Lee Mathson Middle School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Lee Mathson Middle

Contact Information (School Year 2014-15)

2050 Kammerer Ave.

San Jose, CA 95116-3020

(408) 928-7950

Principal:	Oscar Leon, Principal
Contact E-mail Address:	oscar.leon@arusd.org
County-District-School (CDS) Code:	43693696046197

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	Lee Mathson Middle
Street	2050 Kammerer Ave.
City, State, Zip	San Jose, CA 95116-3020
Phone Number	(408) 928-7950
Principal	Oscar Leon, Principal
E-mail Address	oscar.leon@arusd.org
Web Site	http://www.arusd.org
County-District-School (CDS) Code	43693696046197

School Description and Mission Statement- Most Recent Year

Lee Mathson Middle School is a school that has high expectations for every student. We emphasize academic rigor and promote positive social and emotional development. We celebrate our community and work to even better our service to our students and their families. We are on a course of continuous improvement, and every indicator points to success! We strive for excellence, and we know that together we succeed. We celebrate community and regularly partner with our beautiful Mayfair Community Center (located right across the street) and with MACSA Youth center. All 6th graders attend an extended learning program until 6:00 p.m. daily to assure student success in transitioning to Middle School. Our college-going culture is prevalent in many student events including College Week and our annual Career Fair. We celebrate over a dozen athletics programs and various student clubs. We welcome all members of the community to get involved in helping our school achieve its goals! Tours are available.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	166
Grade 7	145
Grade 8	228
Total Enrollment	539

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

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.4
Asian	10.4
Filipino	6.5
Hispanic or Latino	80
Native Hawaiian/Pacific Islander	0.6
White	0.4
Two or More Races	0.4
Socioeconomically Disadvantaged	94.4
English Learners	40.3
Students with Disabilities	13.7

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	30	25	19	518
Without Full Credential		2	3	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	1

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	99.11	0.89
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

Mathson Middle School has a comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is developed by the Mathson Safety Committee before it is presented to the Alum Rock Union School District Board of Trustees for annual approval. The revised plan was last 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.
The Mathson School Safety Plan contains a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, Internet policy, and nondiscriminatory policy on student rights and responsibilities.

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

	Repair Needed and Action Taken or Planned			
System Inspected	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)	35%	43%	36%	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	36%
Male	35%
Female	36%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	70%
Filipino	54%
Hispanic or Latino	29%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	36%
English Learners	7%
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	31%	37%	35%	48%	52%	50%	54%	56%	55%
Mathematics	36%	30%	30%	57%	58%	58%	49%	50%	50%
History-Social Science	55%	54%	42%	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	1	2	2
Similar Schools	3	4	5

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	5	34	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-8	29	-9
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	12	33	-14
English Learners	-11	23	-16
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	18.9%	20.3%	18.2%
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

Mathson values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Mathson 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 Principal's Newsletter, which is written in English and Spanish. Because parent and community participation is essential to student achievement, Mathson School provides a number of parent and community involvement opportunities. Our parent resource center was established and a core group of parents facilitate a multitude of activities including school wide celebrations, teacher support, parenting classes, computer classes, and other opportunities.
We conduct yearly meetings to explain and interpret student assessment results to parents. Parents participate in family math and literacy nights. Their participation reinforces their child's math application and literacy comprehension. The Mathematics Engineering Science Association Outreach program provides students and their parents with information and training towards student success in obtaining math and science degrees. During parent-teacher conferences, parents learn how to provide feedback to their child regarding their writing skills. Parent involvement includes monthly coffee with the principal, weekly ESL and technology classes for parents, school community events and membership in School Site Council (SSC), English Language Advisory Committee (ELAC), District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC).
To learn more about opportunities to be involved, please call the school's principal, Oscar Leon, at 408-928-7950.

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

	School			District			State		
Rate*	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	15	6.6	2.5	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

Mathson Middle School has a comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is developed by the Mathson Safety Committee before it is presented to the Alum Rock Union School District Board of Trustees for annual approval. The revised plan was last 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.
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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	28.4	4	18	8	22	16	22	2	22	15	22	2
Mathematics	28.5	1	10	4	20	10	12		22	7	8	2
Science	28.8	2	8	4	25	4	11	3	26	3	8	3
Social Science	27.5	2	9	4	25	5	8	5	26	3	9	2

* 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)	0	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	$6,649	$2,622	$4,028	$68,765
District	N/A	N/A	N/A	$68,814
Percent Difference - School Site and District	N/A	N/A	N/A	-0.07
State	N/A	N/A	$4,690	$70,788
Percent Difference - School Site and State	N/A	N/A	-14.12	-2.86

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

Types of Services Funded (Fiscal Year 2013-14)

Lee Mathson modified its regular instructional program to support underperforming students in meeting standards. The program is now designed so that underperforming students enter classrooms equipped with the instructional materials and an instructional focus relevant to students' needs for approaching, and ultimately, meeting grade level standards. A multi-leveled, three-period reading language arts/ English Language Development (ELD) program exists to target instruction in a manner that moves students quickly towards grade level standards.
High achieving students and GATE students are regularly challenged through rigorous instruction and enrichment opportunities.
Categorical funds from the site and district are used in order to move underperforming students towards standards. The site also makes use of Title III funds to offer underperforming students additional instruction in mathematics, language arts and ELD through a seven-period day, after school, or Saturday Academy programs. The site implements with the support of City Year, on site tutoring to provide students with additional opportunities to meet grade level standards.

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.

Staff development continues to focus on developing instructional writing strategies and classroom organization and management to empower educators in their task of moving students to standard mastery. The site will also be working with representatives from National Hispanic University and the Santa Clara County Office of Education in order to receive training and coaching in ELD strategies.
This staff development plan focuses on revisiting issues of management and student engagement from previous years' trainings in standards-based direct instruction and lesson planning, ELD strategies, differentiated instruction and reciprocal teaching. Further training and coaching will occur with Step-Up-to-Writing. All components of the professional development program at Mathson have been structured so that training, coaching, modeling and peer observation empower a collaborative group of educators towards student mastery of standards.