

Raymond J. Fisher Middle School

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http://rjfisher.lgusd.org • Lisa Fraser, Principal • Email: lfraser@lgusd.k12.ca.us



Los Gatos Union Elementary School District

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Principal's Message

In our quest to become 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 flex-time 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 Hoffman 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 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 Kim Schenkel at (408) 356-6859 or president@fisherhsc.com. You can also visit our Home & School Club website at 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.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in October 2014.

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.

Governing Board

Leigh-Anne Marcellin, *President*

Scott Broomfield, *Clerk*

Emi Eto, *Member*

Peter Noymer, *Member*

Alex Potts, *Member*

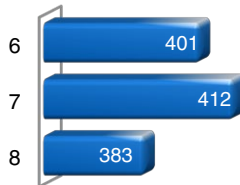
2013-14 School Accountability Report Card — Published during the 2014-15 school year

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.

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

2013-14 Enrollment by Grade



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

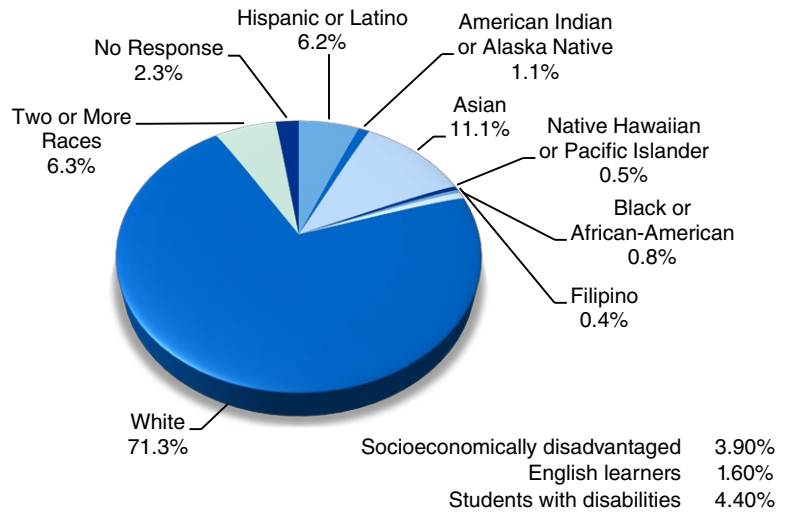
Fisher MS			
	11-12	12-13	13-14
Suspension rates	2.4%	2.6%	2.8%
Expulsion rates	0.0%	0.0%	0.0%
Los Gatos Union ESD			
	11-12	12-13	13-14
Suspension rates	1.2%	1.0%	1.3%
Expulsion rates	0.0%	0.0%	0.0%
California			
	11-12	12-13	13-14
Suspension rates	◇	◇	◇
Expulsion rates	◇	◇	◇

Enrollment by Student Group

The total enrollment at the school was 1,196 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2013-14 School Year

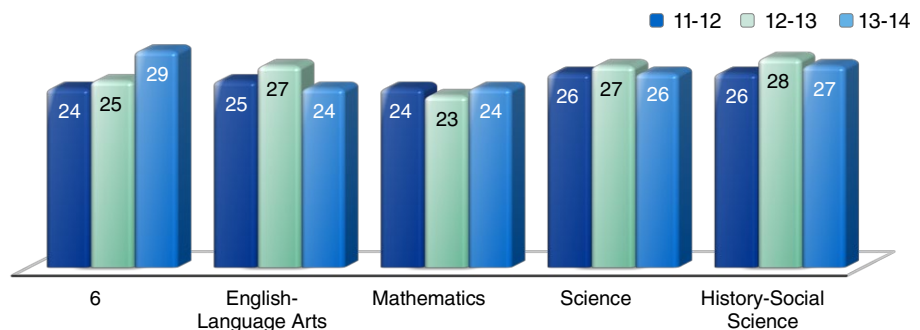


Class Size Distribution

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 Comparison



Number of Classrooms by Size

Three-Year Data Comparison

Number of Classrooms by Size									
	2011-12			2012-13			2013-14		
Grade	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
6	5	52		13	56	9	4	60	10
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	5	23		3	25		7	26	
Mathematics	10	17	2	13	20		12	21	
Science	4	23		2	26		2	28	
History/social science	3	23		1	26		1	28	

◇ At the time this report was published, California suspension and expulsion results were not available.

California Assessment of Student Performance and Progress Results: 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 Comparison					
	Fisher MS			Los Gatos Union ESD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	90%	88%	85%	92%	90%	88%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		Spring 2014 Results
Group	Science	
All students in the district	88%	
All students at the school	85%	
Male	86%	
Female	83%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	85%	
Filipino	❖	
Hispanic or Latino	78%	
Native Hawaiian or Pacific Islander	❖	
White	85%	
Two or more races	90%	
Socioeconomically disadvantaged	58%	
English learners	❖	
Students with disabilities	42%	
Students receiving Migrant Education services	❖	

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
	Fisher MS			Los Gatos Union ESD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	85%	87%	87%	86%	87%	85%	54%	56%	55%
Mathematics	76%	77%	77%	82%	82%	81%	49%	50%	50%
History/social science	80%	78%	78%	80%	78%	78%	48%	49%	49%

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

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).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

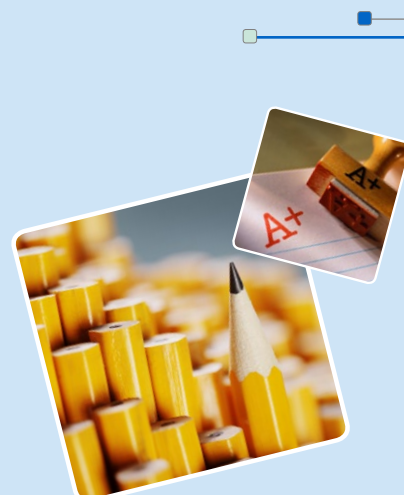
For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

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.



Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/apfaq.asp for information on the changes to API.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	10	10	10
Similar Schools API Rank	6	5	5

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group				2013 Growth API and Three-Year Data Comparison		
Group	2013 Growth API			Fisher MS – Actual API Change		
	Fisher MS	Los Gatos Union ESD	California	10-11	11-12	12-13
All students	932	929	790	18	6	-1
Black or African-American	❖	918	707	■	■	■
American Indian or Alaska Native	❖	923	742	■	■	■
Asian	968	967	906	2	12	-8
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	854	843	743	■	■	■
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	932	929	852	18	5	4
Two or more races	976	970	845	■	■	■
Socioeconomically disadvantaged	683	737	742	■	■	■
English learners	739	850	717	■	■	■
Students with disabilities	696	717	616	■	■	■

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

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2013-14 School Year
	Fisher MS	Los Gatos Union ESD
Met overall AYP	**	**
Met participation rate		
English language arts	**	**
Mathematics	**	**
Met percent proficient		
English language arts	**	**
Mathematics	**	**
Met graduation rate	✕	✕

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 (API or graduation rate) 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 percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2014-15 School Year
	Fisher MS	Los Gatos Union ESD
Program Improvement status	Not Title I	Not Title I
First year of Program Improvement	◇	◇
Year in Program Improvement*	◇	◇
Number of schools identified for Program Improvement		0
Percent of schools identified for Program Improvement		0.00%

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

✕ Not applicable. The graduation rate for AYP criteria applies to high schools.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.

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.

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.

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 7	
Four of six standards	9.10%
Five of six standards	20.10%
Six of six standards	65.30%

Currency of Textbook Data

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

Currency of Textbooks	
2014-15 School Year	
Data collection date	09/2014

Professional Development

Each week, Fisher teachers meet in grade-level groups or academic teams to review student work, plan instruction, and review teaching strategies. In addition, we provide staff with three district staff-development days. This year, in addition to aligning curriculum with the new Common Core State Standards, we spent time identifying the essential learning outcomes for all courses of study and have designed common assessments to guide our instruction. Nearly 80 percent of our teachers have been formally trained in the Professional Learning Community model — a model endorsed by the most respected educational researchers across the country.

Our staff members also participate in ongoing professional development in support of one of our primary schoolwide goals: Foster the student attainment of the Project Cornerstone developmental assets, in partnership with parents, student, and community partners.

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 National Science Teachers Association conference, Silicon Valley Math Initiative, STEM 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.

For the most recent three year period, we had three full days, each year, dedicated to staff and professional development.

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 Content 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 their own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2014-15 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

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		2014-15 School Year
Fisher MS		Percent Lacking
Reading/Language Arts		0%
Mathematics		0%
Science		0%
History-Social Science		0%
Visual and Performing Arts		0%
Foreign Language		0%
Health		0%

Quality of Textbooks

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

Quality of Textbooks		2014-15 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
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

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 and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, 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		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions		Good	
Date of the most recent school site inspection		11/03/2014	
Date of the most recent completion of the inspection form		11/03/2014	

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		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Gym walls repainted with upgrade in October, 2014.	
Cleanliness	Pest control ongoing under bleachers in gym.	
Electrical	Burned-out light fixtures replaced in gym in October, 2014.	

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 and was completed approximately 10 years ago. The gymnasium and all classrooms, locker rooms, and restrooms were extensively renovated. The school library and staff room were also extensively remodeled. New construction included a two-story administration building and science wing, a multipurpose room with an exterior stage, and a brand-new food-service facility. We have also added new parking lots, renovated playgrounds and campus landscaping. This gives us the opportunity to provide a safe, clean, and well-maintained campus for student education. 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 2.5 full-time equivalent night custodians who perform cleaning duties on a daily basis for the entire campus.

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School Facilities

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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. Planning is underway for an upgraded gymnasium, new dance and fitness rooms, and new locker rooms to further accommodate anticipated enrollment increases.

Our school includes 10 buildings, of which one is portable. On an average day, 1,240 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 contain 73 toilets, all of which 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. Newly renovated, our library has an impressive distribution desk, computer 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. Students learn technology skills that support classroom assignments and they research projects that are aligned with the District Technology Plan. Fisher supports STEM concepts in all science and math classes, wherein students have 1:1 access to iPads for the purpose of enhancing math and science 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 17 mobile carts with 30 laptops each, library computers for student use, 20 mobile carts with 30 iPads each, and fully networked classroom computers.

Types of Services Funded

Supplemental financial support for our students comes from our Home & School Club, the district's education foundation, state and federal funding including Title I and School Improvement Program funds. 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 contract with a local counseling support provider to assist with social and behavioral counseling intervention. We also use supplemental funds for additional staff, teacher training, and support materials.

"Whatever it takes."

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	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	1.500
Ratio of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral or career development counselors	0.250
Library media teacher (librarian)	1.000
Library media services staff (paraprofessional)	0.375
Psychologist	0.600
Social worker	0.000
Nurse	0.200
Speech/language/hearing specialist	0.780
Resource specialist (non-teaching)	3.600

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.

Teacher Credential Information	Three-Year Data Comparison			
	Los Gatos Union ESD	Fisher MS		
Teachers	14-15	12-13	13-14	14-15
With full credential	158	50	55	55
Without full credential	0	0	0	0
Teaching outside subject area of competence	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 Comparison		
	Fisher MS		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended 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 2013-14 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.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Fisher MS	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	◇	◇
Low-poverty schools in district	100.00%	0.00%

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2012-13 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 CDE Current Expense of Education & Per-pupil Spending Web page at 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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			2012-13 Fiscal Year
	Los Gatos Union ESD	Similar Sized District	
Beginning teacher salary	\$49,895	\$41,535	
Midrange teacher salary	\$75,931	\$64,101	
Highest teacher salary	\$95,579	\$82,044	
Average elementary school principal salary	\$130,930	\$104,336	
Average middle school principal salary	\$140,318	\$107,911	
Superintendent salary	\$202,800	\$155,309	
Teacher salaries — percent of budget	40%	41%	
Administrative salaries — percent of budget	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			2012-13 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Fisher MS	\$5,522	\$79,058	
Los Gatos Union ESD	\$7,058	\$80,063	
California	\$4,690	\$67,289	
School and district — percent difference	-21.8%	-1.3%	
School and California — percent difference	+17.7%	+17.5%	

"We are equally dedicated to supporting the social and emotional literacy of our students, a critical success factor when pursuing organizational excellence."

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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$6,940
Expenditures per pupil from restricted sources	\$1,418
Expenditures per pupil from unrestricted sources	\$5,522
Annual average teacher salary	\$79,058



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.



Raymond J. Fisher Middle School

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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, 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. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. 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 2014.

School Accountability Report Card

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