

# Lee Mathson Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Lee Mathson Middle School
<b>Street</b>	2050 Kammerer Avenue
<b>City, State, Zip</b>	San Jose CA, 95116
<b>Phone Number</b>	(408) 928-7950
<b>Principal</b>	Vince Iwasaki
<b>E-mail Address</b>	rigoberto.gomez@arusd.org
<b>Web Site</b>	<a href="http://www.arusd.org/Domain/1055">http://www.arusd.org/Domain/1055</a>
<b>CDS Code</b>	43-69369-6046197

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

### School Description and Mission Statement (School Year 2018-19)

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 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 6	93
Grade 7	116
Grade 8	92
<b>Total Enrollment</b>	301

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	3.3
American Indian or Alaska Native	0.0
Asian	13.0
Filipino	6.6
Hispanic or Latino	74.1
Native Hawaiian or Pacific Islander	0.7
White	1.7
Socioeconomically Disadvantaged	92.0
English Learners	40.9
Students with Disabilities	20.3
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	17	16	16	
Without Full Credential	4	4	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- 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/Adelante (ELA and ELD) 2016- Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood		

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm. C3: T-stat cover is broken. Rm.D3: T-stat cover is off needs new T-stat. Rm.-E3: T-stat cover is broken. Rm. E3: T-Stat cover is broken.
<b>Interior:</b> Interior Surfaces	Good	Rm. E1: Missing clock. Rm.B2: Ceiling tile need to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Rm. Custodian room: Two light bulbs not working. Rm.F8: one of the fixture needs new light bulbs. Rm.F9: Two of the ceiling lights are out. Rm.B1: Right of the white board track is missing cover for outlet. Rm.B6: Lights need plastic covers.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Rm. D-wing Boys' restroom: Toilet partition's damaged. Rm. D-wing Boys' restroom: one door is missing. Rm.E2: Faucet doesn't turn on. Rm.F9: Water fountain loose needs to be tightened. Rm.B1: Sink has no water. Rm.B3: 3 out of 4 faucets turn on.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm.-D3: Front door peep hole missing. Rm.D4: Door is missing peephole.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	26.0	31.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	16.0	16.0	33.0	33.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	291	98.31	31.03
Male	145	142	97.93	28.37
Female	151	149	98.68	33.56
Black or African American	11	11	100.00	36.36
Asian	37	37	100.00	43.24
Filipino	19	19	100.00	47.37
Hispanic or Latino	217	214	98.62	24.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	271	266	98.15	28.30
English Learners	190	186	97.89	22.16
Students with Disabilities	43	43	100.00	9.30
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	290	97.64	15.52
Male	146	141	96.58	14.89
Female	151	149	98.68	16.11
Black or African American	11	11	100	9.09
Asian	37	37	100	32.43
Filipino	19	19	100	26.32
Hispanic or Latino	218	213	97.71	10.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	271	265	97.79	13.58
English Learners	191	185	96.86	10.27
Students with Disabilities	44	43	97.73	2.33
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.9	21.9	10.5

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 (School Year 2018-19)

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, Vince Iwasaki, 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	10.6	12.7	18.5	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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.

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

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	5	6	2	15.0	13	7		17.0	13	3	
Mathematics	21.0	5	6	2	19.0	4	7		21.0	5	5	
Science	24.0	3	5	3	20.0	3	7		21.0	5	5	
Social Science	24.0	3	4	4	23.0	1	7		24.0	4	2	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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,317.58	\$2,317.10	\$5,000.47	\$78,859
District	N/A	N/A	\$1,148.34	\$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-13.6
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	-11.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,262	\$50,084
Mid-Range Teacher Salary	\$86,034	\$80,256
Highest Teacher Salary	\$102,376	\$100,154
Average Principal Salary (Elementary)	\$119,374	\$125,899
Average Principal Salary (Middle)	\$131,610	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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.