

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2019 - 2020 School Year**  
*Published During 2020 - 2021*

**For: Mary Tsukamoto Elementary**

**Address:** 8737 Brittany Park Dr, Sacramento, CA 95828

**Phone:** 916-689-7580

**Principal:** Jana Vermette

**Grade Span:** K-6

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 and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### District Contact Information (School Year 2020 - 2021)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	www.egusd.net
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	choffman@egusd.net

### School Contact Information (School Year 2020 - 2021)

<b>School Name</b>	Mary Tsukamoto Elementary
<b>Street</b>	8737 Brittany Park Dr
<b>City, State, Zip</b>	Sacramento, CA 95828
<b>Phone Number</b>	916-689-7580
<b>Principal</b>	Jana Vermette
<b>E-mail Address</b>	jvermett@egusd.net
<b>Web Site</b>	<a href="http://blogs.egusd.net/tsukamoto/">http://blogs.egusd.net/tsukamoto/</a>
<b>County-District-School(CDS) Code</b>	34673146110985

### School Description and Mission Statement (School Year 2020 - 2021)

Mary Tsukamoto Elementary  
A Community of Lifelong Learners!

It is truly a privilege to be an administrator at Mary Tsukamoto Elementary! Following the example of our namesake, the teachers and support staff foster a love of learning in an innovative and cooperative climate that empowers all students to become competent, productive, caring, and responsible citizens. 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 and 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.

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 staff members know they make a difference in the lives of their students, and they strive to support each other in this endeavor.

The partnership between families and schools is critical to the success of our students and school. There are many ways for parents to support their child's education, from making sure that their child is well rested and nourished, to volunteering in classrooms; parent involvement helps ALL children and sets the stage for academic success. Please join us for our Coffee Chats, the third Thursday of every month. It is a great opportunity to meet other parents, share ideas, and learn about site happenings.

Student safety, which includes educational, physical and emotional well-being, is a priority at Mary Tsukamoto. A Tsukamoto SHARK is Safe, Hands-free, Achieving, Responsible, and Kind. In addition, we are growing our student and adult leaders by teaching and practicing the 7 Habits of Highly Effective People.

Thank you for your partnership. Each of us plays a vital role in the education of our students.  
Jana Vermette, Principal  
Mary Tsukamoto Elementary

### Student Enrollment by Grade Level (School Year 2019 - 2020)

Grade Level	Number of Students
Kindergarten	145
Grade 1	120
Grade 2	144
Grade 3	120
Grade 4	139
Grade 5	144
Grade 6	140
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>952</b>

### School Enrollment by Student Group (School Year 2019 - 2020)

Student Group	Percent of Total Enrollment
Black or African American	12.10%
American Indian or Alaska Native	1.90%
Asian	33.60%
Filipino	2.50%
Hispanic or Latino	29.60%
Native Hawaiian or Pacific Islander	1.70%
White	11.90%
Two or More Races	6.70%
Socioeconomically Disadvantaged	71.60%
English Learners	23.40%
Students with Disabilities	9.70%
Foster Youth	0.20%
Homeless	0.20%

## 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

Teachers	School 2018 - 2019	School 2019 - 2020	School 2020 - 2021	District 2020 - 2021
<b>With Full Credential</b>	44	49	47	3146
<b>Without Full Credential</b>	0	0	0	42
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	1	0	50

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018 - 2019	2019 - 2020	2020 - 2021
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	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, and Availability of Textbooks and Instructional Materials (School Year 2020 - 2021)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: September 1, 2020

Year and month in which data were collected: September 1, 2020

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition  Adopted EGUSD 2017	Yes	0
AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017  10th Honors - <i>Advanced Language &amp; Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2013 Adopted EGUSD 2015  12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Cambridge University Press © 2009 Adopted EGUSD 2010  <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2012; Adopted EGUSD 2016  <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016	Yes	0

	Adopted EGUSD 2017		
<b>Mathematics</b>	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015  8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015  <i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016  <i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition, <i>Standard Level Mathematics, Higher Level Mathematics</i> , Pearson © 2012; Adopted EGUSD 2012  <i>Calculus 8th edition</i> , McDougal Littell © 2006 Adopted EGUSD 2014	Yes	0
<b>Science</b>	All 2-12 Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
California Science by McGraw Hill © 2008 for	K - Literature Big Book Package	Yes	0

grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	1st - Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008		
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Earth &amp; Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>Astronomy Today</i> , Prentice Hall © 2002; Adopted EGUSD 2002  <i>Criminalistics</i> , Prentice Hall © 2004, <i>Environmental Science</i> , McGraw Hill © 2005; <i>Fundamentals of Anatomy &amp; Physiology</i> © 2006, Prentice Hall; <i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006  <i>Foundations in Microbiology</i> , McGraw Hill, © 2005 Adopted EGUSD 2008  <i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson; Adopted EGUSD 2020	Yes	0
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Biology by Campbell</i> , Pearson © 2011; Adopted EGUSD 2012  <i>Chemistry: A Molecular Approach</i> , Pearson © 2014; Adopted EGUSD 2013  <i>College Physics, 9th Ed.</i> , Cengage © 2012 Adopted EGUSD 2014	Yes	0
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses:  <i>Higher Level Biology</i> , 2nd Ed., Pearson © 2014;  <i>Standard Level Chemistry</i> , 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i> , 2nd Edition, Pearson © 2014; Adopted EGUSD 2015  Supplemental for English Learners:  <i>Concepts and Challenges in Earth Science</i> , Pearson/Globe Fearon © 2003 Adopted EGUSD 2008	Yes	0
<b>History-Social Science</b>	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE	K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i>	Yes	0

adoption. The following materials are provided one per student by grade level:	2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019		
<i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History &amp; Geography</i> Adopted EGUSD 2019	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World Geography and Cultures, Understanding Psychology</i> © 2008, Glencoe © 2008 Adopted EGUSD 2008  <i>World History Culture &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses  <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015 Adopted EGUSD 2016  <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017  <i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0
	Supplemental for English Learners <i>World Geography &amp; Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008	Yes	0
<b>Foreign Language</b>	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Adventures in Japanese</i> III, Cheng & Tsui, © 1998; Adopted EGUSD 2000  <i>Realidades</i> I, II, III, IV, Pearson © 2014, <i>Bien dit!</i> I, II, III, HMH © 2013, <i>Intrigue</i> 3rd Ed., Pearson © 2011, <i>Deutsch Aktuell</i> I, II, III, EMC-Paradigm, © 2010, <i>Haruichiban and Ginga</i> , Kisetu, © 2014; Adopted EGUSD 2014  <i>Genki II</i> , Japanese Times © 2011;	Yes	0



	Adopted EGUSD 2017		
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Abriendo Puertas</i> , McDougal Littell © 2003; Adopted EGUSD 2002  <i>Kaleidoskop</i> , Houghton Mifflin © 2007; Adopted EGUSD 2006  <i>Yookoso!</i> , McGraw-Hill © 2006; Adopted EGUSD 2007  <i>Temas</i> , Vista Higher Learning © 2014, <i>Intrigue</i> 3rd Ed., Pearson © 2011; Adopted EGUSD 2014	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: <i>Adventures in Japanese III</i> , Cheng & Tsui © 1998; Adopted EGUSD 2000  <i>Yookoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007  <i>French B Course Companion, Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019	Yes	0
<b>Visual and Performing Arts</b>			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes	0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005  <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes	0
<b>Health</b>	All 9-12 Health books are provided one per student.		
All high school textbooks are from the most recent adoption of the local governing Board of	<i>Health</i> , Glencoe © 2004 Adopted EGUSD 2004	Yes	0

Education.

**Science Laboratory Equipment (grades 9-12)**

All 9-12 students utilizing a lab have access to appropriate equipment.

Education.			
<b>Science Laboratory Equipment (grades 9-12)</b>	All 9-12 students utilizing a lab have access to appropriate equipment.		

### School Facility Conditions and Planned Improvements (School Year 2020 - 2021)

Tsukamoto's inaugural year was 1992 and has been open for over 28 years. There are 38 classrooms, including six portables that were added in 1997, two of which were expanded in 2012 and two more added in 2015. We have a multipurpose room, library, computer lab and administrative building. The administrative building houses two administration offices, and six workrooms for teachers, students, and resource specialists to use. In addition, there are four staff restrooms, a nurse's office, storage room, staff room, supply room and workroom. A large playground for 1st-6th grades offers basketball and tetherball courts, four square and hopscotch, in addition to a play structure, soccer field and track. Kindergarten has a smaller fenced playground with a play structure and blacktop area. A bike rack area is available to store bikes. Our parking lot offers several spaces for staff and visitors, with two handicapped spaces. Ingress and egress are clearly marked. Additionally, we have a pedestrian crosswalk that is supervised by staff before and after school, during arrival and dismissal times.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

### School Facility Good Repair Status (School Year 2020 - 2021)

Year and month of the most recent FIT report : 5/25/2020

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x			N/A
<b>Interior:</b> Interior Surfaces	x			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	x			N/A
<b>Electrical:</b> Electrical	x			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	x			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	x			N/A
<b>Structural:</b> Structural Damage, Roofs	x			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	x			N/A

## Overall Facility (School Year 2020 - 2021)

Year and month of the most recent FIT report: 5/25/2020

### Overall Rating

Exemplary	Good	Fair	Poor
x			

The district's Maintenance and Grounds Departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system, enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the District Office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Summer of 2015 new portables were brought on campus and the track was redone. With the passing of Measure M, Tsukamoto will benefit from the district's Facilities Master Plan over the next 10 years. Improvements will include modernization of facilities, including technology updates and overall site improvements, as identified and prioritized by district personnel, site staff, and community input and planning. Our heating/air conditioning system and alarm system were updated this past year.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven Percent of Students Meeting or Exceeding the State Standards

Subject	School 2018 - 2019	School 2019 - 2020	District 2018 - 2019	District 2019 - 2020	State 2018 - 2019	State 2019 - 2020
English Language Arts/Literacy (grades 3-8 and 11)	46%	N/A	56%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	37%	N/A	45%	N/A	39%	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages 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.

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 2019 - 2020)

<b>Student Groups</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group  
 Grades Three through Eight and Grade Eleven  
 (School Year 2019 - 2020)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students  
 Grades Five, Eight, and High School  
 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018 - 2019	School 2019 - 2020	District 2018 - 2019	District 2019 - 2020	State 2018 - 2019	State 2019 - 2020
Science (grades 5, 8, and high school)	34%	N/A	32%	N/A	30%	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group  
 Grades Five, Eight, and High School  
 (School Year 2019 - 2020)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education.

### California Physical Fitness Test Results (School Year 2019 - 2020)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 (School Year 2020 - 2021)

You have many opportunities to become involved with your child's education. Parents can become involved by attending parent-teacher conferences, Back to School Night, Open House, monthly Coffee Chats or join 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, contact our secretary, Lidia Ormonde at 916-689-7580.

### 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.

#### Suspensions and Expulsions

Rate	School 2017 - 2018*	School 2018 - 2019*	School 2019 - 2020**	District 2017 - 2018*	District 2018 - 2019*	District 2019 - 2020**	State 2017 - 2018*	State 2018 - 2019*	State 2019 - 2020**
<b>Suspensions</b>	3.1%	5.6%	1.0%	4.3%	5.1%	4.1%	3.5%	3.5%	2.50%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

\*(For school years 2017-2018 and 2018-2019: data collected between July through June, each full school year respectively)

\*\* (For school year 2019-2020, only: data collected between July through February, partial school year due to the COVID-19 pandemic)

#### School Safety Plan (School Year 2020 - 2021)

Our School Safety Plan was reviewed and updated in January 2021. An Emergency Procedures Flip Chart, outlining a plan of action for emergencies is posted in all classrooms and common areas. Staff is provided an Emergency Packet, outlining emergency practices. Police Services Department supports us with occasional visits and quick response times when needs arise. Prior to distance learning, supervision was provided beginning at 7:20 A.M. Teachers and administrators were present to supervise crosswalks, bus loading areas, parking lot and the playground before and after school to ensure student safety. Gates were unlocked at 7:45, then locked at 8:00. Gates were reopened at dismissal each day and left open until 3:00 p.m. All visitors to the campus must enter through the school office, sign in, and wear a visitor's sticker.

## 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.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2017 - 2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23		6	
1	24		6	
2	25		5	
3	26		5	
4	29		5	
5	28		5	
6	29		5	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2018 - 2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24		6	
1	24		5	
2	24		6	
3	24		5	
4	28		5	
5	29		5	
6	28		5	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2019 - 2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28		5	1
1	24		5	
2	21	1	5	
3	23	1	6	
4	33		4	
5	29		5	
6	28		5	
Other**	25		1	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

## Ratio\*\* of Academic Counselors to Pupils (School Year 2019 - 2020)

Title	Ratio
<b>Academic Counselors*</b>	999

\*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.

\*\*Average Number of Pupils per Counselor

## Student Support Services Staff (School Year 2019 - 2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.6

\* 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 2018 - 2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,681	\$1,245	\$6,436	\$85,037
<b>District</b>	N/A	N/A	\$7,262	\$81,565
<b>Percent Difference - School Site and District</b>	N/A	N/A	-12.06%	4.17%
<b>State</b>	N/A	N/A	\$7,750	\$83,052
<b>Percent Difference - School Site and State</b>	N/A	N/A	-18.53%	2.36%

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

## Types of Services Funded (Fiscal Year 2020 - 2021)

At Tsukamoto, highly qualified staff assists students with special learning needs. Gifted And Talented (GATE) students participate in accelerated instruction and an after school extended day program, CREST. Our Learning Center teachers and instructional assistants provide small group and individual instruction to Special Education students and others who need extra academic support. Some students work with our iTeam for intervention services. Learning Center and iTeam support sessions occur both in the regular classroom and in small group settings, in specified learning areas. Using ASES funds, our school is contracted with Expanded Learning Academy to provide many students with an after school program focusing on academic support and enrichment, as well as physical fitness. Our school has also partnered with Sheldon High School to work with students before school for tutoring, as well as to provide students in the intermediate grades with a 9 week long after school dance program.

## Teacher and Administrative Salaries (Fiscal Year 2018 - 2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$50,029
Mid-Range Teacher Salary	\$67,621	\$77,680
Highest Teacher Salary	\$98,138	\$102,143
Average Principal Salary (Elementary)	\$124,714	\$128,526
Average Principal Salary (Middle)	\$121,146	\$133,574
Average Principal Salary (High)	\$136,759	\$147,006
Superintendent Salary	\$351,385	\$284,736
Percent of Budget for Teacher Salaries	36.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

## Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Professional development continues to focus on Common Core State Standards, collaboration, and best instructional practices as determined by extensive research and data results. Our school uses release days, staff and team meeting times to analyze assessment data, review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet student needs. Our teachers continue to work in PLCs (professional learning communities) at each grade level, as well as a site. A number of our teachers are provided additional professional development, with an emphasis of how to successfully meet the varying learning needs of our students. All teachers participate in professional learning opportunities designed to increase understanding of the changing needs of our students and how to incorporate objectives in daily planning.

	2018 - 2019	2019 - 2020	2020 - 2021
School Days Dedicated to Staff Development	8	6	4