstrate their understanding of a new real-world problem by drawing on the Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices they have used over the course of the unit to develop a convincing argument that addresses the problem they have been investigating. At the end of each unit, we offer the end-of-unit assessment that measures students' attainment of the three-dimensional learning. During each course team's collaboration time, teachers work together to develop the summative assessments.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

At Fallon Middle School, we have transitioned our teaching of Social studies/history/civic learning curriculum content, instruction, and assessment from solely using California State History-Social Science Content Standards to incorporating History-Social Science Framework that was adopted in 2016. This transition in teaching and assessing has resulted in bringing in a variety of primary and secondary sources to present multiple views of historical concepts. The transition to the Framework has allowed our teaching to go from solely presenting each civilization or time period chronologically to teaching history thematically. Sixth grade shows the common threads of each civilization around their Geography, Religion, Advancements, Politics, Economics, and Society that have existed throughout the world.

Our 7th grade history students focus on a year-long question of how the world became more interconnected, and what the positive and negative effects of that interconnection are. 7th graders look at a different theme each quarter, all based on the California Framework questions around human-environment interaction, the spread and change of belief systems, the rise and fall of empires through power structures and influence, and the fully interconnected globe. Each thematic unit ends with project based learning that connects these medieval issues to our current issues today - the fight against climate change, what makes a good political leader, how to increase religious tolerance, and Transitioning to the Framework has also allowed our assessments to move from solely knowledge based assessing of historical facts to explaining concepts and themes that relate to history and to the modern world. This thematic teaching style has led our students to realize that we have much more in common with those in different parts of the world than we have differences. Another benefit of our transition to using the Framework is that our students are able to develop the necessary critical thinking skills that help them to become college and career ready. We not only describe what happened in the past, but also connect to current events and show that historical patterns are not just limited to history, but are still alive and well to this very day. Our 8th grade history students take learning history to the next level by completing a civic action project and presenting these projects at our annual Civic Action Fair. In this project, they study the history of the United States and the issues that our country faced in the past and connect them to the struggles that we have today and propose solutions to these problems.

1f. For secondary schools:

Fallon Middle School students gain exposure to what life will be like after they graduate high school. Through electives through Project Lead The Way (PTLW), video production, Peer education and counseling, Leadership. Most of these elective courses align with elective courses offered at the high school, so students can try out electives here and continue them if they enjoy them.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

In Physical Education, 6th, 7th, and 8th grade students engage and demonstrate understanding of the CA standards in the Physical Education framework throughout the school year. Teachers monitor this progress with common rubrics and CFA's and through collaboration update and make adjustments as demonstrated in the data. For students who are not meeting the standards, teachers use academic prep and game play breakouts to review and reteach individual students' skill acquisition. In order to meet the diversity of our student population both culturally and socially, we include units such as Tinikling, Swing Dance, Archery and Cricket. The Physical Education department conducts school wide events to bring together and unify staff, parents and students. One of these events is March Madness where students, parents and teachers run a mile a day in March. Overall, the goal of the Physical Education department is to provide lifelong fitness skills as well as opportunities for growth in a students' confidence, self esteem, and self efficacy.

Since Fallon is such a large middle school, we have the opportunity to provide students with a wide range of choices for their elective program. Starting in sixth grade, students can choose from a band, orchestra, or choir class, or see a range of elective options in the 6th Grade Elective Wheel Program. Each quarter, students change to a new elective. These options for 6th graders include a music class, which started as a music skills class, then became a class where all students learned to play the guitar with a full class set of guitars, and distance learning added a new component which was digital music composition. The class is now a blend of guitar and digital music, which the kids really enjoy. The next spoke in the wheel is an introduction to art class, which feeds into our advanced art semester long and year long course for 7th and 8th graders. Third is Quest, where students use Lion's Quest curriculum adopted by the school's Social & Emotional Learning committee composed of teachers, counselors, and administrators, to discuss life skills with enthusiastic teachers and a solid, engaging curriculum. The final wheel course is social dance, where students learn a variety of different dance techniques and moves and create their own dances to perform.

Fallon seventh and eight graders get to choose from a range of semester long or year long elective courses. 8th graders only have the option of getting a head start on foreign language classes. Fallon currently offers Spanish and French, and has offered Mandarin in the past. We currently have over 300 students taking a foreign language.

For visual and performing arts, Fallon offers visual art classes at three different levels (wheel, semester, year long). For music programs, in addition to the standard beginning and advanced band, orchestra, and choir, Fallon offers more specialized music electives by audition, such as Jazz Band, and a Percussion Ensemble. Extracurricular activities in the music department include Color Guard and Marching Band which compete at local competitions. For performing arts, students can take semester-long courses in drama or introduction to speech and debate. For debate, there is also an audition class where the students in the class have the opportunity to compete in extracurricular tournaments against other schools through the East Bay Debate League.

3. Academic Supports

3a. Students performing below grade level:

Each year, in addition to the traditional COST team that looks at individual students, Fallon forms an Intervention Task Force team composed of teachers, counselors & administrators who work together to evaluate and assess current intervention systems and programs and plan for future interventions. Currently, this task force created intervention courses that serve as a class during the student's day. In 6th grade, students take intervention classes paired with QUEST curriculum, which is the school's life skills and SEL curriculum. In 7th and 8th grade, students may stay in an intervention course for a semester or a full year, depending on data and need. In math, there is Math Academy, with the goal of using project based learning in math to create engagement and relevance to the real world. For example, these classes have a cookie

competition where staff get to vote on the best cookie, they create and survey students and staff to select the next year's school spirit shirt, and host an arcade. These projects really help connect these intervention students to each other, their peers, and the school culture. On the ELA side, the intervention course is called Lit Detectives, and this class has the goal of connecting students with texts and supporting literacy skills through the use of the Read 180 Program.

The intervention task force meets monthly to assess and plan interventions. This group looks at STAR Renaissance assessment data, grades, teacher recommendations, and writing samples to appropriately place students into their needed interventions for the following year. Since this group meets monthly, plans for next year are evolving into a new program. Starting in the 22/23 school year, each grade level will have a teacher assigned as an intervention coordinator. This person will have one period in the school day assigned to do a variety of intervention tasks, including: creating or updating the PLC team's common formative assessments, creating differentiated assessments/assignments, pushing into classes where identified intervention students are clustered, pulling out small groups for targeted intervention, and sorting/analyzing CFA data for their PLC team to be ready to discuss and plan next steps for students needing intervention during the weekly collaboration meetings. There will still be semester-long intervention ELA courses, but these will be targeted to very specific reading and writing standards instead of a generalized ELA intervention. The team is excited for the fluidity and data based nature of the new intervention system with the intervention coordinator position.

3b. Students performing above grade level:

Students within the Dublin Unified School District are provided with the opportunity to enroll in different math pathways that meet their abilities. Students are able to take higher Math courses than their grade-level Math course. For example, this past school year, students who passed prerequisite courses were able to take high school courses in middle school, such as Algebra I, Geometry, and Algebra II. For the upcoming school year, our school board adopted new math pathways that provide multiple opportunities for students to accelerate. The most rigorous pathway allows middle school students to be able to take Integrated I and II (8th grade, Algebra, and Geometry standards) over two years, in preparation for Algebra II in high school. This will allow students the opportunity to graduate high school with Calculus B/C without skipping any essential middle school prerequisite courses. In ELA at Fallon, students have the opportunity to apply for rigorous language based electives through an audition and application process. These electives include Yearbook, which will also start to publish their own newspaper, and Competitive Speech & Debate, where students use their class time to prepare for Saturday Tournaments as part of the East Bay Debate League, which is part of the Middle School Public Debate Program started at Claremont McKenna College in Southern California and practiced nationwide.

3c. Special education:

The Dublin Unified School District is part of the Tri-Valley Special Education Local Plan Area (SELPA), a consortium of participating school districts, which include: Dublin USD, Livermore Valley, Pleasanton USD, Sunol Glen SD, Mountain House SD, and ACOE. Programs within the Dublin Unified School District include Resource, Mild/Mod SDC, Moderate SDC, Mod/Severe SDC, and Counseling Enriched at elementary, middle and high school levels. The programs are supported by support personnel including Program Specialists, Speech Therapist, Adaptive PE, Occupational Therapy, Physical Therapy, Adaptive Technology, Behaviorist, Psychologist, and Mental Health Clinicians located either on site or at the district-level with push-in services.

Fallon Middle School looks at a student's unique individual needs and makes recommendations for least restrictive setting. Resource placement includes participation in all Gen Ed classes with a period of Tutorial for additional support during the day. The SDC classes are self-contained for four periods with students pushing into PE and an Elective of their choice.

3d. English Language Learners, if a special program or intervention is offered:

Fallon is a very linguistically diverse school, and we provide English Language Learners access to a wide variety of academic supports and instruction intended to foster English language development and increase the accessibility of mainstream academic instruction. At each grade level, English language learners are placed into classes within an EL village, where designated teachers focus their interventions and accommodations to the unique needs of EL students. In this way, resources are focused and instruction tailored to more efficiently provide support.

In addition to the EL village, all English Language Learners are offered an English Language Development tutorial class for their elective, where students are taught a curriculum of academic vocabulary, reading, and writing skills aligned to the California ELD standards. Instruction is based on the "Inside" ELD curriculum, and is supplemented with projects, test prep, and SEL support tailored to meet students' individual needs.

Newcomer EL students are placed in a designated ELD English class, where they work more intensively on foundational language skills and vocabulary. Students are provided push-in support from a paraeducator, who assists with content accessibility and differentiation in support of all teachers in the EL village. Some of the supports we regularly provide include translation, extra time for assessments and projects, and assessment prep lessons.

Our school district offers English language learners free access to language development software to supplement our ELD curriculum at home, such as Rosetta Stone and Lexia. Our parents participate in an active and supportive English language advisory committee, and the district regularly offers parent workshops on a variety of academic and SEL topics with interpreters provided. The goal of Fallon's EL program is to help students to grow into strong, motivated, and independent English readers, writers, speakers, and listeners, and fostering growth in their home languages to set them up for success in a multilingual world.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

For nearly ten years, our staff has been actively committed to providing a safe and welcoming learning environment by continuously training our current and new staff with the foundations of Capturing Kids' Hearts processes. Over 50% of our certificated staff has received CKH training. This character-based curriculum supports and encourages social-emotional wellbeing, relationship-driven campus culture, and student connectedness. Our staff practices many of the foundational skills of CKH including developing classroom social contracts and greeting students at the door. Many of our staff have also been trained with Character Strong. Both these programs are relational and intentional at their core and our staff understands that process. It is how we begin and end each class period, every school day.

Nearly 30% of our staff have been trained with GLSEN's Safe Space, an innovative, dynamic, hands-on approach to creating safe space for all; focusing specifically on the Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Asexual (LGBTQIA) community. This past December, we had a record number of staff participants wanting to explore their role and responsibility in creating a more welcoming environment at work, school, and in our communities.

It all starts with the "how," and then, there's the "what." During our weekly Advisory Period, we celebrate heritage and awareness months including disability awareness through the Paralympic Games, Universal Human Rights, Pride, LGBT History, Black History and Women's History; Hispanic, Filipino, Indigenous Peoples & Native American, Arab American, Asian American Pacific Islander, and Jewish American heritage months. These celebrations include presentations developed by our staff and spirit weeks organized by student leadership.

In the winter of 2021, following a distance learning survey administered to our students, the feedback was clear, students wanted a break from the one-sided delivery of virtual instruction and craved more interaction with their teachers and classmates. Fallon administration and counselors responded by proposing an "R & R" day. The R's shifted through the development of the event from rest, relaxation, rejuvenate, relationships, recovery; and ultimately landed on "Reset & Reboot." Teachers were encouraged to come up with a 30 to 90 minute online activity to do with not just their students, but any Fallon student. Students were provided with a gameboard of linked activities to participate in including play Roblox Games, Drawful, watch SpongeBob Squarepants, share or listen in an Open Mic "Night," bake chocolate chip cookies, take your dog for a walk, compete in a Harry Potter Kahoot quiz, learn or show off your favorite magic tricks, or meet a Paralympic gold medalist--the ideas were endless. Over the course of two afternoons, students got to take a break from distance learning to distance playing.

Fallon is a place that takes deep pride in serving the needs of all students and focusing on the education of the whole child. We teach children, not content. While academics are important, and important to our community, we strive to create a place where students feel welcome, safe, and connected. Students will not perform well academically, if they are not engaged in school. Through all our programs, extracurricular activities, opportunities, we are able to create a space for students to feel engaged, connected, safe, and welcome at school.

2. Engaging Families and Community:

In 2018, Fallon put forth a new middle school course proposal which was approved beginning the 2019-2020 school year, Peer Education And Counseling (PEAC). The purpose of the Peer Education And Counseling class is to service the social and emotional wellness of the Fallon community through peer support, peer education, youth advocacy, service learning, and community building activities and events. The course has been revolutionary with its focus on peer resources including Tobacco Use Prevention Education, community and restorative circles. PEAC students recently hosted a parent movie night to view "Angst" in order to raise awareness around anxiety. The film was followed by an expert panel discussion providing an opportunity for parents to learn how they can best help and support the social and emotional

needs of their children.

Fallon Middle School has also worked with community organizations such as Dublin Integrity in Action (DIA) and Dublin Partners in Education (DPIE). Dublin Integrity in Action is a community-based partnership that focuses on K-12 character development. They work with the elementary, middle, and high schools around acknowledging students who demonstrate strong character traits such as empathy, kindness, respect, service to community, etc. DPIE is an organization that partners with all our schools in providing enrichment opportunities for students during the summer. In addition to math acceleration courses, DPIE offers STEM courses for students to pursue their interests and deepen their passion for learning.

Along with our community partnerships, we also have a robust Parent Faculty Club (PFC) and School Site Council. Our PFC meets monthly and has a budget of close to \$150,000 per year. The PFC supports enrichment programs, teacher grants, teacher hospitality, speakers, assemblies, presentations, and other opportunities for our students. The SSC meets monthly and their primary role is to monitor the SPSA. There are four parents, four teachers, two classified staff, and two students who serve on SSC.

Education extends beyond the classroom and into the community. Fallon Middle School continues to partner with the community in a number of ways. Communities coming together and working to best meet the needs of all students is extremely powerful. With all of us working together, great things and many opportunities can happen for our students.

3. Creating Professional Culture:

Teaching within a school culture that enables educators to feel valued and supported is paramount to student success. In order for all students to have academic, social, and emotional success, they must feel welcome, safe, and connected while on campus. The same holds true for teachers, counselors, administrators, and support staff. One of the main factors of people feeling valued and supported is by being accepted and heard. At Fallon, we strive to create an environment where all staff are welcomed how they are, and that they have equal opportunities to voice their opinions, give their feedback, and provide input. Our norms extend beyond faculty and department meetings where all staff are encouraged to speak their truth, be respectful of others, and work toward solutions. Programming, structures, schedules, etc. are created and developed around staff input and feedback. During our transition to distance learning, back to hybrid, and finally to full open, multiple opportunities were provided for staff to share ideas, work together, and build a safe and welcoming place for all students and staff.

Responding to staff needs and concerns is another way we create a culture of feeling valued and supportive. Each year, we provide staff an opportunity to give their input around professional development. Our SPSA goals focus on instruction, equity, and social and emotional learning. All staff (certificated and classified) are encouraged to provide any feedback around the types of Professional Development that would best benefit the staff, school, and students as it relates to our SPSA goals. Additionally, we encourage our teachers (and staff) to lead certain components of Professional Development. If a teacher is an expert in a particular area, they will often lead a portion of Professional Development. We have several Professional Development days throughout the year, but we are committed throughout the year during Staff Meetings, Lead Teacher meetings, and weekly Department Collaboration.

Teachers and staff are supported in other ways as well. In addition to our site Professional Development, we also encourage and send teachers to trainings, workshops, and conferences. In turn, they will bring new material to the staff or their department. We strongly believe in teacher-led training and Professional Development as it creates buy-in and consensus. With guard rails in place, it is important we create and build consensus among our staff. Teachers and staff are also compensated for their time, are given coverage, have the support of strong union leadership, and can lean on their administrators for guidance, assistance, and leadership.

4. School Leadership:

The leadership philosophy of Fallon Middle School is that we believe in a free and appropriate public education for all students. We further believe that it is our responsibility to educate every child who walks through our front door regardless of their race, socio-economic status, gender, sexual orientation, religion, creed, or past history. Our leadership structure starts with the principal and three assistant principals. The primary role of the principal is to support the “academic core” which consists of teachers, students, and curriculum. Additionally, the principal serves as the instructional leader, site manager, and builder of culture. It is the principal’s job to hire the best and most qualified teachers and staff, providing them with the necessary coaching and support, but also holding them accountable.

Other site leaders include our three assistant principals and teacher leaders. Our assistant principals support the principal in serving as instructional leaders, site managers and builders of culture. The four administrators work from an organization chart where they all oversee some aspect of instructional leadership, site management, and culture building. Each administrator serves as a liaison to specific departments and supports the teacher leaders with the instructional programs. The assistant principals have more responsibilities related to site management (attendance, discipline, testing, emergency preparedness facilities, etc), while the principal has more responsibilities related to instructional leadership and culture building (setting the tone of the school, being visible, writing the SPSA, implementing professional development, monitoring our data, working with teacher leaders, etc.). We have a robust team of Teacher Leaders, whose role is to support teachers by building capacity of the PLC process (collaboration, common formative assessments, monitoring of student work, and reviewing of all student data), facilitating the direction of the department, serving as a liaison for administration, addressing the concerns of teachers (departments and collaboration teams), supporting the implementation of all curriculum and programs, and serving as ambassadors for the school in carrying out our values, mission, and vision.

All our leaders (principal, assistant principals, teacher leaders) and stakeholders (staff, teachers, students, parents, and community members) are guided by our school’s mission and vision. From there, our work is facilitated through our SPSA, which is a three-year plan. Each spring, we gather input from all our stakeholders for the annual update of the SPSA. We also have other committees on site who play a role in implementing our goals. We have a Social Emotional Committee that focuses on the well-being of our students, a Coordination of Student Services Team that works together to target and assign Tier III intervention, and an Intervention Task Force that analyzes student data and determines proper intervention support for struggling students.

From the principal to the teachers, and students to the parents, all stakeholders of Fallon Middle School work together around a common mission and vision. Our work is guided by our SPSA goals, and we collaborate on a weekly basis to review student work, analyze data, provide feedback on current practices, and determine next steps to best meet the needs of all our students. We are flexible and adapt to changes as needed in that we are guided by three key expectations: 1) Put students at the center of everything we do; 2) Be the best versions of ourselves; and 3) Support one another in serving our students and community.

5. Culturally Responsive Teaching and Learning:

Our school community is utilizing the framework for diversity, equity, and inclusion measures outlined in the Collaborative for Academic, Social, and Emotional Learning (CASEL) Social/emotional (SEL) equity framework to guide our work in this area.

Our school has begun the critically important process of addressing the diverse needs of our community in a number of key, introductory ways. We have held focus group discussions with our African American families to be able to better understand the diversity, equity, and inclusion issues on our campuses. We have also brought up the work of devising and revising our LCAP equity goals within our school site council work to further the work of including all stakeholders (enter DEI leap goal here). Forging key relationships outside of our own school community as well, we have sought to close the DEI gaps represented in our current site capacities. Namely, we formed an important connection with our local high school Black student union faculty advisor who then assisted us in the formation of a BSU here.

In order to improve and grow our relationships with our students from historically marginalized

communities, we have highlighted their voices by forming a LGBTQIA+, feminist, and black student unions on campus, with the intention to form more. These unions follow national frameworks and are led by trained staff to ensure the authenticity, safety, and efficacy of the work the students champion within those spaces. This has culminated in the presence of student lead, school wide recognition months for historically marginalized populations on our campus, which we are eager to grow and expand in the coming years. Additionally, we have provided training on how to create truly safe spaces for diverse students within our classrooms. Finally, we have formed a DEI Student/Faculty Club Council this year to be able to meet with the student leaders of these clubs, their faculty advisors, and administration, with the purpose of listening and responding to the concerns which come up in their student union meetings.

Our English Language arts teachers have begun the preliminary work of assessing the relevancy and inclusiveness of the current novel lists being used across the grade levels for unit work in our classes. We have identified both a need to adopt more diverse authors as well as text which feature diverse protagonists and plots. Additionally, we have also identified texts which are outdated, and uphold oppression of marginalized groups. We are undergoing the process of evaluating the district novel adoption procedures to identify areas of growth as well.

As we continue to implement the measures described above, we utilize the powerful lessons being learned in our society today as an opportunity to engage in supportive conversations with our students about relevant and timely DEI related topics. Fallon Middle school students were offered the opportunity to take part in an important conversation with a guest speaker last year from the, "Little Rock Nine," Dr. Melba Patillo Beals, who was invited to come to our school in the light of the police killing of George Floyd, and subsequent Black Lives Matter Movement. We have also begun the work of re-evaluating our systems in the light of a gender and LGBTQIA+ lens in the wake of the MeToo movement, and recent homophobic based discrimination laws based in other states.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

We offer something for everyone. This is the one strategy that has been the most instrumental in Fallon's success. It helps our student's thrive and stay students connected to school. From music, athletics, student-led clubs, to an abundance of elective offerings, we strive to offer something for every student.

Our music program has something for everyone with a variety of musical courses available and opportunities for all skill levels, from the novice to advanced musician. We provide a general music elective in our Wheel to all 6th graders that incorporates an introduction to Guitar and an in-depth discovery of Digital Music Technologies. This prepares the students of today to become the musicians of tomorrow. Our instrumental and choral programs are thriving groups that perform at festivals and competitions alike, which represent almost a quarter of our school population. This year a half a dozen students auditioned and were selected to be part of the California All-State Honor Ensembles showcasing the top musicians in the state of California out of thousands of applications. But the greatest aim of the music department is to reach each student and create an opportunity for joy and growth with the art of music making.

Our Athletics program introduces students to a variety of sports where they learn the skills necessary to compete in an encouraging environment. We offer traditional sports like volleyball, golf, basketball, but we also offer cricket and archery. Our archery team recently placed first in the National Archery in Schools Program State Archery Tournament. Additionally, Track and Field, cheerleading and our Hip Hop Club are very popular teams under our Athletics program.

If our students don't see themselves in our music or sports program, they can start up a school club. Our clubs are student driven and student led. This year we have a Young Investor's Club, Marvel Cinematic Universe Club, and Rainbow Club to name a few. In addition, we have clubs that give back to the community like California Junior Scholarship Federation and Fallon Interact.

Fallon students have an abundance of elective offerings to choose from. We have electives that further academic enrichment like Robotics and Medical Detectives. We have electives that challenge the body and mind like Yoga, Dance, and Pilates. Students interested in Visual and Performing Arts can partake in Video Production, Digital Photography, or Drama among others. Students interested in making a schoolwide impact can join Yearbook or Leadership.

We truly aim to have something for everyone!