

Raymond J. Fisher Middle School

Grades 6-8
CDS Code 43-69526-6047567

Mary Lonhart, Principal
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Los Gatos Union School District

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Paul Johnson, Superintendent ▪ pjohnson@lgusd.org ▪ (408) 335-2000



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 2021-22 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.

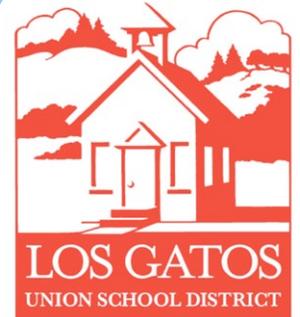
To learn more about parent involvement, please contact the president of the Fisher Home & School Club Heather Le Roy at president@fisherhsc.org. You may also visit our Home & School Club website at www.fisherhsc.org.

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 2022.



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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

The Los Gatos Union School District will provide equitable learning opportunities to educate all children to their unique potential by teaching, modeling and supporting skills and attitudes that contribute to their development as globally and socially responsible citizens demonstrating stewardship and "service above self."

District Vision Statement

To achieve academic excellence, we believe the LGUSD Student Success Profile will prepare all children to thrive in a diverse and ever-changing world.

Board of Trustees

Courtney Monk, *Board President*

Peter Noymer, *Board Clerk*

John Kuntzmann, *Board Member*

Daniel Snyder, *Board Member*

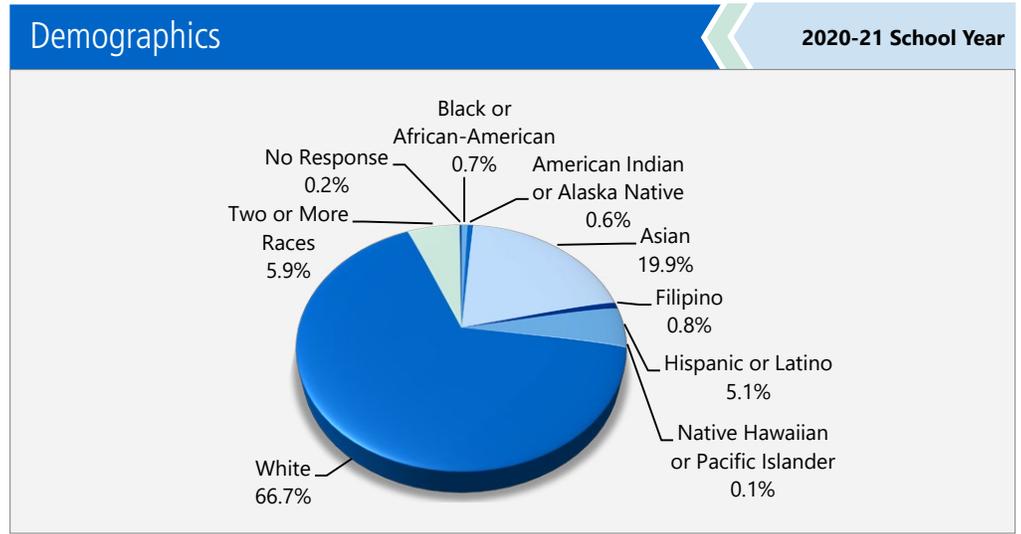
Stephen Parsons, *Board Member*

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	45.60%
Male	54.40%
Non-Binary	0.00%
English learners	2.70%
Foster youth	0.00%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disadvantaged	4.90%
Students with Disabilities	8.20%

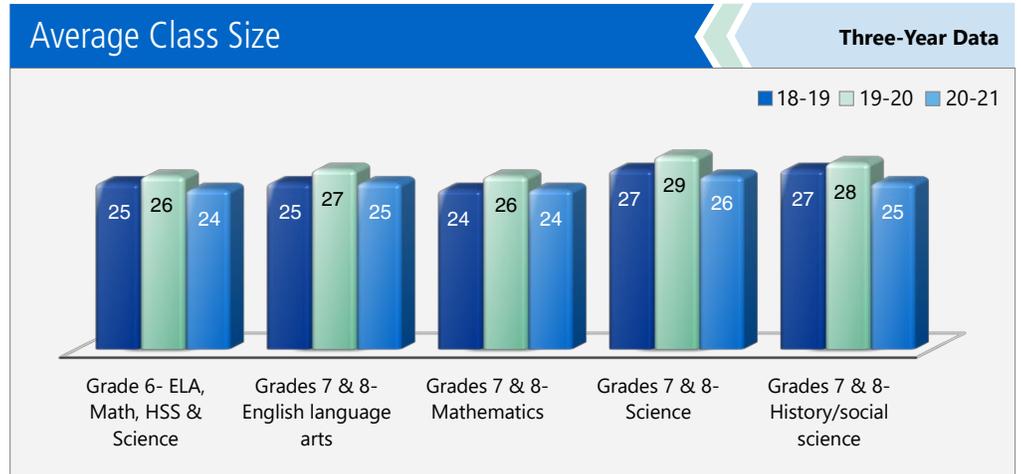
Enrollment by Student Group

The total enrollment at the school was 1,446 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



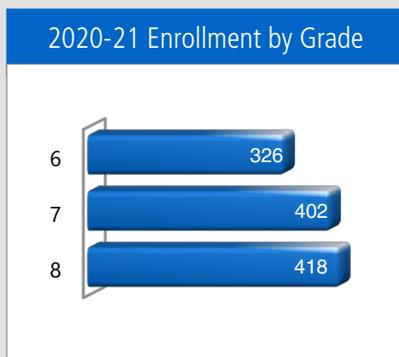
Class Size Distribution

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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



Number of Classrooms by Size

Grade	2018-19			2019-20			2020-21		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	10	58		8	58		9	43	

Subject	2018-19			2019-20			2020-21		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	4	31		3	29		10	20	
Mathematics	7	27	2	6	28		11	22	
Science		31		0	24		8	21	1
History/social science		31		1	28		9	21	



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	Fisher MS		Los Gatos Union SD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	3.5%	0.0%	1.6%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Fisher MS	Los Gatos Union SD	California	
	2019-20	2019-20	2019-20	
Suspension rates	2.1%	0.9%	2.5%	
Expulsion rates	0.0%	0.0%	0.1%	

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 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 2019–2020 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.00%	0.00%	
Female	0.00%	0.00%	
Male	0.00%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	0.00%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	0.00%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	0.00%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	3
2020-21	3
2021-22	3



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-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.

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.

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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Fisher MS
	Grade 7
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1,177	1,169	5	0.40%
Female	538	533	3	0.60%
Male	639	636	2	0.30%
American Indian or Alaska Native	7	7	0	0.00%
Asian	233	232	0	0.00%
Black or African American	8	8	0	0.00%
Filipino	10	10	0	0.00%
Hispanic or Latino	63	62	1	1.60%
Native Hawaiian or Pacific Islander	1	1	0	0.00%
Two or More Races	68	68	1	1.50%
White	785	779	3	0.40%
English Learners	37	36	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	1	1	0	0.00%
Socioeconomically Disadvantaged	63	63	0	0.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	100	100	2	2.00%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

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.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Fisher MS		Los Gatos Union SD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	* [*]	■	* [*]	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Fisher MS		Los Gatos Union SD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	* [*]	■	* [*]	■	* [*]
Mathematics	■	* [*]	■	* [*]	■	* [*]

^{} This school did not test students using the CAASPP for Science.

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

^{} Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

* This school did not test students using the CAASPP for Science.



CAASPP Test Results by Student Group: English Language Arts (grades 6-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	1,115	819	73.45%	26.55%	76.41%
Female	509	369	72.50%	27.50%	82.38%
Male	606	450	74.26%	25.74%	71.49%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	221	160	72.40%	27.60%	85.63%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	60	40	66.67%	33.33%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	68	42	61.76%	38.24%	73.81%
White	740	560	75.68%	24.32%	76.21%
English Learners	32	21	65.63%	34.37%	47.62%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	17	8	47.06%	52.94%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	95	66	69.47%	30.53%	24.62%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



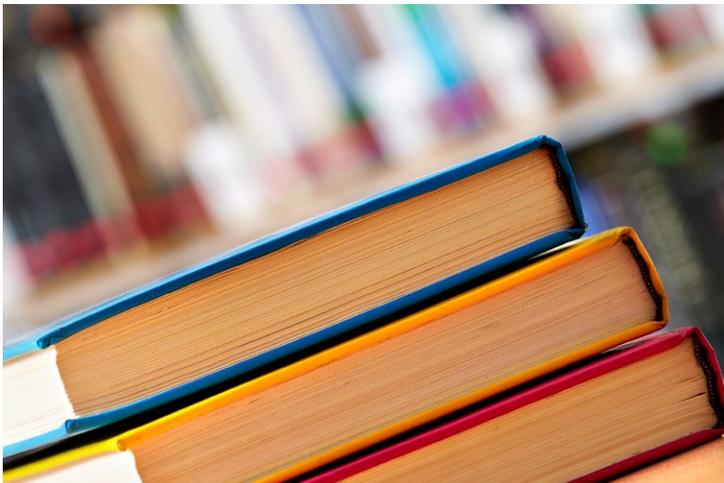
CAASPP Test Results by Student Group: Mathematics (grades 6-8) For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	1,115	811	72.74%	27.26%	65.72%
Female	509	366	71.91%	28.09%	63.93%
Male	606	445	73.43%	26.57%	67.19%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	221	158	71.49%	28.51%	82.28%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	60	40	66.67%	33.33%	47.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	68	42	61.76%	38.24%	66.67%
White	740	554	74.86%	25.14%	62.64%
English Learners	32	23	71.88%	28.12%	52.17%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	17	8	47.06%	52.94%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	95	65	68.42%	31.58%	18.46%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



School 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		2021-22 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	Good	
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	10/25/2021	

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			2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
External	Some doors need to be repainted. Doors repainted.	Summer 2022	

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.

Continued on sidebar

School Facilities

Continued from left

Our school includes 10 buildings. On an average day, 1,100 students and 80 staff occupy these buildings, taking up 99% 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.

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

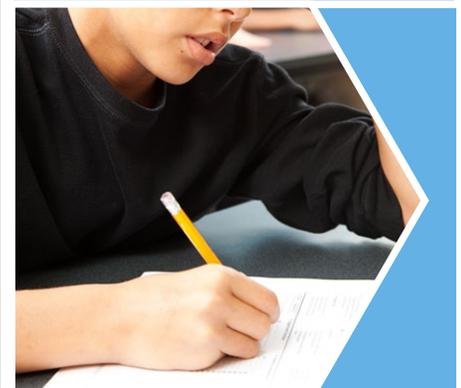
The Fisher library is a showcase facility that has a broad collection of books and reference materials. Our library has an impressive distribution desk, video production lab and student computer stations. State and federal funds and Home & School grants support the purchase of new library materials annually.

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.



"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."



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 9, 2021.

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>English Language Arts, Amplify</i> (reading) (6-8)	2018
Reading/language arts	<i>Units of Study, Heinemann</i> (writing) (6-8)	2018
Mathematics	<i>Go Math, Houghton Mifflin</i>	2014
Mathematics	<i>Algebra 1, Pearson</i>	2015
Mathematics	<i>Geometry, Pearson</i>	2014
Science	<i>Elevate, Savvas</i> (6-8)	2020
History/social science	<i>History Alive!, TCI</i> (6, 8)	2021
History/social science	<i>TCI</i> (7)	2006

Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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

2021-22 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%

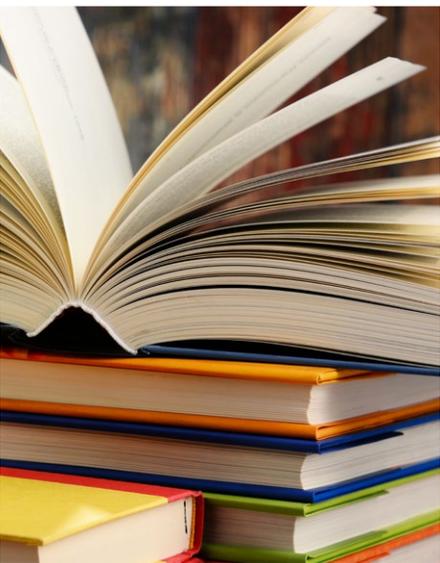
Currency of Textbooks

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

2021-22 School Year

Data collection date	9/9/2021
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Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2019-20 School Year		
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment	Fisher MS	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



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	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	570:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.600
Library media teacher (librarian)	1.000
Library media services staff (paraprofessional)	0.375
Psychologist	0.600
Social worker	0.000
Nurse	0.300
Speech/language/hearing specialist	0.800
Resource specialist (nonteaching)	5.000

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2019-20 School Year

Indicator	Fisher MS
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

2019-20 School Year

Indicator	Fisher MS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Financial Data

The financial data displayed in this SARC is from the 2019-20 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	2019-20 Fiscal Year	
	Los Gatos Union SD	Similar Sized District
Beginning teacher salary	\$63,915	\$51,450
Midrange teacher salary	\$97,264	\$80,263
Highest teacher salary	\$122,433	\$101,012
Average elementary school principal salary	\$163,992	\$128,082
Average middle school principal salary	\$177,761	\$132,453
Superintendent salary	\$288,008	\$197,968
Teacher salaries: percentage of budget	40%	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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Fisher MS	\$8,470	\$105,407
Los Gatos Union SD	\$9,888	\$108,764
California	\$8,444	\$82,431
School and district: percentage difference	-14.3%	-3.1%
School and California: percentage difference	+0.3%	+27.9%

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$11,639
Expenditures per pupil from restricted sources	\$3,169
Expenditures per pupil from unrestricted sources	\$8,470
Annual average teacher salary	\$105,407



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

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 January 2022.

School Accountability Report Card

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