

Tom Matsumoto Elementary School

4121 Mackin Woods Lane • San Jose CA, 95135 • (408) 270-4873 • Grades K-6

Leila Welch, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Evergreen Elementary School District

3188 Quimby Road
San Jose CA, 95148
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District Governing Board

Sylvia Alvarez
Sylvia Arenas
Bonnie Mace
Vince Songcayawon
Jim Zito

District Administration

Katherine Gomez
Superintendent
Mustafa "Moe" Zwebti
Director of Technology
Dan Deguara
Assistant Superintendent
Gary Kishimoto
Director of Pupil Services
Carole Schmitt
Director of Human Resources
Charles Crosby
**Director of Communications and
Community Engagement**
Denise Williams
Director of Instruction
Nelly Yang
Chief Business Officer
Rick Navarro
Director of Operations

Principal's Message

Tom Matsumoto Elementary School, established in 1998, is a fully modern and technologically-advanced elementary school. Matsumoto is a 2004 'No Child Left Behind' Blue Ribbon School as well as a 2002, 2006, 2010 and a 2014 California Distinguished School. Our staff is dedicated to providing the best possible educational program for our incredible students. Our API scores continue to be strong, resulting in an API of 985 for the 2013 spring STAR test. This year, 2014-15 is the first year to report state testing data since the spring of 2013. Our 2015 CAASPP baseline scores area as follows: 87% of our students met or exceeded standards in English Language Arts/Literacy and 97% met or exceed standards in Mathematics. Our students continue to amaze me with their academic prowess, and they are just as skilled in their interactions with others. I am very proud of them!

Our school offers a rigorous and challenging curriculum that is differentiated for our students. Our children learn from a staff that is dedicated to providing not only a strong academic program, but one that helps our students understand their responsibility as citizens. They are given opportunities to make choices and assume responsibility so that they may become contributing members of our society. As our children develop a positive sense of self, they will be equally as successful in school as they are outside of school. Our students are respectful of themselves and of others and see themselves as members of a community. We value each child, parent, and staff member and model good behavior. We strive to create an environment of trust and caring, representative of our larger community, that allows all of our wonderful children to soar.

School Mission Statement

Tom Matsumoto Elementary School students will...

- meet or exceed grade level standards in English/Language Arts, English Language Development, Mathematics, Science and Social Studies.
- experience quality curriculum delivered through differentiated instruction based upon students' needs, research and best practices.
- accept responsibility for their words and actions.
- demonstrate respect for themselves and others in our culturally diverse community.
- resolve all conflict peacefully.
- develop and maintain healthy relationships with peers and adults.

Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Matsumoto Elementary School is located in the southeast quadrant of the district's borders. In the 2014-15 school year, the school served 829 transitional kindergarten through sixth grade on a traditional calendar schedule. Currently 766 students grades transitional kindergarten through 6th grade are enrolled at Matsumoto. The chart displays school enrollment broken down by ethnicity.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

About the SARC

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/guardians and community members should contact the school at (408) 270-4873 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	100
Grade 2	94
Grade 3	132
Grade 4	139
Grade 5	123
Grade 6	134
Total Enrollment	820

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
Asian	84.6
Filipino	4.4
Hispanic or Latino	3.9
White	4.6
Two or More Races	1.8
Socioeconomically Disadvantaged	4.1
English Learners	14.3
Students with Disabilities	6

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			
Tom Matsumoto Elementary School	13-14	14-15	15-16
With Full Credential		32	
Without Full Credential			
Teaching Outside Subject Area of Competence		0	
Evergreen Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Tom Matsumoto Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	98.4	1.6
Low-Poverty Schools	99.8	0.2

* 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 2015-16)

Evergreen School District held a Public Hearing on October 9, 2014, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in September 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

Textbooks and Instructional Materials Year and month in which data were collected: October 9, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adopted in 2009 (Grade K-6): MacMillan/McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Adopted in 2008 (Grade K): Harcourt Adopted in 2008 (Grade 1-5): Houghton Mifflin Adopted in 2008 (Grade 6): Glencoe (MacMillan/McGraw Hill) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Adopted in 2007 (Grade K): Pearson Scott Foresman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Adopted in 2006: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Tom Matsumoto Elementary, originally constructed in 1998, is currently comprised of 23 permanent classrooms, 14 portable classrooms, two Specialist rooms, a psychologist room, an RSP room, a speech room, a media center comprised of a computer lab and a library, a Forum (a multi-use room), a staff lounge, a workroom, a conference room, a stage area, and two playgrounds. The school's playground and track were resurfaced between 2005 and 2007. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

Tom Matsumoto Elementary School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by Tom Matsumoto Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/19/2015

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 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], 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.10	16.40	66.40

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	87	61	44
Math	87	57	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	77
All Student at the School	96
Male	97
Female	96
Black or African American	--
Asian	97
Filipino	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	97	100	96	78	79	77	59	60	56

* Results are for grades 5, 8, and 10. 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	136	136	100.0	7	15	25	52
	4	141	139	98.6	4	6	26	64
	5	122	122	100.0	6	7	30	57
	6	136	132	97.1	2	4	29	66
Male	3		68	50.0	10	15	32	43
	4		75	53.2	7	4	29	60
	5		69	56.6	7	10	32	51
	6		52	38.2	0	8	23	69
Female	3		68	50.0	4	15	18	62
	4		64	45.4	0	9	22	69
	5		53	43.4	4	4	26	66
	6		80	58.8	3	1	33	64
Black or African American	3		1	0.7	--	--	--	--
	4		2	1.4	--	--	--	--
	5		1	0.8	--	--	--	--
	6		1	0.7	--	--	--	--
Asian	3		110	80.9	6	13	25	55
	4		120	85.1	3	5	25	68
	5		106	86.9	6	7	28	59
	6		110	80.9	1	2	25	73
Filipino	3		6	4.4	--	--	--	--
	4		5	3.5	--	--	--	--
	5		3	2.5	--	--	--	--
	6		10	7.4	--	--	--	--
Hispanic or Latino	3		5	3.7	--	--	--	--
	4		4	2.8	--	--	--	--
	5		7	5.7	--	--	--	--
	6		3	2.2	--	--	--	--
White	3		9	6.6	--	--	--	--
	4		5	3.5	--	--	--	--
	5		5	4.1	--	--	--	--
	6		5	3.7	--	--	--	--
Two or More Races	3		4	2.9	--	--	--	--
	4		3	2.1	--	--	--	--
	6		3	2.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		1	0.7	--	--	--	--
	4		2	1.4	--	--	--	--
	5		4	3.3	--	--	--	--
	6		2	1.5	--	--	--	--
English Learners	3		30	22.1	10	17	37	37
	4		15	10.6	27	20	33	20
	5		6	4.9	--	--	--	--
	6		4	2.9	--	--	--	--
Students with Disabilities	3		7	5.1	--	--	--	--
	4		10	7.1	--	--	--	--
	5		3	2.5	--	--	--	--
	6		4	2.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. 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.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	136	136	100.0	4	10	38	47
	4	141	141	100.0	2	15	30	52
	5	122	122	100.0	4	10	26	60
	6	136	134	98.5	1	4	17	77
Male	3		68	50.0	3	12	38	47
	4		76	53.9	3	12	32	54
	5		69	56.6	4	9	20	67
	6		53	39.0	0	6	8	87
Female	3		68	50.0	6	9	38	47
	4		65	46.1	2	18	29	51
	5		53	43.4	4	11	34	51
	6		81	59.6	2	4	23	70

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		1	0.7	--	--	--	--
	4		2	1.4	--	--	--	--
	5		1	0.8	--	--	--	--
	6		1	0.7	--	--	--	--
Asian	3		110	80.9	3	6	36	55
	4		120	85.1	0	13	30	58
	5		106	86.9	4	8	24	64
	6		110	80.9	1	3	12	85
Filipino	3		6	4.4	--	--	--	--
	4		7	5.0	--	--	--	--
	5		3	2.5	--	--	--	--
	6		11	8.1	0	18	45	36
Hispanic or Latino	3		5	3.7	--	--	--	--
	4		4	2.8	--	--	--	--
	5		7	5.7	--	--	--	--
	6		3	2.2	--	--	--	--
White	3		9	6.6	--	--	--	--
	4		5	3.5	--	--	--	--
	5		5	4.1	--	--	--	--
	6		6	4.4	--	--	--	--
Two or More Races	3		4	2.9	--	--	--	--
	4		3	2.1	--	--	--	--
	6		3	2.2	--	--	--	--
Socioeconomically Disadvantaged	3		1	0.7	--	--	--	--
	4		2	1.4	--	--	--	--
	5		4	3.3	--	--	--	--
	6		2	1.5	--	--	--	--
English Learners	3		30	22.1	7	3	43	47
	4		15	10.6	13	27	47	13
	5		6	4.9	--	--	--	--
	6		4	2.9	--	--	--	--
Students with Disabilities	3		7	5.1	--	--	--	--
	4		10	7.1	--	--	--	--
	5		3	2.5	--	--	--	--
	6		4	2.9	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. 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.

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

The parents and community are very supportive of the educational program at Tom Matsumoto Elementary School. Parents are encouraged to become more involved by volunteering at the school, participating in activities during and outside of the school day and joining school committees and councils such as the Parent Teacher Association (PTA), the English Learner Advisory Committee (ELAC), and the School Site Council (SSC).

Parent Assessment Night is offered during the school year to help our families understand better how well we are doing in relationship to state and local assessments. It is an opportunity for the administration to detail the various forms of school and district assessment, elaborate on how progress is measured, and highlight past and present data.

Parents are invited to participate in numerous family nights and the ABC (Asset Building Champions) program, sponsored by Project Cornerstone. Our school receives support from numerous local businesses and community organizations, many of which offer matching grants for donations their employees contribute to our school.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 223-4873.

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.

School Safety Plan

The safety of students and staff is a primary concern at Tom Matsumoto Elementary. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by administrators, noon-duty aides, and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in November 2014 by the Emergency Response Team (ERT). The date for the next review is December 2015. Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- Schoolwide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.12
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.81	0.81	0.44
Expulsions Rate	0.04	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		83.3

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	22	24	21	1	1	1	3	3	4			
1	23	25	23				4	4	4			
2	23	23	21			1	6	5	3			
3	24	23	24				6	6	6			
4	32	26	31				4	5	3			1
5	33	30	28					4	5	4		
6	29	28	34				5	5				4

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.05
Library Media Services Staff (Paraprofessional)	.938
Psychologist	.41
Social Worker	
Nurse	.16
Speech/Language/Hearing Specialist	.77
Resource Specialist	
Other	as needed
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,883	\$43,091
Mid-Range Teacher Salary	\$82,337	\$70,247
Highest Teacher Salary	\$95,645	\$89,152
Average Principal Salary (ES)	\$123,466	\$112,492
Average Principal Salary (MS)	\$130,270	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,000	\$192,072
Percent of District Budget		
Teacher Salaries	48%	41%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- Economic Impact Aid
- School & Library Improvement Program
- Title I, Targeted Assistance (for these schools: Cadwallader, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

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., 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.

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in Professional Learning Communities (PLC's), conferences, and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

The administration along with the teachers of Tom Matsumoto Elementary School seek out opportunities to travel off site to attend workshops, conferences, and inservices with the understanding that those staff members will bring back information to share with all staff. As we implement the Common Core State Standards, our focus has been on shifts in teaching strategies, observation of deployment of the CCSS in other schools and districts, and the practical of use of technology for problem solving, critical thinking, and testing.

Our instructional coach has been instrumental in helping our teachers and staff understand best teaching practices and helps to ensure that teachers feel supported in the classroom. The Coach is available to teach lessons, provide feedback, and gather materials for use in the classroom. The coach works with teachers at weekly staff meetings, plans and develops lessons with the teachers throughout the year, and meets regularly with the principal to ensure all goals and teacher needs are being addressed.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,130	110	5,019	86,457
District	♦	♦	\$6032	\$82,899
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-16.8	6.8
Percent Difference: School Site/ State			7.0	22.1

* Cells with ♦ do not require data.