

SARC



OUR  
COMMUNITY



OUR  
FUTURE

OUR  
STUDENTS

# Raymond J. Fisher Middle School

2014-15  
School Accountability Report Card  
Published in 2015-16

Lisa Fraser  
Principal  
lfraser@lgusd.k12.ca.us

19195 Fisher Avenue  
Los Gatos, CA 95032

Grades: 6-8  
Phone: (408) 335-2300  
<http://rjfisher.lgusd.org>

CDS Code: 43-69526-6047567



## Principal's Message

In our quest to remain an exceptional educational organization, the Fisher Middle School staff has embraced the professional learning community model as a vehicle for continuous improvement. We are collectively implementing cutting-edge practices related to effective middle-school reform, and every professional on campus is committed to working with colleagues in the ongoing exploration of four essential questions that drive our work and are designed to ensure that all students learn at high levels:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we respond when they already know the material?

We have restructured our school day to include weekly teacher collaboration time that is dedicated to curriculum development and assessment, and have implemented a unique flextime program that allows all students access to extra time and support based upon their unique needs. We are equally dedicated to supporting the social and emotional literacy of our students, a critical success factor when pursuing organizational excellence. Project Cornerstone of Santa Clara County has recognized Fisher Middle School for its leadership in fostering developmental assets among youth. Both of these signature practices led to Fisher Middle School's recognition as a 2013 California Distinguished School and the Glenn Hoffmann Award for innovative programs. As our motto implies, we are dedicated to doing "Whatever it takes" for our students to thrive.

Lisa Fraser  
Principal

## School Mission Statement

Raymond J. Fisher Middle School educates all children to their unique potential by teaching, modeling and supporting the skills, aptitudes, and attitudes that contribute to their development as globally and socially responsible citizens. Our school motto, "Whatever it takes," was deliberately chosen to provide a constant reminder of the moral purpose of our work. We want to inspire a love of learning, while also inspiring our learners to love.

## Parental Involvement

More than 20 parents serve in an elected leadership role on our School Advisory Council, whose mission reads: "We are a team of representatives from Home and School Club, School Site Council (SSC), and the Fisher staff joining forces to provide leadership, act as parent/community liaisons, generate needed resources, and promote an inclusive, high achieving, and safe learning community."

In addition, hundreds of parents serve in a variety of capacities that support school programs and activities. The annual school site plan is collaboratively developed and reviewed by our SSC.

To learn more about parent involvement, please contact Fisher Home & School Club President Tracey Callassa at [president@fisherhsc.com](mailto:president@fisherhsc.com). You may also visit our Home & School Club website at [www.fisherhsc.com](http://www.fisherhsc.com).

## School Safety

The physical and emotional safety of our students is of the utmost importance. Our student handbook outlines student rights and responsibilities, helpful resources, rules and consequences, general safety guidelines, and incentive programs. We also prescribe to an asset-based approach in guiding and shaping high standards for student behavior. We are actively involved in Project Cornerstone of Santa Clara County, and our school plan supports strategies for fostering the developmental assets for middle-school age youth. As a result of our sustained efforts, Fisher Middle School realized unprecedented five-year trend improvements in 95 percent of the 40 asset areas while decreasing 100 percent of all risk factors measured. Overall survey results exceeded both local and national norms.

All emergency procedures are outlined in our school safety plan which is updated annually. We conduct safety drills in accordance with state and district policy. Our Parents On Campus program provides increased supervision during the lunch period, and we partner with the Los Gatos-Monte Sereno Police Department to provide a school resource officer. Fisher also actively participates in collaboration with our Safe Routes to School committee in an effort to ensure student safety to and from school.

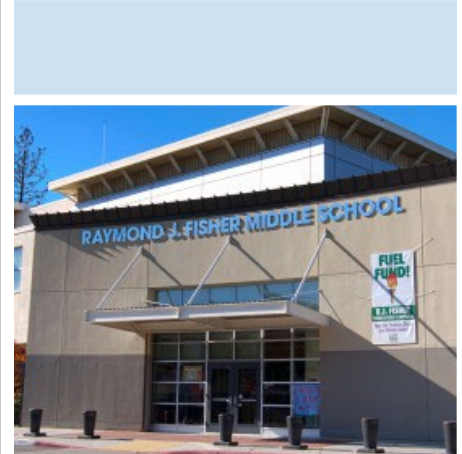
The school safety plan was most recently reviewed, discussed and updated with school faculty in September 2015.

## Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



## Governing Board

Peter Noymer, *President*

Alex Potts, *Board Clerk*

Emi Eto, *Member*

Mani Farhadi, *Member*

Leigh-Anne Marcellin, *Member*

## District Mission Statement

Los Gatos Union School District educates all children to their unique potential by teaching, modeling, and supporting the skills and attitudes that contribute to their development as globally and socially responsible citizens.

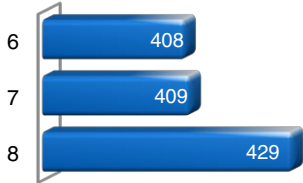
## District Vision Statement

All students know their individual learning styles and talents, think creatively and critically, act responsibly, communicate effectively, and apply knowledge in a diverse and ever-changing world.

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

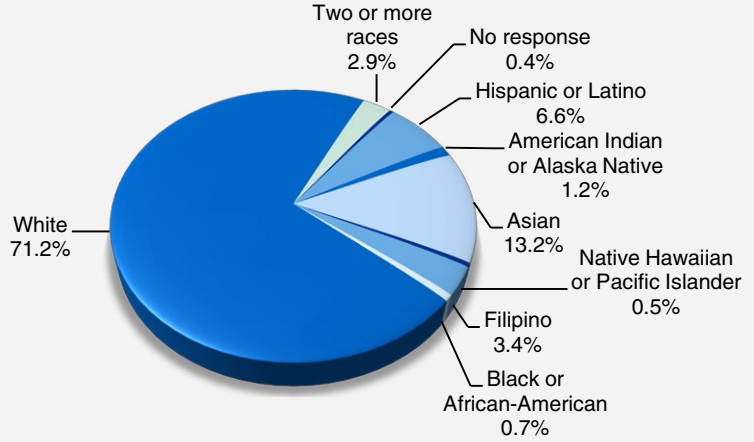


## Enrollment by Student Group

The total enrollment at the school was 1,246 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year

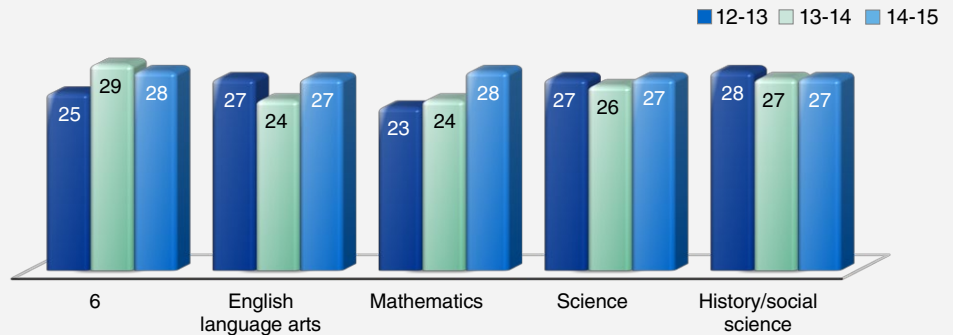


## Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Fisher MS			
	12-13	13-14	14-15
Suspension rates	0.8%	2.5%	1.8%
Expulsion rates	0.0%	0.0%	0.0%
Los Gatos Union SD			
	12-13	13-14	14-15
Suspension rates	0.3%	1.2%	0.7%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

## Number of Classrooms by Size

Three-Year Data

Grade	2012-13			2013-14			2014-15		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	13	56	9	4	60	10	2	56	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	3	25		7	26		4	29	
Mathematics	13	20		12	21		4	29	
Science	2	26		2	28		1	30	
History/social science	1	26		1	28		1	30	

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria	2014-15 School Year		
	Fisher MS	Los Gatos Union SD	California
<b>Met overall AYP</b>	Yes	Yes	Yes
<b>Met participation rate:</b>			
<b>English language arts</b>	Yes	Yes	Yes
<b>Mathematics</b>	Yes	Yes	Yes
<b>Met percent proficient:</b>			
<b>English language arts</b>	■	■	■
<b>Mathematics</b>	■	■	■
<b>Met attendance rates</b>	Yes	Yes	Yes
<b>Met graduation rate</b>	○	○	Yes

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2015-16 School Year	
	Fisher MS	Los Gatos Union SD
<b>Program Improvement status</b>	Not Title I	Not Title I
<b>First year of Program Improvement</b>	◇	◇
<b>Year in Program Improvement</b>	◇	◇
<b>Number of Title I schools currently in Program Improvement</b>		0
<b>Percentage of Title I schools currently in Program Improvement</b>		0.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. This school and district are not in Program Improvement.



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### Percentage of Students Meeting Fitness Standards

#### 2014-15 School Year

#### Grade 7

<b>Four of six standards</b>	10.3%
<b>Five of six standards</b>	20.5%
<b>Six of six standards</b>	61.5%

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

### CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 6-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Fisher MS			Los Gatos Union SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	88%	83%	85%	90%	87%	88%	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
<b>All students in the district</b>	88%	
<b>All students at the school</b>	85%	
<b>Male</b>	82%	
<b>Female</b>	88%	
<b>Black or African-American</b>	❖	
<b>American Indian or Alaska Native</b>	❖	
<b>Asian</b>	90%	
<b>Filipino</b>	93%	
<b>Hispanic or Latino</b>	85%	
<b>Native Hawaiian or Pacific Islander</b>	❖	
<b>White</b>	85%	
<b>Two or more races</b>	92%	
<b>Socioeconomically disadvantaged</b>	❖	
<b>English learners</b>	❖	
<b>Students with disabilities</b>	42%	
<b>Students receiving Migrant Education services</b>	❖	
<b>Foster youth</b>	❖	

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Students Scoring at Proficient or Advanced Levels			2014-15 School Year
Subject	Fisher MS	Los Gatos Union SD	California
<b>English language arts/literacy</b>	73%	74%	44%
<b>Mathematics</b>	71%	69%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	408	398	97.5%	6%	18%	38%	37%
Male		214	52.5%	7%	21%	41%	30%
Female		184	45.1%	5%	14%	35%	45%
Black or African-American		3	0.7%	❖	❖	❖	❖
American Indian or Alaska Native		5	1.2%	❖	❖	❖	❖
Asian		58	14.2%	0%	10%	29%	60%
Filipino		12	2.9%	8%	8%	33%	50%
Hispanic or Latino		32	7.8%	3%	31%	28%	38%
Native Hawaiian or Pacific Islander		1	0.2%	❖	❖	❖	❖
White		280	68.6%	8%	19%	41%	31%
Two or more races		7	1.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	2.5%	❖	❖	❖	❖
English learners		5	1.2%	❖	❖	❖	❖
Students with disabilities		23	5.6%	43%	22%	22%	9%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	408	401	98.3%	9%	23%	28%	39%
Male		215	52.7%	10%	23%	29%	37%
Female		186	45.6%	8%	22%	26%	42%
Black or African-American		3	0.7%	❖	❖	❖	❖
American Indian or Alaska Native		5	1.2%	❖	❖	❖	❖
Asian		58	14.2%	2%	12%	14%	71%
Filipino		13	3.2%	8%	23%	15%	54%
Hispanic or Latino		32	7.8%	16%	34%	34%	16%
Native Hawaiian or Pacific Islander		1	0.2%	❖	❖	❖	❖
White		281	68.9%	10%	23%	31%	35%
Two or more races		8	2.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	2.5%	❖	❖	❖	❖
English learners		5	1.2%	❖	❖	❖	❖
Students with disabilities		23	5.6%	61%	17%	9%	13%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	412	394	95.6%	10%	15%	42%	31%
Male		198	48.1%	11%	19%	39%	28%
Female		196	47.6%	10%	10%	44%	34%
Black or African-American		3	0.7%	❖	❖	❖	❖
American Indian or Alaska Native		4	1.0%	❖	❖	❖	❖
Asian		48	11.7%	6%	2%	44%	48%
Filipino		17	4.1%	6%	0%	24%	71%
Hispanic or Latino		27	6.6%	19%	30%	37%	11%
Native Hawaiian or Pacific Islander		4	1.0%	❖	❖	❖	❖
White		275	66.7%	11%	16%	43%	28%
Two or more races		15	3.6%	7%	7%	27%	60%
Socioeconomically disadvantaged		17	4.1%	24%	41%	24%	12%
English learners		8	1.9%	❖	❖	❖	❖
Students with disabilities		19	4.6%	47%	32%	11%	5%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	412	397	96.4%	5%	13%	26%	55%
Male		200	48.5%	4%	12%	26%	57%
Female		197	47.8%	6%	15%	25%	53%
Black or African-American		3	0.7%	❖	❖	❖	❖
American Indian or Alaska Native		4	1.0%	❖	❖	❖	❖
Asian		48	11.7%	2%	4%	21%	73%
Filipino		19	4.6%	0%	5%	5%	89%
Hispanic or Latino		27	6.6%	19%	33%	19%	30%
Native Hawaiian or Pacific Islander		4	1.0%	❖	❖	❖	❖
White		276	67.0%	5%	13%	28%	52%
Two or more races		15	3.6%	0%	7%	27%	67%
Socioeconomically disadvantaged		17	4.1%	18%	41%	12%	24%
English learners		9	2.2%	❖	❖	❖	❖
Students with disabilities		19	4.6%	42%	26%	16%	16%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	433	419	96.8%	8%	21%	42%	28%
Male		216	49.9%	12%	25%	41%	20%
Female		203	46.9%	3%	16%	44%	36%
Black or African-American		2	0.5%	❖	❖	❖	❖
American Indian or Alaska Native		5	1.2%	❖	❖	❖	❖
Asian		51	11.8%	0%	14%	49%	37%
Filipino		16	3.7%	0%	13%	25%	56%
Hispanic or Latino		22	5.1%	5%	18%	55%	23%
Native Hawaiian or Pacific Islander		1	0.2%	❖	❖	❖	❖
White		307	70.9%	9%	22%	43%	25%
Two or more races		13	3.0%	8%	23%	31%	38%
Socioeconomically disadvantaged		11	2.5%	27%	27%	36%	9%
English learners		8	1.8%	❖	❖	❖	❖
Students with disabilities		40	9.2%	33%	30%	28%	10%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	433	422	97.5%	13%	20%	27%	37%
Male		218	50.3%	16%	22%	24%	35%
Female		204	47.1%	10%	18%	31%	39%
Black or African-American		2	0.5%	❖	❖	❖	❖
American Indian or Alaska Native		5	1.2%	❖	❖	❖	❖
Asian		52	12.0%	4%	12%	25%	58%
Filipino		16	3.7%	6%	0%	25%	63%
Hispanic or Latino		22	5.1%	14%	32%	32%	18%
Native Hawaiian or Pacific Islander		1	0.2%	❖	❖	❖	❖
White		309	71.4%	14%	22%	28%	34%
Two or more races		13	3.0%	0%	31%	38%	31%
Socioeconomically disadvantaged		11	2.5%	55%	18%	27%	0%
English learners		9	2.1%	❖	❖	❖	❖
Students with disabilities		40	9.2%	58%	20%	10%	10%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Textbooks and Instructional Materials

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Common Core State Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

We choose our textbooks from lists that have already been approved by state education officials.

The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was on September 21, 2015.

### Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English-Language Arts	Prentice Hall (6-8)	2002
Mathematics	<i>Go Math</i> , Houghton Mifflin	2014
Science	CPO (6-8)	2007
History-Social Science	Pearson, Prentice Hall (6, 8)	2006
History-Social Science	TCI (7)	2006
Algebra 1	Algebra 1, Pearson	2015
Geometry	Geometry, Pearson	2014

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

### Currency of Textbook Data

2015-16 School Year

Data collection date	9/2015
----------------------	--------

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Professional Development

The staff attends three professional-development days each year. This year, teachers received training in the areas of mindfulness, using data to inform instruction and understanding the tenants of standards-based grading. Each week, Fisher teachers meet in grade-level groups or academic teams to review student work, plan instruction and review teaching strategies. Our staff members are refining common assessments to align with the California Common Core State Standards. A large component of professional development has been dedicated to training all grade 6-8 teachers in Google Classroom and preparing for a 2016-17 rollout of 1:1 Chromebooks at the sixth-grade level.

Our staff members also participate in ongoing professional development in support of one of our primary school-wide goals: fostering student attainment of the Project Cornerstone development assets. This is best accomplished in partnership with parents, students and community partners, as well as with a continued focus on student engagement in the classroom. Additionally, we continue to train and foster the Professional Learning Community Model—a model endorsed by the most respected educational researchers across the country.

Teachers within each department have also been provided with additional professional-development opportunities within their respective content area(s) throughout the course of the year. Examples include: the Next Generation Science Standard, Silicon Valley Math Initiative, STEM (science, technology, engineering and math) training, Writing Across the Curriculum, etc. The information gleaned from this experience is then shared within the respective departments and/or grade-level teams.

We recognize that having a highly skilled faculty is an essential part of reaching our strategic aims. As such, we are committed to job-embedded professional development year-round.

### Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Fisher MS	3 days	3 days	3 days

## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

## School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Fair	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>		Good	
<b>Date of the most recent school site inspection</b>		10/27/2015	
<b>Date of the most recent completion of the inspection form</b>		10/27/2015	

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
<b>Systems</b>	Split-system HVAC units in office are inoperable. Repairs completed December 2015.	
<b>Interior</b>	Stair riser damages. Repairs complete November 2015.	
<b>External</b>	Several exterior lights are out. Lights replaced November 2015.	

## School Facilities

Overall, our facilities are in excellent condition.

Raymond J. Fisher Middle School was built in 1961 and remodeled in 2004. The school went through a complete modernization project approximately 11 years ago to provide a safe, clean and well-maintained campus for student education. Due to enrollment increases, Fisher recently completed construction on a two-story, 10-classroom modular building while also renovating three additional science classrooms and the relocation of all music classrooms to one wing of the campus. Construction is currently underway for an upgraded gymnasium, new dance and fitness rooms, and new locker rooms to further accommodate anticipated enrollment increases.

*Continued on sidebar*

## School Facilities

*Continued from left*

Maintenance crews perform maintenance repairs as soon as item deficiencies are reported to help continue to keep the school in the best possible condition. Raymond J. Fisher Middle School has a custodial staff of one day custodian and 3.4 full-time equivalent night custodians who perform cleaning duties on a daily basis for the entire campus.

Our school includes 10 buildings. On an average day, 1,270 students and 80 staff occupy these buildings, taking up 99 percent of our capacity. Our campus is locked during student hours, and all visitors sign in at our main office. Each visitor is given a name tag. Supervision is provided 30 minutes before school begins. Recesses and lunchtimes are supervised by teachers, school administration and parent volunteers. Drive-through drop-off areas are also supervised.

The bathrooms in our school all were in good working order when we surveyed the building.

The Fisher library is a showcase facility that has a broad collection of books and reference materials. Our library has an impressive distribution desk, video production lab and student computer stations. State and federal funds and Home and School grants support the purchase of new library materials annually.

The library is a vibrant place before and after school and during lunch and break time. Our librarian works with classroom teachers to provide students with library research skills and support.

Technology is an important part of the educational program at Fisher. In alignment with the District Technology Plan, students learn technology skills that support classroom assignments and research projects. Fisher supports the integration of technology in all content areas. Students have classroom-centric 1:1 access to iPads, laptops, and/or Chromebooks for the purpose of fostering 21st-century skills and innovative instruction.

Students can expand their interest in technology by participating in a variety of elective courses, such as video production, digital art and yearbook. Our video-production class broadcasts our daily announcements live each day.

Fisher has 19 MacBook/Chromebook mobile carts with approximately 30 devices each, library computers for student use, 18 carts with 30 iPads each, and fully networked classroom computers.





## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Los Gatos Union SD	Fisher MS		
	15-16	13-14	14-15	15-16
<b>Teachers</b>				
<b>With full credential</b>	156	55	55	55
<b>Without full credential</b>	0	0	0	0
<b>Teaching outside subject area of competence</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Fisher MS		
	13-14	14-15	15-16
<b>Teachers</b>			
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>Fisher MS</b>	100.00%	0.00%
<b>All schools in district</b>	100.00%	0.00%
<b>High-poverty schools in district</b>	◇	◇
<b>Low-poverty schools in district</b>	100.00%	0.00%

◇ Not applicable.

« *"We are dedicated to doing 'Whatever it takes' for our students to thrive."* »

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
<b>FTE of academic counselors</b>	1.500
<b>Average number of students per academic counselor</b>	◇
Support Staff	
	FTE
<b>Social/behavioral or career development counselors</b>	0.600
<b>Library media teacher (librarian)</b>	1.000
<b>Library media services staff (paraprofessional)</b>	0.375
<b>Psychologist</b>	0.600
<b>Social worker</b>	0.000
<b>Nurse</b>	0.200
<b>Speech/language/hearing specialist</b>	0.780
<b>Resource specialist (nonteaching)</b>	4.100

## Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Los Gatos Union SD	Similar Sized District
<b>Beginning teacher salary</b>	\$51,392	\$42,723
<b>Midrange teacher salary</b>	\$78,209	\$65,936
<b>Highest teacher salary</b>	\$98,446	\$84,545
<b>Average elementary school principal salary</b>	\$121,598	\$106,864
<b>Average middle school principal salary</b>	\$140,318	\$110,494
<b>Superintendent salary</b>	\$202,800	\$159,133
<b>Teacher salaries: percentage of budget</b>	40%	40%
<b>Administrative salaries: percentage of budget</b>	6%	6%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Fisher MS</b>	\$5,757	\$82,160
<b>Los Gatos Union SD</b>	\$7,111	\$84,657
<b>California</b>	\$5,348	\$69,086
<b>School and district: percentage difference</b>	-19.0%	-2.9%
<b>School and California: percentage difference</b>	+7.6%	+18.9%

## Types of Services Funded

Supplemental financial support for our students comes from our Home & School Club; the district's Education Foundation; and state and federal funding, including Title II and Title III state funding. These funds are used to supplement our general, early literacy, technology, second language and P.E. programs, as well as support for students with social, emotional or academic difficulties. We have counseling support to assist with social and behavioral counseling intervention. We also use supplemental funds for additional staff, teacher training and support materials.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,111
<b>Expenditures per pupil from restricted sources</b>	\$1,355
<b>Expenditures per pupil from unrestricted sources</b>	\$5,757
<b>Annual average teacher salary</b>	\$82,160

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

## School Accountability Report Card

PUBLISHED BY:

**SIA** School  
Innovations  
& Achievement  
[www.sia-us.com](http://www.sia-us.com) | 800.487.9234

## Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

### Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

### Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

### Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.