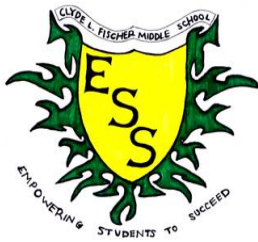# Clyde L. Fischer Middle School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Clyde L. Fischer Middle

Contact Information (School Year 2014-15)

1720 Hopkins Dr.

San Jose, CA 95122-1632

(408) 928-7500

Principal:	Imee Almazan, Principal
Contact E-mail Address:	imee.almazan@arusd.org
County-District-School (CDS) Code:	43693696046148

Alum Rock Union Elementary

Contact Information (School Year 2014-15)

(408) 928-6800

www.arusd.org

Superintendent:	Hilaria Bauer
Contact E-mail Address:	hilaria.bauer@arusd.org

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

District Contact Information - Most Recent Year

District Name	Alum Rock Union Elementary
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

School Contact Information - Most Recent Year

School Name	Clyde L. Fischer Middle
Street	1720 Hopkins Dr.
City, State, Zip	San Jose, CA 95122-1632
Phone Number	(408) 928-7500
Principal	Imee Almazan, Principal
E-mail Address	imee.almazan@arusd.org
Web Site	http://www.arusd.org
County-District-School (CDS) Code	43693696046148

School Description and Mission Statement- Most Recent Year

Clyde L. Fischer Middle School is a school on the rise. We remain dedicated to our Fischer Mission Statement which is to optimize individual potential through tailored development. 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 cutting-edge 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 2013-14)

Grade Level	Number of Students
Grade 6	158
Grade 7	183
Grade 8	203
Total Enrollment	544

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	6.6
Filipino	2.8
Hispanic or Latino	85.8
Native Hawaiian/Pacific Islander	1.7
White	0.6
Two or More Races	0.4
Socioeconomically Disadvantaged	93.6
English Learners	31.4
Students with Disabilities	11.9

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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	34	29	26	518
Without Full Credential		0	1	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	96.72	3.2800000000000002
All Schools in District	97.44	2.56
High-Poverty Schools in District	97.44	2.56
Low-Poverty Schools in District	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 – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2	2	0%
Mathematics	4	4	0%
Science	6	6	0%
History-Social Science	8	8	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	14	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 recent 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✔	—	—	No apparent problems.
Interior: Interior Surfaces	✔	—	—	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✔	—	—	No apparent problems.
Electrical: Electrical	✔	—	—	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✔	—	—	No apparent problems.
Safety: Fire Safety, Hazardous Materials	✔	—	—	No apparent problems.
Structural: Structural Damage, Roofs	✔	—	—	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	No apparent problems.

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—	✔	—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

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

-

Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	41%	25%	50%	54%	53%	56%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%
All Students at the School	50%
Male	47%
Female	53%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	57%
Filipino	N/A
Hispanic or Latino	47%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	49%
English Learners	10%
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	35%	45%	43%	48%	52%	50%	54%	56%	55%
Mathematics	43%	52%	51%	57%	58%	58%	49%	50%	50%
History-Social Science	20%	33%	24%	46%	46%	41%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	4	4
Similar Schools	7	8	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	39	36	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	41	39	-1
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	39	36	-13
English Learners	27	21	-7
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	20.8%	17.5%	24%
9	N/A	N/A	N/A

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 – Most Recent Year

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), and English Language Advisory Committee. 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, Ms. Imee Almazan at (408)928-7506.

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		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	13.7	10.4	7.7	3.9	3.4	2.3	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

School Safety Plan - Most Recent Year

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 2014. 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

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	9
Percent of Schools Currently in Program Improvement	N/A	45%

Note: Cells with NA values do not require data.

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.4	11	21	0	19	16	20		21	15	16	
Mathematics	19.6	11	14	0	20	7	15		18	15	8	
Science	23.7	3	14	0	23	4	12		21	8	10	
Social Science	25.6	1	15	0	25	2	14		23	7	8	

* 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 2013-14)

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)		N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other		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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$7,215	$3,465	$3,750	$60,362
District	N/A	N/A	N/A	$68,814
Percent Difference – School Site and District	N/A	N/A	N/A	-12.28
State	N/A	N/A	$4,690	$70,788
Percent Difference – School Site and State	N/A	N/A	-20.04	-14.73

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

Types of Services Funded (Fiscal Year 2013-14)

Services provided by the regular program to enable underperforming students to meet standards:
Each teacher identifies students by the results of their California Standards Test scores and other pertinent assessments, and instruction is delivered and monitored according to specific student needs.
A data wall is constructed, which identifies whether or not students achieve at least 80% mastery of a given standard or skill. This wall is an interactive tool which allows teachers to identify the individual needs of students and provide support services.

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 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,567	$41,507
Mid-Range Teacher Salary	$72,497	$67,890
Highest Teacher Salary	$84,619	$86,174
Average Principal Salary (Elementary)	$107,361	$109,131
Average Principal Salary (Middle)	$112,730	$111,937
Average Principal Salary (High)	$0	$109,837
Superintendent Salary	$204,900	$185,462
Percent of Budget for Teacher Salaries	44%	42%
Percent of Budget for Administrative Salaries	6%	6%

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

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The staff development is done on two levels, district and school site. Inservice 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 throughout the year during or after-school and on Saturdays. Attendance in conferences are done as a department whenever feasible. Paraprofessionals have and are encouraged to attend to develop and expand their knowledge and skills.