

# SARC 2014-15

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

### Lee Mathson Middle

Address: 2050 Kammerer Ave. San Jose, CA 95116-3020

Principal: Oscar Leon, Principal

Phone: (408) 928-7950

Email: [oscar.leon@arUSD.org](mailto:oscar.leon@arUSD.org)

Web Site:

CDS Code: 43693696046197



### Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: [hilaria.bauer@arUSD.org](mailto:hilaria.bauer@arUSD.org)

Web Site: [www.arUSD.org](http://www.arUSD.org)



## I DATA AND ACCESS

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 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 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, 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.

## 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](mailto:hilaria.bauer@arUSD.org)  
 Web Site: [www.arUSD.org](http://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](mailto:oscar.leon@arUSD.org)  
 Web Site:  
 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. Since school year 2014 - 2015 Mathson Institute of Technology is committed to providing a comprehensive educational experience for our students to foster the development of critical thinkers, effective communicators, collaborative creators, and committed life-long learners. Students will develop the ability to use technology to analyze, learn, and explore; promoting a college career path in STEM. 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 2014-15)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 6          | 104                |
| Grade 7          | 159                |
| Grade 8          | 140                |
| Total Enrollment | 403                |

### Student Enrollment by Student Group (School Year 2014-15)

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 2.7%                        |
| American Indian or Alaska Native | 0.5%                        |
| Asian                            | 13.6%                       |
| Filipino                         | 5.7%                        |
| Hispanic or Latino               | 76.4%                       |
| Native Hawaiian/Pacific Islander | 0.2%                        |
| White                            | 0.5%                        |
| Two or More Races                | 0.2%                        |
| Socioeconomically Disadvantaged  | 93.1%                       |
| English Learners                 | 37.5%                       |
| Students with Disabilities       | 17.1%                       |
| Foster Youth                     | 0.5%                        |

## 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 2013-14 | School 2014-15 | School 2015-16 | District 2015-16 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 25             | 19             | 19             | 568              |
| Without Full Credential  | 2              | 3              | 0              | 14               |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 0                |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 1       | 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 2014-15)

| 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                      | 92.77%   | 7.23%  |
| All Schools in District          | 94.37%   | 5.63%  |
| High-Poverty Schools in District | 94.37%   | 5.63%  |
| 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.

Month and year in which data were collected: January 2016

| Subject                                    | Textbooks and instructional materials/year of adoption | From most recent adoption? | % 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 November 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

Month and year in which data were collected: January 2016

| System Inspected   | Repair Needed and Action Taken or Planned |      |      |
|--|---|------|------|
|  | Good                                      | Fair | Poor |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                       | ✓   | -    | -    |
| Interior: Interior Surfaces                                      | ✓   | -    | -    |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation       | ✓   | -    | -    |
| Electrical: Electrical   | ✓   | -    | -    |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains                 | ✓   | -    | -    |
| Safety: Fire Safety, Hazardous Materials                         | ✓   | -    | -    |
| Structural: Structural Damage, Roofs                             | ✓   | -    | -    |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | ✓   | -    | -    |

## Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

|                | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| Overall Rating | -         | ✓    | -    | -    |

## 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], Science California Standards Tests); 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 Results for All Students – (School Year 2014–15)

| Subject  | Percent of Students Meeting or Exceeding the State Standards |          |       |
|--|--|----------|-------|
|  | School   | District | State |
| English Language Arts/<br>Literacy (grades 3-8 and 11) | 21%  | 33%      | 44%   |
| Mathematics (grades 3-8 and 11)                        | 15%  | 23%      | 33%   |

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.

## ELA - Grade 6

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Achievement |          |          |          |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
|   |                  |               |                | Level 1*            | Level 2* | Level 3* | Level 4* |
| All Students                                  | 99               | 99            | 100%           | 51%                 | 33%      | 14%      | 2%       |
| Male  | 99               | 56            | 56.6%          | 59%                 | 29%      | 9%       | 4%       |
| Female  | 99               | 43            | 43.4%          | 40%                 | 40%      | 21%      | 0%       |
| Black or African American                     | 99               | 4             | 4%             | --                  | --       | --       | --       |
| American Indian or Alaska Native              |                  |               |                |                     |          |          |          |
| Asian   | 99               | 18            | 18.2%          | 28%                 | 28%      | 33%      | 11%      |
| Filipino                                      | 99               | 2             | 2%             | --                  | --       | --       | --       |
| Hispanic or Latino                            | 99               | 73            | 73.7%          | 58%                 | 34%      | 8%       | 0%       |
| Native Hawaiian or Pacific Islander           |                  |               |                |                     |          |          |          |
| White   | 99               | 2             | 2%             | --                  | --       | --       | --       |
| Two or More Races                             |                  |               |                |                     |          |          |          |
| Socioeconomically Disadvantaged               | 99               | 92            | 92.9%          | 51%                 | 35%      | 12%      | 2%       |
| English Learners                              | 99               | 32            | 32.3%          | 78%                 | 19%      | 3%       | 0%       |
| Students with Disabilities                    | 99               | 16            | 16.2%          | 100%                | 0%       | 0%       | 0%       |
| Students Receiving Migrant Education Services | 99               | 5             | 5.1%           | --                  | --       | --       | --       |
| Foster Youth                                  | --               | --            | --             | --                  | --       | --       | --       |

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded



## ELA - Grade 7

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Achievement |          |          |          |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
|   |                  |               |                | Level 1*            | Level 2* | Level 3* | Level 4* |
| All Students                                  | 164              | 159           | 97%            | 51%                 | 29%      | 18%      | 1%       |
| Male  | 164              | 92            | 56.1%          | 63%                 | 21%      | 15%      | 1%       |
| Female  | 164              | 67            | 40.9%          | 34%                 | 40%      | 22%      | 1%       |
| Black or African American                     | 164              | 2             | 1.2%           | --                  | --       | --       | --       |
| American Indian or Alaska Native              |                  |               |                |                     |          |          |          |
| Asian   | 164              | 24            | 14.6%          | 42%                 | 13%      | 38%      | 8%       |
| Filipino                                      | 164              | 10            | 6.1%           | --                  | --       | --       | --       |
| Hispanic or Latino                            | 164              | 121           | 73.8%          | 56%                 | 30%      | 13%      | 0%       |
| Native Hawaiian or Pacific Islander           | 164              | 1             | 0.6%           | --                  | --       | --       | --       |
| White   |                  |               |                |                     |          |          |          |
| Two or More Races                             | 164              | 1             | 0.6%           | --                  | --       | --       | --       |
| Socioeconomically Disadvantaged               | 164              | 150           | 91.5%          | 53%                 | 29%      | 16%      | 1%       |
| English Learners                              | 164              | 57            | 34.8%          | 81%                 | 18%      | 2%       | 0%       |
| Students with Disabilities                    | 164              | 18            | 11%            | 83%                 | 6%       | 6%       | 0%       |
| Students Receiving Migrant Education Services | 164              | 3             | 1.8%           | --                  | --       | --       | --       |
| Foster Youth                                  | --               | --            | --             | --                  | --       | --       | --       |

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 8

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Achievement |          |          |          |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
|   |                  |               |                | Level 1*            | Level 2* | Level 3* | Level 4* |
| All Students                                  | 142              | 133           | 93.7%          | 38%                 | 35%      | 23%      | 5%       |
| Male  | 142              | 69            | 48.6%          | 48%                 | 33%      | 17%      | 1%       |
| Female  | 142              | 64            | 45.1%          | 28%                 | 36%      | 28%      | 8%       |
| Black or African American                     | 142              | 4             | 2.8%           | --                  | --       | --       | --       |
| American Indian or Alaska Native              | 142              | 0             | 0%             | --                  | --       | --       | --       |
| Asian   | 142              | 11            | 7.7%           | 18%                 | 27%      | 36%      | 18%      |
| Filipino                                      | 142              | 12            | 8.5%           | 33%                 | 33%      | 33%      | 0%       |
| Hispanic or Latino                            | 142              | 105           | 73.9%          | 41%                 | 35%      | 20%      | 4%       |
| Native Hawaiian or Pacific Islander           |                  |               |                |                     |          |          |          |
| White   |                  |               |                |                     |          |          |          |
| Two or More Races                             | 142              | 1             | 0.7%           | --                  | --       | --       | --       |
| Socioeconomically Disadvantaged               | 142              | 120           | 84.5%          | 39%                 | 34%      | 22%      | 5%       |
| English Learners                              | 142              | 57            | 40.1%          | 70%                 | 26%      | 4%       | 0%       |
| Students with Disabilities                    | 142              | 25            | 17.6%          | 84%                 | 12%      | 4%       | 0%       |
| Students Receiving Migrant Education Services | 142              | 2             | 1.4%           | --                  | --       | --       | --       |
| Foster Youth                                  | --               | --            | --             | --                  | --       | --       | --       |

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 6

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Achievement |          |          |          |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
|   |                  |               |                | Level 1*            | Level 2* | Level 3* | Level 4* |
| All Students                                  | 99               | 99            | 100%           | 70%                 | 19%      | 6%       | 5%       |
| Male  | 99               | 56            | 56.6%          | 75%                 | 14%      | 2%       | 9%       |
| Female  | 99               | 43            | 43.4%          | 63%                 | 26%      | 12%      | 0%       |
| Black or African American                     | 99               | 4             | 4%             | --                  | --       | --       | --       |
| American Indian or Alaska Native              |                  |               |                |                     |          |          |          |
| Asian   | 99               | 18            | 18.2%          | 33%                 | 33%      | 11%      | 22%      |
| Filipino                                      | 99               | 2             | 2%             | --                  | --       | --       | --       |
| Hispanic or Latino                            | 99               | 73            | 73.7%          | 79%                 | 15%      | 4%       | 1%       |
| Native Hawaiian or Pacific Islander           |                  |               |                |                     |          |          |          |
| White   | 99               | 2             | 2%             | --                  | --       | --       | --       |
| Two or More Races                             |                  |               |                |                     |          |          |          |
| Socioeconomically Disadvantaged               | 99               | 92            | 92.9%          | 71%                 | 21%      | 5%       | 3%       |
| English Learners                              | 99               | 32            | 32.3%          | 88%                 | 9%       | 0%       | 3%       |
| Students with Disabilities                    | 99               | 16            | 16.2%          | 100%                | 0%       | 0%       | 0%       |
| Students Receiving Migrant Education Services | 99               | 5             | 5.1%           | --                  | --       | --       | --       |
| Foster Youth                                  | --               | --            | --             | --                  | --       | --       | --       |

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 7

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Achievement |          |          |          |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
|   |                  |               |                | Level 1*            | Level 2* | Level 3* | Level 4* |
| All Students                                  | 164              | 159           | 97%            | 57%                 | 26%      | 13%      | 4%       |
| Male  | 164              | 92            | 56.1%          | 54%                 | 26%      | 14%      | 5%       |
| Female  | 164              | 67            | 40.9%          | 60%                 | 27%      | 10%      | 1%       |
| Black or African American                     | 164              | 2             | 1.2%           | --                  | --       | --       | --       |
| American Indian or Alaska Native              |                  |               |                |                     |          |          |          |
| Asian   | 164              | 24            | 14.6%          | 42%                 | 21%      | 25%      | 13%      |
| Filipino                                      | 164              | 10            | 6.1%           | --                  | --       | --       | --       |
| Hispanic or Latino                            | 164              | 121           | 73.8%          | 61%                 | 27%      | 10%      | 1%       |
| Native Hawaiian or Pacific Islander           | 164              | 1             | 0.6%           | --                  | --       | --       | --       |
| White   |                  |               |                |                     |          |          |          |
| Two or More Races                             | 164              | 1             | 0.6%           | --                  | --       | --       | --       |
| Socioeconomically Disadvantaged               | 164              | 150           | 91.5%          | 59%                 | 26%      | 12%      | 2%       |
| English Learners                              | 164              | 57            | 34.8%          | 86%                 | 14%      | 0%       | 0%       |
| Students with Disabilities                    | 164              | 18            | 11%            | 72%                 | 17%      | 6%       | 0%       |
| Students Receiving Migrant Education Services | 164              | 3             | 1.8%           | --                  | --       | --       | --       |
| Foster Youth                                  | --               | --            | --             | --                  | --       | --       | --       |

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- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 8

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Achievement |          |          |          |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
|   |                  |               |                | Level 1*            | Level 2* | Level 3* | Level 4* |
| All Students                                  | 142              | 135           | 95.1%          | 66%                 | 18%      | 8%       | 7%       |
| Male  | 142              | 69            | 48.6%          | 71%                 | 20%      | 4%       | 4%       |
| Female  | 142              | 66            | 46.5%          | 61%                 | 15%      | 12%      | 9%       |
| Black or African American                     | 142              | 4             | 2.8%           | --                  | --       | --       | --       |
| American Indian or Alaska Native              | 142              | 0             | 0%             | --                  | --       | --       | --       |
| Asian   | 142              | 11            | 7.7%           | 27%                 | 18%      | 18%      | 36%      |
| Filipino                                      | 142              | 12            | 8.5%           | 58%                 | 25%      | 8%       | 8%       |
| Hispanic or Latino                            | 142              | 107           | 75.4%          | 71%                 | 16%      | 7%       | 4%       |
| Native Hawaiian or Pacific Islander           |                  |               |                |                     |          |          |          |
| White   |                  |               |                |                     |          |          |          |
| Two or More Races                             | 142              | 1             | 0.7%           | --                  | --       | --       | --       |
| Socioeconomically Disadvantaged               | 142              | 121           | 85.2%          | 69%                 | 17%      | 7%       | 5%       |
| English Learners                              | 142              | 57            | 40.1%          | 88%                 | 11%      | 2%       | 0%       |
| Students with Disabilities                    | 142              | 26            | 18.3%          | 92%                 | 4%       | 0%       | 0%       |
| Students Receiving Migrant Education Services | 142              | 2             | 1.4%           | --                  | --       | --       | --       |
| Foster Youth                                  | --               | --            | --             | --                  | --       | --       | --       |

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

## California Standards Tests for All Students in Science – Three-Year Comparison

| Subject                                | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|--|---|---------|---------|----------|---------|---------|---------|---------|---------|
|  | School  |         |         | District |         |         | State   |         |         |
|  | 2012-13   | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science<br>(grades<br>5, 8, and<br>10) | 41%   | 35%     | 33%     | 50%      | 52%     | 47%     | 59%     | 60%     | 56%     |

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group                    | Percent of Students Scoring at Proficient or Advanced | Student Group                                 | Percent of Students Scoring at Proficient or Advanced |
|----------------------------------|---|---|---|
| All Students in the LEA          | 47%   | Native Hawaiian or Pacific Islander           |   |
| All Students at the School       | 33%   | White   |   |
| Male                             | 32%   | Two or More Races                             | –   |
| Female                           | 32%   | Socioeconomically Disadvantaged               | 30%   |
| Black or African American        | –   | English Learners                              | 8%  |
| American Indian or Alaska Native |   | Students with Disabilities                    | 11%   |
| Asian                            | 72%   | Students Receiving Migrant Education Services | –   |
| Filipino                         | –   | Foster Youth                                  | –   |
| Hispanic or Latino               | 28%   |   |   |

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 OUTCOME

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

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

## California Physical Fitness Test Results (School Year 2014-15)

| 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           |   |   |  |
| 7           | 15.7%   | 22.2%   | 17%  |
| 9           |   |   |  |

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 school site.

### 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 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   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2012-13 | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 6.61    | 2.45    | 7.76    | 3.41     | 2.28    | 3.22    | 5.07    | 4.36    | 3.8     |
| Expulsions  | 0       | 0       | 0       | 0.01     | 0       | 0       | 0.13    | 0.1     | 0.09    |

## 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. 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.

## 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 2014-15)

| AYP Criteria                                   | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall                               | Yes    | Yes      | Yes   |
| Met Participation Rate - English-Language Arts | Yes    | Yes      | Yes   |
| Met Participation Rate - Mathematics           | Yes    | Yes      | Yes   |
| Met Percent Proficient - English-Language Arts | N/A    | N/A      | N/A   |
| Met Percent Proficient - Mathematics           | N/A    | N/A      | N/A   |
| Met Attendance Rate                            | Yes    | Yes      | Yes   |
| Met Graduation Rate                            | N/A    | N/A      | Yes   |

## Federal Intervention Program (School Year 2015-16)

| 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 NA values do not require data.



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

| Subject        | Avg. Class Size | 2012-13<br>Number of Classes* |       |     | Avg. Class Size | 2013-14<br>Number of Classes* |       |     | Avg. Class Size | 2014-15<br>Number of Classes* |       |     |
|----------------|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|
|                |                 | 1-22                          | 23-32 | 33+ |                 | 1-22                          | 23-32 | 33+ |                 | 1-22                          | 23-32 | 33+ |
| English        | 22              | 16                            | 22    | 2   | 22              | 15                            | 22    | 2   | 22              | 8                             | 18    |     |
| Mathematics    | 20              | 10                            | 12    |     | 22              | 7                             | 8     | 2   | 23              | 5                             | 7     | 1   |
| Science        | 25              | 4                             | 11    | 3   | 26              | 3                             | 8     | 3   | 27              | 2                             | 7     | 2   |
| Social Science | 25              | 5                             | 8     | 5   | 26              | 3                             | 9     | 2   | 23              | 5                             | 7     | 1   |

\* 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 2014-15)

| Title   | Number of FTE*<br>Assigned to School | Average Number of Students<br>per<br>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   | 1                                    | N/A   |
| Speech/Language/Hearing Specialist                  | .5                                   | 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 2013-14)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site                                   | \$8,382                      | \$2,225  | \$6,157                                       | \$69,773               |
| District                                      | N/A                          | N/A  | \$6,466                                       | \$70,088               |
| Percent Difference – School Site and District | N/A                          | N/A  | -4.78%  | -0.45%                 |
| State   | N/A                          | N/A  | \$5,348                                       | \$72,993               |
| Percent Difference – School Site and State    | N/A                          | N/A  | 15.13%  | -4.41%                 |

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

## Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$47,266        | \$43,091                                     |
| Mid-Range Teacher Salary                      | \$73,584        | \$70,247                                     |
| Highest Teacher Salary                        | \$85,887        | \$89,152                                     |
| Average Principal Salary (Elementary)         | \$108,978       | \$112,492                                    |
| Average Principal Salary (Middle)             | \$114,421       | \$116,021                                    |
| Average Principal Salary (High)               |                 | \$117,511                                    |
| Superintendent Salary                         | \$204,900       | \$192,072                                    |
| Percent of Budget for Teacher Salaries        | 43%             | 41%  |
| Percent of Budget for Administrative Salaries | 6%              | 6%   |

NOTE: 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. We focus is also in the areas of DOK, Backward Design, and use of Technology in the classroom with an emphasis on Project Based Learning and STEM implementation.

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.