SARC

2019-20
School Accountability Report Card
Published in 2020-21

Raymond J. Fisher Middle School

Whatever it Takes

Grades 6-8
CDS Code 43-69526-6047567

Mary Lonhart
Principal
mlonhart@lgusd.org
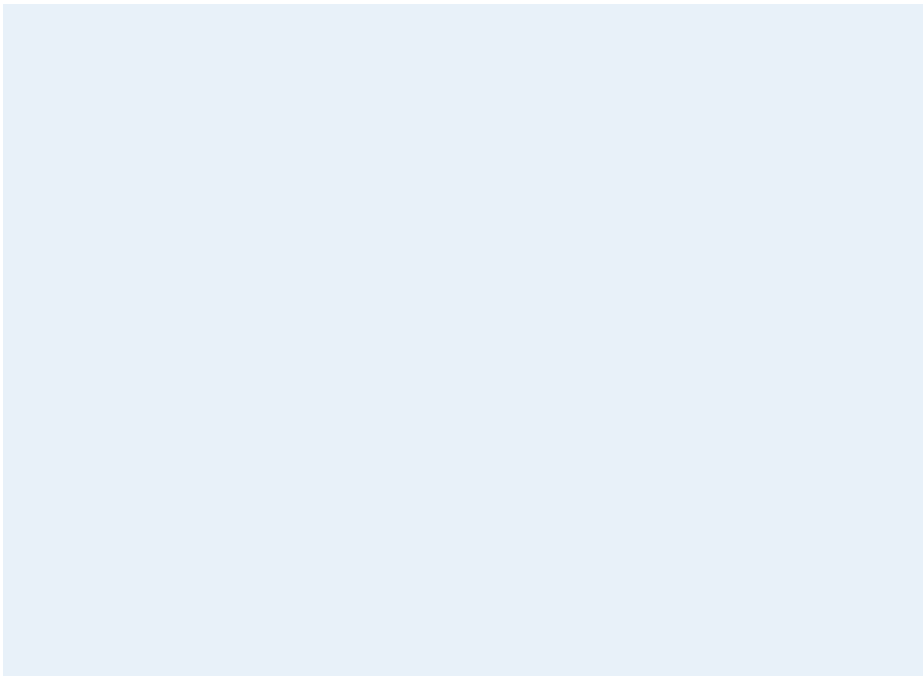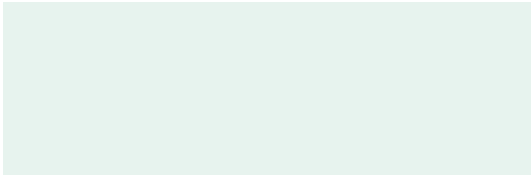
19195 Fisher Avenue
Los Gatos, CA 95032
(408) 335-2300

http://rjfisher.lgusd.org

Los Gatos Union School District

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 skills do our ideal graduates at Fisher Middle School have?
- How do we measure student success?
- How do we create assessment and grading protocols that are consistent and equitable?
- How do we ensure that we are addressing the needs of all students every day?

We have restructured our school day to include weekly teacher collaboration time that is dedicated to curriculum development and assessment, and we 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, as well as exemplary support for students with special needs. Fisher Middle School was recognized as a 2013 California Distinguished School and received a Glenn W. Hoffmann Award for innovative programs in 2010 and 2013. We believe it is important that our students be digitally literate. For the 2019-20 school year, we are now one-to-one with all of our students using a Chromebook on campus. As our motto implies, we are dedicated to doing "Whatever it Takes" for our students to thrive.

Mary Lonhart
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. Our SSC collaboratively develops and reviews the annual school site plan.

To learn more about parent involvement, please contact the president of the Fisher Home & School Club Heather Le Roy at president@fisherhsc.com. You may 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.

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 February 2021.

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.

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.

Board of Trustees

Stephen Parsons, *Board President*

Courtney Monk, *Board Clerk*
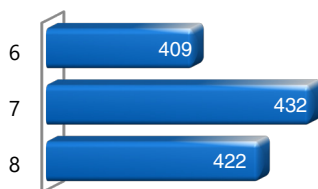
John Kuntzmann, *Board Member*

Daniel Snyder, *Board Member*

Peter Noymer, *Board Member*

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

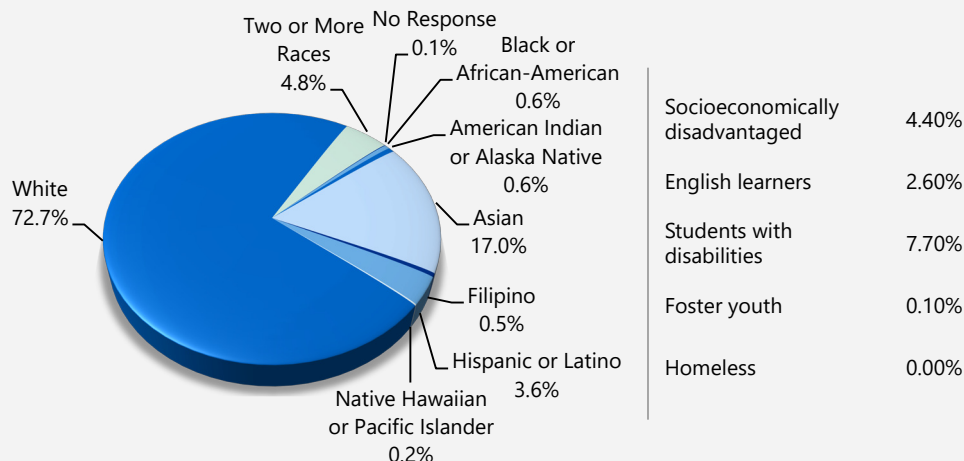| Grade	Enrollment
6	409
7	432
8	422

Enrollment by Student Group

The total enrollment at the school was 1,263 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2019-20 School Year

- Two or More Races 4.8%
- No Response 0.1%
- Black or African-American 0.6%
- American Indian or Alaska Native 0.6%
- Asian 17.0%
- Filipino 0.5%
- Hispanic or Latino 3.6%
- Native Hawaiian or Pacific Islander 0.2%
- White 72.7%

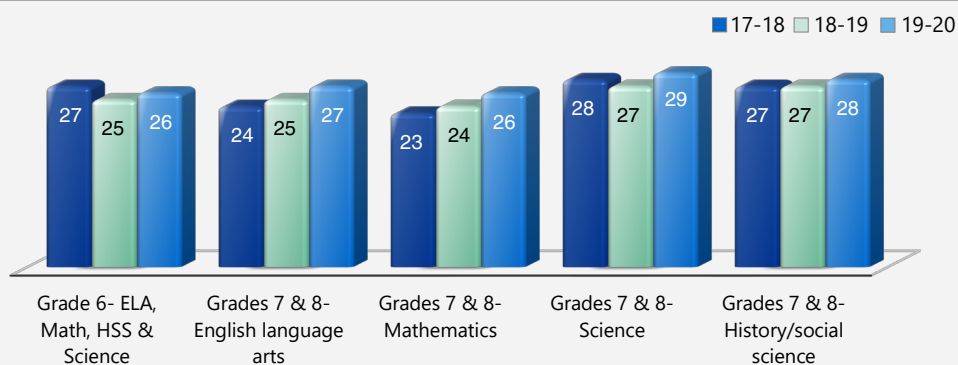|	
Socioeconomically disadvantaged	4.40%
English learners	2.60%
Students with disabilities	7.70%
Foster youth	0.10%
Homeless	0.00%

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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data

Legend: ■ 17-18 ■ 18-19 ■ 19-20

Category	17-18	18-19	19-20
Grade 6- ELA, Math, HSS & Science	27	25	26
Grades 7 & 8- English language arts	24	25	27
Grades 7 & 8- Mathematics	23	24	26
Grades 7 & 8- Science	28	27	29
Grades 7 & 8- History/social science	27	27	28

Number of Classrooms by Size

Three-Year Data

Grade	2017-18 Number of Students			2018-19 Number of Students			2019-20 Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	6	68	14	10	58		8	58	

Subject	2017-18 Number of Students			2018-19 Number of Students			2019-20 Number of Students		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	6	31		4	31		3	29	
Mathematics	8	23	4	7	27	2	6	28	
Science		31			31		0	24	
History/social science		31			31		1	28	

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Fisher MS		**Los Gatos Union SD**		**California**	
Subject	**18-19**	**19-20**	**18-19**	**19-20**	**18-19**	**19-20**
Science	59%	◈	64%	◈	30%	◈

CAASPP Test Results in ELA and Mathematics 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 (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Fisher MS		**Los Gatos Union SD**		**California**	
Subject	**18-19**	**19-20**	**18-19**	**19-20**	**18-19**	**19-20**
English language arts/literacy	75%	◈	79%	◈	48%	◈
Mathematics	76%	◈	76%	◈	37%	◈

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.

California Physical Fitness Test	2019-20 School Year
Percentage of Students Meeting Fitness Standards	**Fisher MS**
	Grade 5
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019-20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.
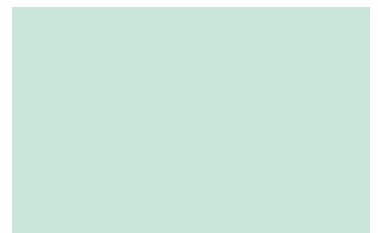
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.
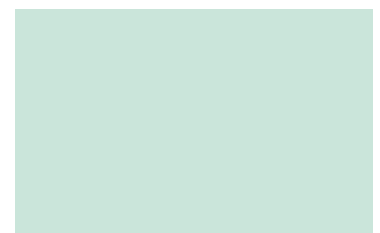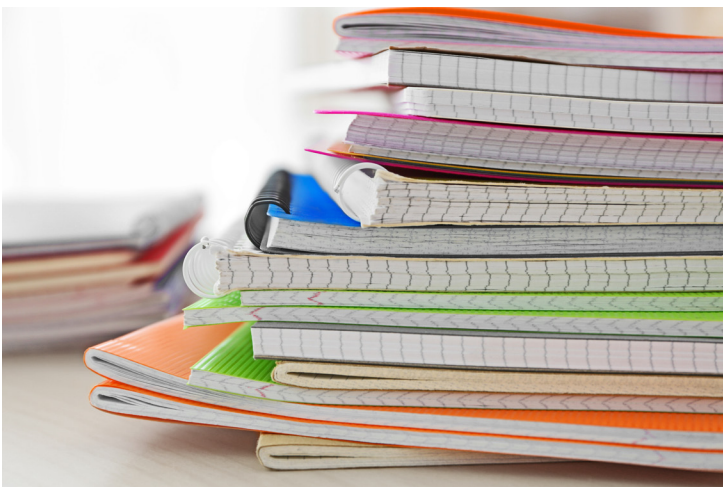
CAASPP Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year

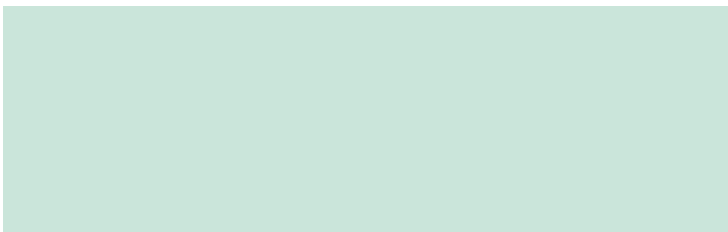| English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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	2020-21 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/26/2020
Date of the most recent completion of the inspection form	10/26/2020

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		2019-20 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Restrooms/fountains	Bathroom in Y Wing: lights need new covers. Parts on order.	Current/In progress
	Drinking faucets damaged. Quotes coming in for repairs.	Current/In progress

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 17 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 for an upgraded gymnasium, new dance and fitness rooms, and new locker rooms to accommodate enrollment increases was completed in August 2016. In October 2018, there was a ribbon cutting for our newly refurbished track and field consisting of a six-lane all-weather track, a full-sized sod field, shot put and discus rings as well as triple/long-jump pits.

To help continue to keep the school in the best possible condition, maintenance crews perform repairs as soon as item deficiencies are reported. 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, 1,263 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. Teachers, school administration and parent volunteers supervise breaks and lunchtimes. Drive-through drop-off areas are also supervised.

School Facilities

Continued from left

The bathrooms in our school were all 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 & 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. All students have their own device 24-7.

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

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.

Quality of Textbooks

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

Quality of Textbooks	
2020-21 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

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2020-21 School Year	
Data collection date	9/10/2020

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 10, 2020.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*English Language Arts*, Amplify (reading) (6-8)	2018
Reading/language arts	*Units of Study*, Heinemann (writing) (6-8)	2018
Mathematics	*Go Math*, Houghton Mifflin	2014
Science	*Elevate*, Savvas (6-8)	2020
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

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	2020-21 School Year
Fisher MS	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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 first-come, first-served 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.

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		
	Los Gatos Union SD	Fisher MS		
Teachers	**20-21**	**18-19**	**19-20**	**20-21**
With a full credential	140	57	56	57
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Fisher MS		
Teachers	**18-19**	**19-20**	**20-21**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions						Three-Year Data
	Fisher MS		Los Gatos Union SD		California	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Suspension rates	4.1%	3.5%	1.7%	1.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

	Fisher MS	Los Gatos Union SD	California
	19-20	**19-20**	**19-20**
Suspension rates	2.1%	0.9%	✴
Expulsion rates	0.0%	0.0%	✴

✴ California suspension and expulsion data is not available at this time.

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	573:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	2.000
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	0.800
Resource specialist (nonteaching)	5.000

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2018-19	3
2019-20	3
2020-21	3

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	
2018-19 Fiscal Year	
Total expenditures per pupil	$11,391
Expenditures per pupil from restricted sources	$2,749
Expenditures per pupil from unrestricted sources	$8,643
Annual average teacher salary	$104,226

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.

Financial Data

The financial data displayed in this SARC is from the 2018-19 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. 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.

Salary Data	2018-19 Fiscal Year	
	Los Gatos Union SD	**Similar Sized District**
Beginning teacher salary	$62,662	$50,574
Midrange teacher salary	$95,357	$76,649
Highest teacher salary	$120,032	$98,993
Average elementary school principal salary	$162,854	$125,150
Average middle school principal salary	$177,761	$129,394
Superintendent salary	$278,000	$193,925
Teacher salaries: percentage of budget	39%	34%
Administrative salaries: percentage 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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Fisher MS	$8,643	$104,226
Los Gatos Union SD	$10,255	$111,369
California	$7,750	$80,565
School and district: percentage difference	-15.7%	-6.4%
School and California: percentage difference	+11.5%	+29.4%

Data for this year's SARC was provided by the California Department of Education and 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://dq.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.

All data accurate as of December 2020.