

Fischer Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

Clyde L. Fischer Middle School is a school on the rise. We remain dedicated to our purpose of why we teach. Everything we do, we believe in preparing diverse leaders who are empowered to meet the challenges of an evolving society. Our success is due to a good 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 strong advocates for themselves and others.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	85
Grade 7	119
Grade 8	148
Total Enrollment	352

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	7.4
Filipino	3.4
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	2.3
White	1.7
Two or More Races	0.3
Socioeconomically Disadvantaged	92.6
English Learners	31.5
Students with Disabilities	15.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	20	20	490
Without Full Credential	3	1	3	45
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

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%
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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Area: Boys restroom by 50-wing-Air ventilation is not working properly.
Interior: Interior Surfaces	X			Area: Rm.53-Missing 1 cabinet door by the sink area. Rm.54-Missing cabinet doors by the sink area. Rm.23-Broken cabinet by the sink area. Rm.41-Holes on the wall. Rm.41-Broken cabinet doors by the sink area. Rm.35-Missing tiles from the doorway. Rm.-75-Paint on ceiling.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Area: Rm.45-Outside light fixture needs ballast replace. Rm. Cafeteria-Outside exterior lights need a ballast replace. Rm. Staff room P-wing-light switch not working. Rm. Girls Room P-wing-Light fixture is missing a cover and light switch is not working.
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Area: Rm.52-sink faucet does not work. Rm.53-sink faucet is missing a handle and drinking fountain need to be adjusted. Rm.23-Sink drinking fountain faucet need to be adjusted. Rm. Fitness Center-Drinking fountain show excessive rust stain. Rm. Girl lock-Need new toilet dispenser in the handicap restroom. Rm. 31-Drinking fountain have no water. Rm.42-sink handle is missing and drinking fountain faucet is not working. Rm. 12-Sink drinking fountain

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				faucet wobbling when turn on. Rm.72- Sink faucet has no water.
Safety: Fire Safety, Hazardous Materials	X			Area: Boys Locker-Fire alarm signal does not seem to be working.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Area: Rm.55-Door does not close properly, leaving itself ajar. Rm.42-Door does not close properly, leaving itself ajar.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
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. 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); 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

Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	33	29	39	40	48	48
Mathematics (grades 3-8 and 11)	24	22	30	33	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	369	352	95.39	28.98
Male	205	195	95.12	23.08
Female	164	157	95.73	36.31
Black or African American	--	--	--	--
Asian	31	24	77.42	45.83
Filipino	12	12	100	66.67
Hispanic or Latino	304	294	96.71	25.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	347	330	95.1	27.58
English Learners	201	191	95.02	14.66
Students with Disabilities	55	55	100	0
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	369	364	98.64	21.7
Male	205	201	98.05	19.9
Female	164	163	99.39	23.93
Black or African American	--	--	--	--
Asian	31	31	100	38.71
Filipino	12	12	100	50
Hispanic or Latino	304	299	98.36	18.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	347	342	98.56	20.47
English Learners	201	197	98.01	10.15
Students with Disabilities	55	55	100	0
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	35	57	47	49	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.8	24.4	24.4

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 State priority: Parental Involvement (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 2017-18)

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), English Language Advisory Committee (ELAC), 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 duty supervision and more. College awareness, parenting, prevention/intervention, 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.9	7.2	7.0	3.2	3.1	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 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 School 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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	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	30.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	13	16		18	11	10		19	8	10	
Mathematics	20	9	12		20	7	11		21	5	10	
Science	24	1	13		25	3	9		22	4	8	
Social Science	24	3	11		20	7	8		22	3	9	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist	1	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,003	\$2,472	\$6,531	\$63,260
District	N/A	N/A	\$6,466	\$80,761
Percent Difference: School Site and District	N/A	N/A	1.0	-21.7
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	-0.7	-19.3

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

Types of Services Funded (Fiscal Year 2016-17)

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 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.
- ELD and fully credentialed 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,010	\$48,678
Mid-Range Teacher Salary	\$82,527	\$78,254
Highest Teacher Salary	\$96,202	\$96,372
Average Principal Salary (Elementary)	\$121,232	\$122,364
Average Principal Salary (Middle)	\$131,159	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$205,528	\$212,818
Percent of Budget for Teacher Salaries	39%	38%
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)

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. Additionally, professional development through the New Tech Network (NTN) and Verizon Innovative Learning Schools (VILS) are offered to the teaching staff throughout the year in the area of technology integration. There are two part-time instructional coaches on site to support teachers in NTN and VILS implementation as well as offering ongoing professional development to staff in the areas of (but not limited to) Study Sync implementation, ELD, lesson planning, instructional strategies, and classroom management.