

# Lee Mathson Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

#### **School Contact Information (School Year 2019-20)**

Entity	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	Vince Iwasaki
Email Address	vince.iwasaki@arUSD.org
Website	<a href="https://mathson.arUSD.org/">https://mathson.arUSD.org/</a>
County-District-School (CDS) Code	43-69369-6046197

Entity	Contact Information
<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>Email Address</b>	hilaria.bauer@arUSD.org
<b>Website</b>	www.arUSD.org

### School Description and Mission Statement (School Year 2019-20)

The mission of Mathson Middle School is to equip all students with the skills and knowledge necessary to succeed in high school, college, career, and life, and to make a positive impact on our community.

We are implementing restorative practices with the support of SEEDS to strengthen our community and build individual and collective skills for self-awareness, self-control, self-advocacy, conflict resolution, and relationship building that changes lives. We know that a supportive school that meets students social and emotional needs is essential for student success in our community.

We are also working to make our teaching practices more inclusive through work with the Inclusion Collaborative (Santa Clara County Office of Education). We know that every student has unique learning needs and abilities and we are building our collective teaching practice to reach every student in our classrooms.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Grade 6</b>	93
<b>Grade 7</b>	93
<b>Grade 8</b>	107
<b>Total Enrollment</b>	293

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
<b>Black or African American</b>	3.8
<b>Asian</b>	13
<b>Filipino</b>	5.1
<b>Hispanic or Latino</b>	73.4
<b>Native Hawaiian or Pacific Islander</b>	1.7
<b>White</b>	2
<b>Two or More Races</b>	1
<b>Socioeconomically Disadvantaged</b>	93.9
<b>English Learners</b>	37.5
<b>Students with Disabilities</b>	16
<b>Homeless</b>	1.4

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	16	12	433
Without Full Credential	4	2	1	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019- Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Family Life - Planned Parenthood	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Mathson Middle School is monitored by the Williams Act which addresses sufficiency of instructional materials, qualified teaching staff, and status of facilities. Mathson Middle School has passed its Williams Act inspections in each of the past four years with no issues. The last Williams Act inspection (and Facility Inspection Tool completion) was done September, 2019.

There are no significant facility repairs outstanding.

The only outstanding issue which the district is working to correct is improving the athletic fields.

Overall the school was determined to be in good repair.

### 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

**Year and month of the most recent FIT report:** November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm: G-Electrical room-Condensation of ice on pipes unit.
<b>Interior:</b> Interior Surfaces	Fair	Rm: Girls PE rooms-Paint is peeling. Rm: G-electrical room-Hole on ceiling. Rm: E4-Water stains on Ceiling. Rm: Counselor Room-Water stains on Ceiling.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm: Boiler room-Dirt and dust.
<b>Electrical:</b> Electrical	Poor	Rm: Girls Restroom-Replace light tubes. Rm: G-Electrical room-Electric boxes need cover. Rm: F7-Replace light fixture. Rm: F8-Replace light tubes. Rm: F9-Replace light tubes. Rm: F10-Replace light tubes. Rm: Electrical room-Replace light tubes. Rm: E4-Broken Fixture light. Rm: E5-Replace light tubes. Rm: Kitchen-Electrical Box need cover on wall. Rm: Kitchen-Replace light tubes. Rm: Music room-No light fixtures on storage room.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Rm: Girls PE rooms-No Fire Extinguisher.
<b>Structural:</b> Structural Damage, Roofs	Good	Rm: G-Electrical room-Severe crack on wall.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Fair	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	31	34	41	40	50	50
<b>Mathematics (grades 3-8 and 11)</b>	16	19	33	33	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	285	277	97.19	2.81	34.30
<b>Male</b>	148	143	96.62	3.38	32.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	137	134	97.81	2.19	36.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	50.00
Filipino	15	15	100.00	0.00	46.67
Hispanic or Latino	210	202	96.19	3.81	29.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	265	257	96.98	3.02	31.91
English Learners	173	168	97.11	2.89	22.02
Students with Disabilities	35	33	94.29	5.71	9.09
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	284	277	97.54	2.46	19.13
Male	147	144	97.96	2.04	21.53
Female	137	133	97.08	2.92	16.54
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	38.89
Filipino	15	15	100.00	0.00	46.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	209	203	97.13	2.87	12.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	264	257	97.35	2.65	15.95
English Learners	172	169	98.26	1.74	11.24
Students with Disabilities	35	33	94.29	5.71	6.06
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	21.4	19.0	3.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Moving from childhood to adulthood is difficult, and students need support through those changes. We know parents are a child's first and most important teachers, so we want to work together with parents to support students. This happens in three primary ways:

1. **Teacher Parent communication.** All staff are piloting Class Dojo as a communication tool with parents. Class Dojo allows teachers to easily show parents the good things students are doing in class. It also facilitates communication with parents when things are not going well in class. The tool also supports parents sharing concerns and questions with teachers.
2. **Learner-Led Conferences.** During first quarter, all parents are invited to participate in conferences with the teacher led by the student in which the student explains how they earned their grades, what they are proud of, where they are struggling, and what support they need to become their best selves. These conferences run about 30 minutes. During second, third, and fourth quarters, parents can schedule Learner-Led conferences with the teacher, but the focus will be on students who are struggling on campus.
3. **The most important thing our parents do to support their students is to talk with them about what is going on at school and what students are learning.** The time spent talking about school tells students that this is something the family values and leads students to work hard at learning.

Parents also participate in the following structured activities:

1. **Monthly principal coffees.** These include classroom tours, presentations on topics of interest, and an open question, concern, and answer period.
2. **School Site Council / English Learner Advisory Committee.** At Mathson these two committees are combined. They have responsibility for reviewing the performance of the school and for authorizing school budget.
3. **Mathson Celebrates!** These happen quarterly to celebrate student academic achievement, attendance, sports & music achievement, and general service to the school.
4. **LCAP meetings** are scheduled every year for parents to understand how LCAP funds are allocated and to provide input into how they would like to see the funds used.
5. **Last year, Mathson became a Comprehensive Support & Improvement (CSI) school** and parents provided input (and as School Site Council approved) how those funds would be spent.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	12.7	18.5	4.2	2.8	3.8	2.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



## School Safety Plan (School Year 2019-20)

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 January, 2020. 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	15	13	7		17	13	3		20	5	6	
Mathematics	19	4	7		21	5	5		22	3	6	
Science	20	3	7		21	5	5		22	3	6	
Social Science	23	1	7		24	4	2	1	22	3	6	

\*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.

## Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	293.0

\*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.

## Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,398.08	3,779.09	11,618.99	84,892.39
District	N/A	N/A	\$1,148.34	\$87,160.00
Percent Difference - School Site and District	N/A	N/A	164.0	-2.6
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	43.0	2.7

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 2018-19)

Mathson Middle School supports all students.

Services in place through school personnel include:

1. Counseling support (academic, socio-emotional, crisis management) through school counselor and a counseling intern.
2. Community Liaison working with parents to encourage greater participation in their children's education and to address specific family needs.
3. Community Circles to strengthen the school community - conducted at least once weekly for every cohort of students.
4. Embedded English Language Development (ELD) in all classes using the Constructing Meaning model.
4. Zero Period ELD class targeting students who do not speak English.
5. Intermediate and Advanced band classes.
6. Athletics teams (cross-country, basketball, volleyball, soccer, track) - all sports include a boys and girls team.
7. Community Liaison working with

Services in place through partner organizations include:

1. City Year (classroom support serving all students in the class, twice weekly tutoring support serving 40 students schoolwide, daily after school program serving 80 students from 3-6pm with homework support & enrichment).
2. Tutoring - especially for Newcomers - through Amigos de Guadalupe daily after school from 3-5:30pm.
3. STEAM Enrichment Lab through the Alliance for Youth (formerly Alum Rock Education Foundation) - 4 days / week after school.
4. Pro-Social activities, mentoring, family support, and case management through New Hope for Youth (on campus daily).
5. Pro-Social activities and mentoring through City Peace Project (on campus weekly).
6. Learning about how our choices legally affect our lives and 1-2 mentoring spots through FLY (Fresh Lifelines for Youth).
7. Counseling through community-based organizations (Alum Rock Counseling Center, Uplift, Starlight).

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$45,741
Mid-Range Teacher Salary	\$89,476	\$81,840

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$106,470	\$102,065
Average Principal Salary (Elementary)	\$119,374	\$129,221
Average Principal Salary (Middle)	\$131,610	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

Staff professional development is focused on three areas:

1. Restorative practices using the SEEDS (Oakland, CA) model - includes all-staff PD and individual observation & coaching.
2. Improving student access to learning with support from the Inclusion Collaborative (Santa Clara County Office of Education) - includes all-staff PD and individual observation & coaching.
3. Improving communication with parents by implementing school-wide parent communication tool (Class Dojo).

Staff development is delivered:

1. 1 Day: District-wide all-staff mandatory PDs (Health & Safety, Run-Hide-Defend, etc).
2. 1 Day: Site-specific before school.
3. 1 Day: Site-specific in October.
4. During staff meetings - we tend to run two-hour staff meetings for our heavier professional development times.

Teachers are supported during implementation with coaching and monitoring.