



Tom Matsumoto Elementary School

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Evergreen Elementary School District

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Data within this report are reflective of the 2006-07 school year, unless otherwise noted.

2007-2008 School Accountability Report Card

Principal's Message

Tom Matsumoto Elementary School was established in 1998. It is a fully modern and technologically advanced elementary school. The staff at Tom Matsumoto, a 2004 No Child Left Behind Blue Ribbon School and a 2006 California Distinguished School, is dedicated to providing the best possible educational program for our students. We continued our quest for excellence by achieving a 2-point growth in our API score resulting in an API of 950 for the 2007 spring STAR test. A school should be a place where children are made to feel comfortable working at their proper pace. They should be working at learning those things that we, as educators and parents, feel students need to know and things that they want to know. They must be given opportunities to make choices and assume responsibility so that they may become contributing members of our democratic society. As children develop a positive self-concept along with their intellectual capacities, they will be successful in school and in their adult lives. We must develop an attitude in which respect for the individual is stressed and in which one feels a valuable part of the total organization. We must work toward a feeling of personal value for each child, parent, and staff member. In this way we can create, at Tom Matsumoto Elementary School, a feeling of trust and caring that will enhance the entire educational program.

School Mission Statement

Our vision manifests itself when our students:

- 1) Meet or exceed grade level standards in English Language Arts, English Language Development, Mathematics, Science and Social Studies.
- 2) Experience quality curriculum through differentiated instruction based upon students' needs, research and best practices.
- 3) Accept responsibility for their words and actions.
- 4) Demonstrate respect for themselves and others in our culturally diverse community
- 5) Demonstrate the ability to resolve conflict peacefully.
- 6) Develop and maintain healthy relationships with peers and adults.

School & Community Profile

Evergreen Elementary School District, located in the city of San Jose, is comprised of 15 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, located in the southeast quadrant of the district's borders, served 894 kindergarten through sixth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 4.6% "Socioeconomically Disadvantaged," 15.8% "English Learners," and 3.8% "Students with Disabilities."

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.

Discipline & Climate for Learning

Students at Matsumoto Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	2.0%
American Indian	0.2%
Asian	78.0%
Caucasian	7.0%
Filipino	5.1%
Hispanic	7.0%
Pacific Islander	0.6%
Multiple or No Response	0.0%

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children. The school supplements the district's discipline guidelines with the "Too Good for Drugs," "Be your Best," and "Safe & Caring Schools" programs.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, emails, Friday Folders, and the school marquee.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	6	7	2	691	613	787
Suspension Rate	0.74%	0.81%	0.22%	5.17%	4.57%	5.90%
Expulsions	0	0	0	14	29	36
Expulsion Rate	0.00%	0.00%	0.00%	0.10%	0.22%	0.27%

Student Recognition

Matsumoto Elementary recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:

- Perfect Attendance Awards
- Student-of-the-Week
- Accelerated Reader Awards
- Most Improved Awards
- Newsletter & *Evergreen Times* Recognition
- Honor Roll
- Mustang Money
- Sportsman Awards
- Citizenship Awards

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. In addition to numerous enrichment classes, extracurricular activities and programs include:

- Math & Book Clubs (3rd & 4th)
- Science Adventures
- Keyboarding
- Student Council
- Astronomy Night
- Annual Book Fair
- Homework Club
- Chess Club
- Choir
- All-school Play
- Dr. Seuss Night
- Math Night

School Leadership

Leadership at Matsumoto Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Mary Helmer for the past five years. Prior to this position, Ms. Helmer served as an assistant principal, teacher on special assignment, special education teacher, and math teacher.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include the following:

- Parent Teacher Association (PTA)
- Emergency Response Team (ERT)
- Evergreen GATE Advisory Committee (EGAC)
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Leadership Team
- Student Study Team

Class Size

Average class sizes and pupil-to-teacher ratios vary by grade level and subject area taught. Students receive additional in-class assistance from parent volunteers, instructional aides, and classroom buddies. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.



	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students		21-32 Students		33+ Students				
K	19	20	20	7	7	6	0	0	0	0	0	0
1st	19	20	20	6	7	7	0	0	0	0	0	0
2nd	18	20	20	7	6	6	0	0	0	0	0	0
3rd	19	20	20	6	8	7	0	0	0	0	0	0
4th	29	30	27	0	0	0	4	3	5	0	0	0
5th	28	31	28	0	0	0	3	3	3	0	0	0
6th	28	31	32	0	0	0	3	3	4	0	0	0
K-3	20	20	20	2	2	1	0	0	0	0	0	0
4th-6th	29	30	28	0	0	0	1	2	1	0	0	0

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Phone calls are made on a daily basis to the homes of absent students, while letters and home visits may occur when absences become habitual. The school reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling are not effective. This chart illustrates the enrollment trend by grade level for the most recent three-year period.

	Enrollment Trend by Grade Level		
	2004-05	2005-06	2006-07
K	114	119	120
1st	131	127	128
2nd	144	139	132
3rd	107	151	140
4th	118	108	146
5th	95	123	102
6th	105	101	126

School Facilities & Safety

Matsumoto Elementary, originally constructed in 1998, is currently comprised of 23 permanent classrooms, 14 portable classrooms, a GATE room, an EL room, a psychologist room, an RSP room, a speech room, a computer lab, a library, a cafeteria, a multipurpose room, a staff lounge, a workroom, a stage area, and two playgrounds. The school's playground and track were resurfaced between 2005 and 2007. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization.

School Safety

The safety of students and staff is a primary concern of Matsumoto Elementary. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by 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 fall 2007 by the Emergency Response Team (ERT). 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
- Current status of school crime
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Sexual harassment policy
- Notification to teachers
- Schoolwide dress code

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. The following chart displays the results of the most recent facilities inspection, provided by the district on March 3, 2008.

School Facility Conditions				
Date of Last Inspection: 11/23/2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			K1 - Too much ventilation; economizer found open all the way. Issue corrected when found.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Main Office Mens Restroom - Split seam in floor vinyl creating trip hazard; issue corrected.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			All Facilities - Numerous issues with fire panels; contracted to change panels.
Electrical (Interior and Exterior)	X			Portables 33-37 - Rooms noted as "too dark." Issue has been corrected.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			Main Office - Slight leak over entry door; issue corrected.
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

Matsumoto Elementary 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 Matsumoto Elementary's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen Elementary 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 Budget 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 the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Floor Systems

For the 2007-08 school year, Evergreen Elementary School District has budgeted \$540,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget. At the time of publication, the district's governing board had not approved any 2007-08 deferred maintenance projects for Matsumoto Elementary.

Counseling & Support Staff

In addition to academics, the staff at Matsumoto Elementary strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The table lists the support service personnel available at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	1	0.5
Bilingual Teacher	1	0.4
Health Aide	1	1.0
Librarian	2	As Needed
Library Media Assistant	2	0.8
Nurse	1	As Needed
Occupational Therapist	1	0.1
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
Speech and Language Specialist	1	0.4
Technology Aide	1	0.3

Special Education

Special education students receive therapeutic services such as Speech & Language Therapy, Occupational Therapy, and Adaptive Physical Education. The Resource Specialist Program (RSP) and Special Day Classes serve students with learning disabilities.



At-Risk Interventions

Interventions are provided on a daily basis for second through sixth grade students who meet "at-risk" criteria. First grade students receive extra support two days per week, and kindergarten students are provided with intervention one day per week.

English Learners

English Learner (EL) students receive direct, explicit English language instruction both in the classroom by the classroom teacher and in a pull-out program by an EL Specialist, as determined by need.

GATE

A Gifted and Talented Education (GATE) program is offered for identified students. The units of study are thematic and vary throughout the year.

Student Achievement & Testing

In addition to the Standardized Testing and Reporting (STAR) program, students are assessed both formatively and summatively using a range of measurements. These include the Noyce Assessment, district proficiency assessments in reading and writing, publishers' assessments, and on-demand assessments.

Norm-Referenced Tests

Norm-Referenced Tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition(CAT/6). The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
3			3			
05	06	07	05	06	07	
All Students						
School	67	69	76	81	91	93
District	49	52	49	72	74	73
State	36	37	38	55	55	56
Males						
School	64	66	78	84	96	94
Females						
School	70	72	75	77	86	91
Asian						
School	70	74	82	82	96	97
Hispanic						
School	*	31	*	*	56	*
Caucasian						
School	82	85	*	82	100	*
English Learners						
School	27	18	15	36	71	85

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Data Sources

Data within the SARC was provided by Evergreen Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Matsumoto Elementary. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in activities, and joining school committees and councils such as the Parent-Teacher Association, English Learner Advisory Committee, and School Site Council.

Parent Assessment Night is offered during the school year to better prepare families for the rigors of Matsumoto's educational program. Parents are also invited to participate in numerous family nights and the ABC Program, sponsored by Project Cornerstone.

The school also receives support from numerous local businesses and community organizations. Support and donations from IBM, Evergreen Library, Barnes & Noble, Synopsis, city of Evergreen, Junior Achievement, San Jose Sharks, Pizza Hut, YMCA, and Allen Rock Counseling Center have greatly added to the quality of instruction and overall school environment.

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.

Physical Fitness

In the spring of each year, Matsumoto Elementary is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Trunk Extension Strength
- Body Composition
- Flexibility
- Upper Body Strength

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2006-07 school year, 66.7% of Matsumoto Elementary's fifth grade students met or exceeded state fitness standards.



California Standards Test

The multiple-choice California Standards Tests (CST), part of the STAR program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success, given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English/Language Arts and Mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: advanced (exceeds State Standards), proficient (meets Standards), basic, below basic, and far below basic. Students scoring at the proficient or advanced level meet State Standards in that content area.

The combined percentage of students scoring at the "proficient" and "advanced" levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts															Math			Science														
	2			3			4			5			6			2			3			4			5			6			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																																	
School	80	89	89	65	79	85	90	82	92	77	84	81	78	80	84	91	95	91	80	92	97	91	87	91	78	87	83	84	82	83	77	85	84
District	64	69	68	51	56	54	66	68	67	59	60	61	53	57	57	77	77	75	74	75	75	68	70	71	62	65	58	55	59	58	47	52	57
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Males																																	
School	77	88	87	63	77	83	88	86	94	78	81	80	73	85	79	91	92	89	84	95	99	91	91	97	80	82	82	84	83	77	76	86	87
District	60	65	63	45	51	48	62	63	63	55	57	57	48	53	55	77	76	75	72	76	74	68	67	70	60	65	57	55	58	58	51	52	60
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Females																																	
School	84	92	90	66	82	87	92	78	90	77	87	82	84	76	89	91	97	93	77	89	94	92	82	87	77	90	84	84	82	88	79	84	80
District	69	74	72	56	61	60	71	72	72	62	64	64	58	61	60	76	78	77	75	75	77	69	73	71	63	66	60	55	60	60	43	52	56
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35
Socioeconomically Disadvantaged																																	
School	*	*	*	*	*	*	*	*	*	64	*	*	45	45	*	*	*	*	*	*	*	*	*	55	*	*	55	45	*	45	*		
District	42	51	49	30	30	31	44	47	44	39	39	43	35	38	37	62	63	60	57	60	59	48	49	50	44	47	42	41	41	40	26	31	37
State	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
Asian																																	
School	87	92	91	70	88	92	90	87	96	84	85	87	82	87	87	94	95	93	86	96	98	94	94	96	89	91	91	90	91	87	84	86	91
District	78	82	84	64	72	69	80	83	82	72	75	76	68	73	75	89	87	89	87	87	90	84	87	89	77	83	77	74	78	78	59	65	73
State	66	70	73	54	59	60	71	73	73	67	67	68	60	66	67	79	81	81	81	82	82	79	81	83	74	76	77	69	72	72	50	54	60
Hispanic																																	
School	31	*	*	19	*	*	62	43	*	*	58	50	*	69	*	*	63	*	*	38	50	*	*	67	57	*	50	*	*				
District	38	50	44	27	27	30	44	43	42	37	37	39	33	34	30	56	61	58	52	56	57	45	45	44	39	42	34	32	35	30	27	29	34
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23
Caucasian																																	
School	81	*	*	58	92	*	92	*	*	88	*	*	73	*	*	92	*	*	92	*	*	81	*	92	81	*	92	81	*	92	81	*	92
District	77	82	78	67	77	75	84	81	85	75	80	74	68	78	77	87	88	85	84	88	85	81	78	86	71	80	69	63	72	71	67	73	78
State	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58
English Learners																																	
School	61	82	82	27	35	46	62	50	42	*	*	62	*	*	*	79	85	85	55	65	92	77	75	58	*	*	62	*	*	*	*	*	62
District	52	58	58	24	25	26	43	40	36	21	18	26	12	12	14	70	68	69	59	56	59	48	47	50	38	30	29	23	19	19	18	15	22
State	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

API School Results				
	2007 API Growth Score			
	04-05	05-06	06-07	
All Students				
Statewide Rank	10	10	10	
Similar Schools Rank	3	3	6	
Asian				
Actual Growth	11	24	3	950
Actual Growth	12	25	2	970

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.



Academic Performance Index

The Academic Performance Index (API) 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.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Training & Curriculum Improvement

Staff members build teaching skills and concepts through participation in 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.

Before curriculum is adopted by the Board of Trustees, a committee comprised of teachers and administrators is formed to review state and district content standards, state frameworks, and student assessment data. The committee then reviews the State Board of Education approved materials and grade-level teams decide the two they believe most closely meet the needs of students. These two curriculums are piloted in the classroom and when consensus is reached a recommendation for adoption is made to the Board of Trustees. During the 2006-07 school year, the district adopted a new science curriculum for all kindergarten through eighth grade students.

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Evergreen Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 20, 2007.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, 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 Education. The textbook chart displays data collected in February 2008 in regards to the textbooks in use at the school during the current year (2007-08). The district does not currently have a Visual & Performing Arts curriculum adoption.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K	Mathematics	Harcourt Brace	2001	Yes
1st-6th	Mathematics	Pearson Scott Foresman	2001	Yes
K-6	Reading Language Arts	Houghton Mifflin	2003	Yes
6th	Science	Holt, Rinehart & Winston	2007	Yes
1st-5th	Science	MacMillan/McGraw Hill	2007	Yes
K	Science	Pearson Scott Foresman	2007	Yes
1st-6th	Social Science/History	Houghton Mifflin	2006	Yes
K	Social Science/History	Pearson Scott Foresman	2006	Yes

Additional instructional materials, such as leveled reading books, math manipulatives, maps, atlases, and science equipment, are specified for classroom use and available for every classroom. A fully automated library provides a complete collection of materials for research and recreational reading. The library provides a rolling computer cart with 32 wireless laptops to which students have access. There is also a 21-workstation computer lab where students are scheduled to visit and to work on specified programs, and have an opportunity to create multimedia products.

Educational technology includes appropriate hardware and software to facilitate student success. The school has wireless Internet access and this technology is used by students and staff to enhance teaching and learning. All adults are connected through e-mail as well as classroom phones located in each room. Schoolwide software such as Accelerated Reader, Comic Life, Inspiration, Kidspiration, KidPix, Microsoft Office Suite, I-Life Suite, Photobooth, and Firefox web browser foster students' technology and study skills.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit San Jose's public libraries which contain numerous computer workstations. For locations and hours of these branches, please visit <http://www.sjlibrary.org/about/contacts/branches.htm>.



Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Matsumoto Elementary staffed 40 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	38	37	40	602
Without Full Credentials	1	2	0	5
Working Outside Subject	0	0	0	3

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Misassignments/Vacancies				
	05-06	06-07	07-08	
	Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	1	0	0	
Vacant Teacher Positions	0	0	0	

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%



School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the state was for the 2005-06 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having above 5,000 average daily attendance statewide.

The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$56,223
District	\$63,838
Percentage of Variation	11.93%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	7.84%

Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed within the chart.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$44,368	\$39,984
Mid-Range Teachers	\$71,795	\$63,798
Highest Teachers	\$83,910	\$79,204
Elementary School Principals	\$109,145	\$99,820
Middle School Principals	\$113,590	\$102,340
Superintendent	\$180,250	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.0%	43.0%
Administrative Salaries	6.0%	5.0%

District Expenditures & Revenue Sources

Evergreen School District spent an average of \$6,343 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,978
From Restricted Sources	\$149
From Unrestricted Sources	\$3,829
District	
From Unrestricted Sources	\$4,785
Percentage of Variation between School & District	19.98%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	22.54%

In addition to general state funding, schools within the district received state and federal categorical funding for the following support programs:

- Title I, Targeted Assistance
- Title II, Staff Development
- Title III, Economic Impact Aid
- Title V, Innovative Programs
- Title IV, Safe & Drug Free Schools & Communities
- Peer Assistance & Review (PAR)
- School & Library Improvement Program
- Gifted & Talented Education (GATE)
- Tobacco Use Prevention Education (TUPE)