

Lee Mathson Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Lee Mathson Middle School
Street	2050 Kammerer Avenue
City, State, Zip	San Jose CA, 95116
Phone Number	(408) 928-7950
Principal	Oscar Leon
E-mail Address	oscar.leon@arUSD.org
Web Site	http://www.arUSD.org/Domain/1055
CDS Code	43-69369-6046197

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

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

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 2015-16)

Grade Level	Number of Students
Grade 6	99
Grade 7	112
Grade 8	157
Total Enrollment	368

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	13.6
Filipino	6.8
Hispanic or Latino	75.3
Native Hawaiian or Pacific Islander	0.3
White	1.1
Two or More Races	0.5
Socioeconomically Disadvantaged	93.8
English Learners	33.7
Students with Disabilities	16.3
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	19	17	496
Without Full Credential	3	0	4	43
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	0

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.7	19.4
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
Low-Poverty Schools in District	0.0	0.0

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

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

Year and month in which data were collected: January 2016

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	21	23	34	39	44	48
Mathematics	15	11	25	30	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	105	104	99.0	11.5
	7	120	118	98.3	24.6
	8	163	160	98.2	28.5
Male	6	55	55	100.0	7.3
	7	70	69	98.6	18.8
	8	94	91	96.8	26.7
Female	6	50	49	98.0	16.3
	7	50	49	98.0	32.6
	8	69	69	100.0	30.9
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	18	18	100.0	38.9
	8	23	23	100.0	52.2
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	11	10	90.9	40.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	6	80	80	100.0	5.0
	7	90	89	98.9	20.2
	8	125	123	98.4	21.5
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
Two or More Races	6	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	95	95	100.0	10.5
	7	111	109	98.2	22.9
	8	153	150	98.0	26.4
English Learners	6	46	46	100.0	2.2
	7	38	37	97.4	2.7
	8	50	47	94.0	6.4
Students with Disabilities	6	21	21	100.0	
	7	25	25	100.0	
	8	19	19	100.0	5.3
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	105	103	98.1	8.8
	7	119	116	97.5	14.0
	8	163	159	97.5	9.5
Male	6	55	55	100.0	5.6
	7	70	69	98.6	14.5
	8	94	91	96.8	11.1
Female	6	50	48	96.0	12.5
	7	49	47	95.9	13.3
	8	69	68	98.5	7.3
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	18	18	100.0	27.8
	8	23	23	100.0	34.8
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	11	10	90.9	40.0
Hispanic or Latino	6	80	78	97.5	2.6
	7	89	87	97.8	9.4
	8	125	122	97.6	2.5
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
Two or More Races	6	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	95	93	97.9	7.6
	7	111	109	98.2	13.1
	8	153	149	97.4	7.4
English Learners	6	46	45	97.8	2.2
	7	38	37	97.4	2.8
	8	50	47	94.0	
Students with Disabilities	6	21	20	95.2	5.3
	7	25	24	96.0	
	8	19	19	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	35	33	27	52	47	49	60	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	163	159	97.6	27.0
Male	94	90	95.7	34.4
Female	69	69	100.0	17.4
Asian	23	23	100.0	52.2
Filipino	11	10	90.9	30.0
Hispanic or Latino	125	122	97.6	22.1
Socioeconomically Disadvantaged	153	149	97.4	24.2
English Learners	50	47	94.0	8.5
Students with Disabilities	19	19	100.0	15.8

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.8	21.6	20.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.5	7.8	10.6	2.3	3.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	15	22	2	22	8	18					
Mathematics	22	7	8	2	23	5	7	1				
Science	26	3	8	3	27	2	7	2				
Social Science	26	3	9	2	23	5	7	1				

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,382	2,225	6,157	69,773
District	N/A	N/A	6,466	\$74,018
Percent Difference: School Site and District	N/A	N/A	-4.8	-5.7
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	8.5	-7.1

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

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

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

Professional Development (Most Recent Three Years)

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.