



**MARY TSUKAMOTO
ELEMENTARY**
8737 Brittany Park Dr
Sacramento, CA 95828
(916) 689-7580

Board of Education
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Hours of Operation

Our office is open from 7:30 a.m. to 4:00 p.m. Monday through Friday. Parents and guardians are always welcome to visit the office to address any questions or concerns they may have about the school or their children. Our friendly and helpful office staff will graciously assist parents with registering and enrolling their children, and will gladly provide information about programs at the school.

School Highlights and Awards

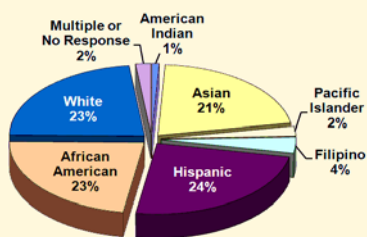
- Increased API by 12 points, 2007-2008
- Recipient of the Enhancing Education Through Technology Grant

Student Demographics

	School	District
Enrollment	1,032	61,573
English Learners	213	10,241
Languages Spoken	16	72
Students of Poverty	621	29,915
GATE	7	3,784

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

A Message From the Principal

Mary Tsukamoto Elementary
A Community of Lifelong Learners!

Mary Tsukamoto Elementary School aims to foster a love of learning in an innovative, cooperative climate which empowers all students to become competent, productive, caring and responsible citizens in the image of its namesake. Throughout the years, Mary Tsukamoto Elementary has earned the reputation of maintaining an exemplary educational program. Parent volunteers can be seen daily providing support and assistance in the classrooms, coaching team sports, supporting our performing arts programs, along with other school projects and activities. The community of parents, students, and staff members continues to focus on academic excellence while developing a strong sense of civic responsibility and respect. Visitors frequently remark on the exceptional sense of purpose and self-respect exhibited by students.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. The highly qualified teaching staff at Mary Tsukamoto Elementary is dedicated to promoting this mission among our students and families. Our teachers know they make a difference in the lives of their students, and they strive to support each other in this endeavor.

The safety of our students is this school's first priority. We emphasize cooperation and responsible, respectful behavior. All adults visiting campus are required to check in through the school office. The atmosphere of the school makes our students feel comfortable and secure. Please refer to the Parent-Student Handbook for more information about our programs, rules, and expectations.

Mark Leal, Principal
Mary Tsukamoto Elementary

Parental Involvement

There are a number of ways to become involved with your child's education. Parents can become involved by attending parent-teacher conferences, Back to School Night and Open House, and by joining the PTO or the School Site Council. Our school has an active PTO that supports our teachers, student recognition programs, and community involvement opportunities through fundraising efforts and hospitality events throughout the year. For more information on parent involvement opportunities, you may contact our office at 689-7580.

Teacher Credentials and Misassignments

Teacher Credentials		2007-2008
Total Number of Teachers		53
Total Full Credentials		53

SOURCE: 2007-2008 CBEDS, California Dept. of Education

Teacher Misassignments and Vacancies		2008-2009
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		0
Teacher Vacancies		0

SOURCE: 2008-2009, EGUSD

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

Our school has 39 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1992 and included 11 portable classrooms. An additional six portable classrooms were added in 1997.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. In addition, the Lead Custodian and Principal conduct weekly safety inspections throughout the campus.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 6/21/07

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Gas Leaks	x			None
Mechanical Systems	x			None
Windows/Doors/Gates (int. and ext.)	x			None
Interior Walls, Floors, and Ceilings	x			None
Hazardous Materials (int. and ext.)	x			None
Structural Damage	x			None
Fire Safety	x			None
Electrical (interior and exterior)	x			None
Pest/Vermin Infestation	x			None
Drinking Fountains (int. and ext.)	x			None
Restrooms	x			None
Sewer	x			None
Playground/School Grounds	x			None
Roofs	x			None
Overall Cleanliness	x			None

	Exemplary	Good	Fair	Poor
Overall Summary		x		

SOURCE: 2008-2009, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 26 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

School Average	
Kindergarten	19.5
Grade 1	19.9
Grade 2	19.4
Grade 3	20.0
Grade 4	25.9
Grade 5	25.8
Grade 6	25.7

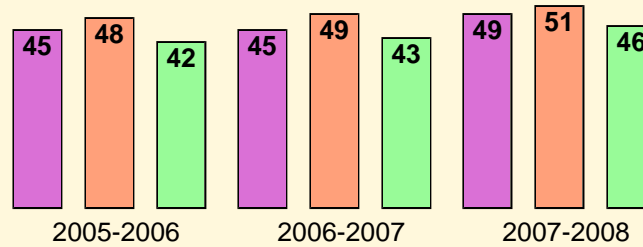
SOURCE: 2008 CBEDS, California Dept. of Education

California Standards Tests (CST)

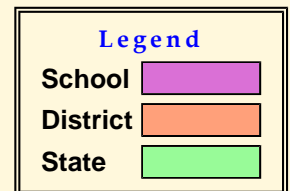
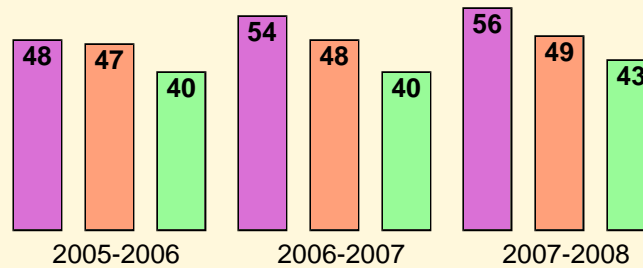
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.

English Language Arts



Math



SOURCE: Spring 2008, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Growth Score	780
Statewide Rank	6
Similar Schools Rank	6

SOURCE: 2007-2008, California Dept. of Education

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

Overall AYP Status Met	Yes
Program Improvement	N/A

SOURCE: 2007-2008, California Dept. of Education

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. During the 2007-2008, our school had a professional development emphasis on differentiating instruction to better meet the needs of all students. Grade level teams of teachers met in full and 1/2 day sessions to work with a specialist to develop their skills in using workshop time to address student needs.

In addition, our school has used minimum days as well as team meeting times to analyze assessment data, review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs.

During the 2007-2008 school year all teachers also participated in professional development regarding the implementation of our new Social Studies adoption.

Through our district's Trainer of Trainers program, four times per year, a team of teachers attend training on best teaching practices and returns to the site and shares the information they learned with the whole staff. Our teachers also take part in a district math professional development program for teachers of grades 3-7 that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers, who have been teaching fewer than two years, are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

School Safety Plan

Your child's safety is important to us at Mary Tsukamoto Elementary. Our staff reviewed and updated our School Safety Plan in September 2008. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. School safety drills are conducted monthly at Mary Tsukamoto Elementary. In addition, random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department supports us with occasional visits and quick response times when needs arise.

Specialized Programs

At our school highly qualified staff assists students with special learning needs. Bilingual Teaching Associates help our English Learners understand the core curriculum. Gifted and Talented (GATE) students participate in accelerated instruction and an after school extended day program. Our Learning Center Teachers and Instructional Assistants provide small group and individual instruction to special education students and others who need extra academic support. These support sessions occur both in the regular classroom and in small group settings in the Learning Center classrooms.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$40,721
Midrange	\$59,384	\$65,190
Highest	\$82,031	\$84,151
Principals		
Elementary	\$109,155	\$104,476
Middle	\$109,139	\$108,527
High	\$120,324	\$119,210
District Superintendent	\$221,536	\$210,769
Share of budget used for		
Teachers' salaries	45.4%	39.9%
Administrative salaries	4.7%	5.5%

SOURCE: FY 2006-2007, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Xavier De La Torre, Ed.D.
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities
L. Steven Winlock, Ed.D.
Associate Superintendent,
Elementary Education

Average Daily Attendance

	Percent
School	95.43%
District	95.37%

SOURCE: 2007-2008, EGUSD

Discipline

	School	District
Suspensions	130	12,551
Expulsions	0	224

SOURCE: 2007-2008, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2008)	61,573
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1