

# Fischer Middle School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Fischer Middle School
<b>Street</b>	1720 Hopkins Drive
<b>City, State, Zip</b>	San Jose CA, 95122
<b>Phone Number</b>	(408) 928-7500
<b>Principal</b>	Imee C. Almazan, Ed.D.
<b>E-mail Address</b>	imee.almazan@arUSD.org
<b>Web Site</b>	www.arUSD.org
<b>CDS Code</b>	43693696046148

<b>District Contact Information</b>	
<b>District Name</b>	Alum Rock Union Elementary School District
<b>Phone Number</b>	(408) 928-6800
<b>Superintendent</b>	Hilaria Bauer, Ph.D.
<b>E-mail Address</b>	hilaria.bauer@arUSD.org
<b>Web Site</b>	www.arUSD.org

### School Description and Mission Statement (School Year 2016-17)

Clyde L. Fischer Middle School is a school on the rise. We remain dedicated to our Fischer Mission Statement which is to strengthen leaders in our society by providing students and the neighborhood a 21 century education with an emphasis in business and communications. We are very proud of the growth we have made thus far and remain motivated to surpass even the highest expectations. Our success is due to a strong home-school partnership, a dedicated staff, the integration of technology and most importantly, hardworking students dedicated to achieve.

Fischer Saints are resilient youngsters, empowered to succeed. We strongly believe that students learn best in a setting where they are well-known, where expectations are high, support is strong and where their voices are valued. We expect all of our students to become college graduates and return to our community to contribute to its wealth and growth. Our successful examples of community leadership coupled with our commitment to extend learning beyond the walls of the classroom setting have truly created an incomparable atmosphere. At Fischer, we dream, believe and achieve with great courage and integrity.

Fischer Middle School provides an academically challenging curriculum to support the development of student leaders and an atmosphere for students to mature socially and to develop into advocates for justice.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 6	124
Grade 7	146
Grade 8	153
<b>Total Enrollment</b>	<b>423</b>

### Student Enrollment by Group (School Year 2015-16)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.1
American Indian or Alaska Native	0
Asian	6.1
Filipino	3.3
Hispanic or Latino	83.7
Native Hawaiian or Pacific Islander	2.4
White	1.9
Two or More Races	0.5
Socioeconomically Disadvantaged	94.8
English Learners	29.3
Students with Disabilities	13
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	22	20	496
Without Full Credential	1	3	1	43
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	56.7	43.3
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0%
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0%
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Fischer Middle School was built in 1962. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	Room: A21 & A23-AC unit and heater not working;
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: November 2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Room: A11 & A12-Drinking fountain is loose; A22-Faucet is leaking; A23-Fountain is loose; A23-Fountain shoots in different directions; B34-Fountain is loose; B31-No pressure for water fountain; Room 42: Fountain is loose; Room 42: Faucet is broken; Room 43: Fountain is loose and leaking; Room 44: Sink is leaking; Room 45: Water air pressure is low; Room 53: Fountain is loose; Room 53: Faucet has no water; Room 52: Faucet not working; Custodian room: Water heater is old and rusting; Room 61: Faucet is leaking; Room 62: Fountain is leaking; Room P2-No water pressure; Room 84: Fountain not working; Room 83: Fountain loos and no pressure; Room 72: Faucet leaking; Room 74: Fountain not working; Room 75: Fountain not working; Staff Room: Fountain leaks; Cafeteria: Fountain not working; PE Fitness Center: Fountain water pressure is not adequate and there is stains and moss.
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Room 61: Fire Extinguisher Missing; Staff Room: No Fire Extinguisher; Girls Locker room-Stucco peeling; Boys restroom-Paint peeling.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

**Year and month of the most recent FIT report: November 2016**

Overall Rating	Exemplary	Good	Fair	Poor
				X

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	28	33	34	39	44	48
Mathematics	21	24	25	30	34	36

Note: Percentages are not calculated 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 in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	122	117	95.9	25.6
	7	146	143	98.0	30.3
	8	148	148	100.0	41.9
Male	6	77	74	96.1	25.7
	7	82	79	96.3	24.1
	8	82	82	100.0	40.2
Female	6	45	43	95.6	25.6
	7	64	64	100.0	38.1
	8	66	66	100.0	43.9
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	6	95	92	96.8	21.7
	7	126	123	97.6	23.8
	8	126	126	100.0	40.5
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	6	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	114	109	95.6	25.7
	7	139	136	97.8	29.6
	8	141	141	100.0	39.0
English Learners	6	39	34	87.2	5.9
	7	47	45	95.7	6.8
	8	34	34	100.0	2.9
Students with Disabilities	6	13	12	92.3	
	7	16	16	100.0	
	8	25	25	100.0	4.0
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	122	120	98.4	12.5
	7	146	145	99.3	26.9
	8	148	148	100.0	30.4
Male	6	77	76	98.7	11.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	82	82	100.0	23.2
	8	82	82	100.0	34.1
Female	6	45	44	97.8	13.6
	7	64	63	98.4	31.8
	8	66	66	100.0	25.8
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	95	93	97.9	12.9
	7	126	125	99.2	23.2
	8	126	126	100.0	28.6
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	6	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	114	112	98.3	12.5
	7	139	138	99.3	26.1
	8	141	141	100.0	29.8
English Learners	6	39	37	94.9	
	7	47	46	97.9	6.5
	8	34	34	100.0	2.9
Students with Disabilities	6	13	12	92.3	
	7	16	16	100.0	
	8	25	25	100.0	
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--



Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	50	35	57	52	47	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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 in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	148	148	100.0	57.4
<b>Male</b>	82	82	100.0	69.5
<b>Female</b>	66	66	100.0	42.4
<b>Hispanic or Latino</b>	126	126	100.0	52.4
<b>Socioeconomically Disadvantaged</b>	141	141	100.0	56.0
<b>English Learners</b>	34	34	100.0	32.4
<b>Students with Disabilities</b>	25	25	100.0	36.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	25.2	17.3	18

Note: Percentages are not calculated 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

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Fischer values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Fischer maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication.

Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the weekly newsletter, which is written in Spanish and English. Because a home-school partnership is essential to student achievement, Fischer School provides a number of parent and community involvement opportunities. Parents are welcome and are encouraged to participate in our school. Parents may become members of decision-making and governing bodies such as the Superintendent's Parent Advisory Resource Committee (SPARC), District English Language Advisory Committee, School Site Council (SSC), Parent Cafes, and PTA. SSC meetings are held once a month where parents are given information regarding school matters and issues. Parents can volunteer for our school dances, field trips, yard supervision and more. English, college awareness, parenting and similar classes are also made available to and attended by parents in our school in cooperation with various agencies and organizations of the larger community.

Parents are invited to parent-teacher conferences to discuss student work throughout the school year as well as student-led conferences. Further, monthly parent cafés are held to keep Fischer parents updated and informed. Parents are encouraged to give input on a regular basis and as they so desire.

Parents interested in additional information should contact the Fischer Principal, Dr. Imee Almazan at (408) 928-7506 or the Parent/Community Liaison, Monserrat Orozco, at (408) 928-7517.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	7.7	8.9	7.2	2.3	3.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

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Fischer Middle School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any emergency. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is developed by the Fischer Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The plan was last revised and approved in February 2015. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff and a Safety Resource Officer is available for daily support. Furthermore, all school visitors check-in at the front office for permission to be on campus and wear visitor's passes throughout their stay.

The Fischer Safety Plan has a comprehensive, enforceable, and continuous behavior policy, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, progressive discipline policy, set of rules and regulations and nondiscriminatory policy on students' rights and responsibilities. The safety plan is revised annually.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	15	16		21	13	16					
Mathematics	18	15	8		20	9	12					
Science	21	8	10		24	1	13					
Social Science	23	7	8		24	3	11					

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.2	N/A
Other	.2	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,116	\$3,307	\$5,809	\$63,260
District	N/A	N/A	\$6,466	\$70,088
Percent Difference: School Site and District	N/A	N/A	-10.2	-9.7
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	8.6	-13.3

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2015-16)

Services provided by the regular program to ensure that underperforming students meet standards:

Each teacher identifies students by the results of pertinent assessments and instruction is delivered and monitored according to specific student needs.

The school's English Language Development (ELD) program consists of three ELD levels to meet the linguistic needs of English Learners:

- ELD I- Newcomers program for recent arrivals and students who remain in need of intense support. Students are immersed in an accelerated English instructional program with a focus on acquiring language both through ELD instruction and in the core content areas with the integration of the California ELD and Reading Language Arts (RLA) content standards. Depending on their English acquisition rate, students may transition to mainstream classes.
- ELD II- This strand serves the Beginning-Early Intermediate language acquisition levels. Students are immersed in an accelerated English instructional program with a focus on acquiring academic English both through ELD instruction and in the core content areas with the integration of the California ELD/RLA content standards.
- ELD III- Students at this level have some academic English but need further ELD instruction.
- All teachers at Fischer Middle School are qualified to teach and support English Learners in their acquisition of the English language and their overall grasp of content level standards. In addition, both the homeroom teacher and the academic counselor monitor these students' progress. The afterschool program coordinator also works closely with ELD students to support their academic progress.
- The school's Special Education Program consists of a Resource Specialist Program (RSP) which has been restructured and a Special Day Class (SDC) Program. The RSP program exposes the majority of students with special learning needs to the mainstream environment at the appropriate grade level. Students' case manager monitors the progress of the students closely and collaborates frequently with the general education teacher. The Special Day Class program provides an inclusive setting for students to receive intensive support and to mainstream into general education classes as appropriate.
- The Fischer Middle School Counseling Department works with every grade level to provide academic counseling support, motivating students to achieve higher standards. Students are aware of the amount of credits and the Grade Point Average needed to achieve the next grade level.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,684	\$44,573
Mid-Range Teacher Salary	\$75,792	\$72,868
Highest Teacher Salary	\$88,464	\$92,972
Average Principal Salary (Elementary)	\$106,896	\$116,229
Average Principal Salary (Middle)	\$112,241	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$185,000	\$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### **Professional Development (Most Recent Three Years)**

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The staff development is done on two levels, district and school site. Professional development days are given to new and returning teachers on the approved district curriculum. New teachers in education are supported within the New Teacher Program. The school provides professional development through input of teachers within their respective departments. Staff development was conducted during Tuesday staff meetings and voluntary Thursday afternoon meetings. Attendance in conferences are done as a department whenever feasible.