

Tom Kitayama Elementary School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-5

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Kari McVeigh
Superintendent

Lisa Metzinger
Principal

Principal's Message

School Vision: At Tom Kitayama Elementary School, our vision is to prepare for our future as we embrace our past. To accomplish this, we will focus on literacy, encourage high academic performance, promote learning as a lifelong process, and provide experiences that foster positive attitudes and healthy choices as students learn to appreciate and respect the diversity of the community.

School Description: Tom Kitayama Elementary has been thoughtfully formed from its first inception and opening in September 1998 into the unique, learning-inspired environment that is our present school community. Through the years, the collaborative efforts of families, community, and staff are undoubtedly the driving force that allow us to generate and meet our goals for the success of all students. At present, we feel confident that we maintain a cohesive vision and that our school site cultivates a palpable sense of warmth and welcome.

Our deep belief is that success for a child is realized through carefully constructed pieces that make up the whole. A dedicated, innovative staff shapes each element of a child's day with the awareness that every individual, in turn, is an integral part of the sum. Our staff understands that we must create an environment of well-being in order to better facilitate learning. We keep our goal in sight for building a successful future for each and every member of our learning community, and have assembled systems that ensure that we can scale each new challenge to this end. The students from Kitayama Elementary go forward empowered to be academically successful, and to be our future leaders.

The Kitayama environment includes 32 self-contained classrooms with 836 students in grades K-5. We offer a variety of classroom situations to meet our student population needs including: two special day classrooms; critical life skills for students in grades 1-5 with mainstreaming; Kidango, a State preschool program; a Kids First Program that provides before- and after-school care; specialists in our resource programs; and enhancement opportunities for our second language students in the science, art, and physical education programs.

We are also proud of our diversity. Our population is represented by the following cultures: Pacific Islander, Filipino, Asian, Black, White, and Hispanic. We continue to find ways to invite this community to participate in the education process. The entire staff of 71 at Tom Kitayama Elementary works as a team to provide a challenging academic program, a safe and caring environment, and a positive social-emotional climate. Students know that our three lunch monitors, two campus monitors, two cafeteria supervisors, two custodians, 46 credentialed teachers, one psychologist, ten classified staff, principal, and two clerical secretaries are here to assist them and to respond with professionalism to any need that may arise.

Our collaborative efforts and congenial spirit provide a basis of support for each member of our learning community, whether students, parent, or staff. Students' family members can often be seen mingling with staff and students throughout the day, which helps to create the pervading sense of warmth that resonates throughout Kitayama Elementary. Additionally, we have hosted many visitors to our site in an effort to share what we have worked so hard to achieve. We expect visitors to find that we integrate solid expectations, Professional Learning Communities, and guidance through leadership groups to the end of shaping every aspect of what we do to our best ability. We invite you to come and experience our unique learning atmosphere, and to meet our students!

"At Tom Kitayama Elementary School, our vision is to prepare for our future as we embrace our past."



New Haven Unified School District

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District Mission Statement

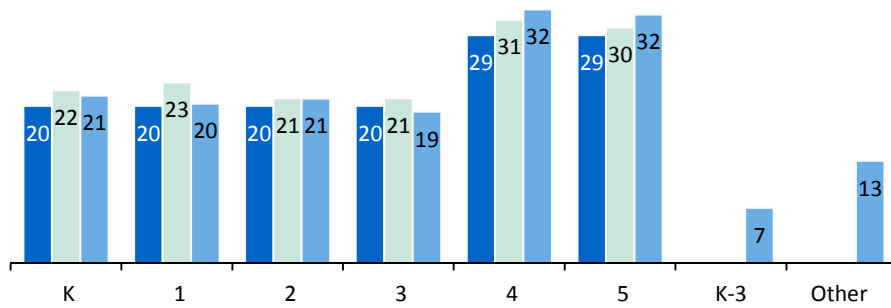
The mission of the New Haven Unified School District, a partnership of students, families, staff and our richly diverse community, is to develop and empower EVERY student to be a productive, responsible and successful 21st-century citizen by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency.



Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

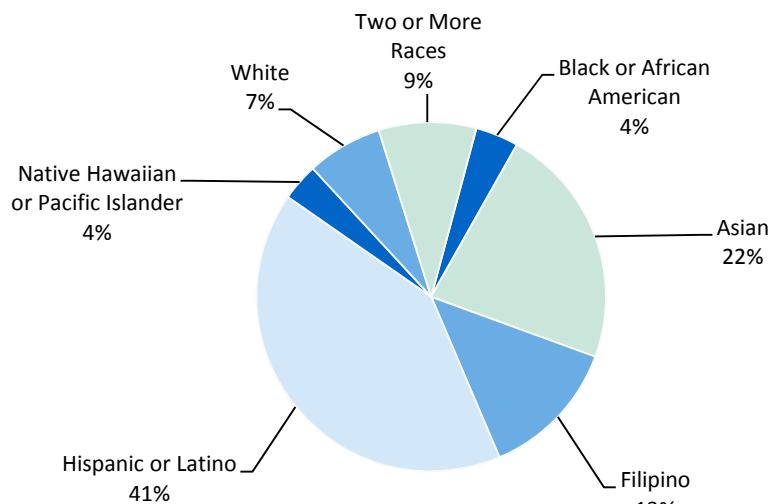


Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	7			2	6		1	6	
1	6				6		4	3	
2	6			3	3		1	5	
3	8			3	4		6		
4		4			5	1		3	1
5		4			4			4	
K-3							1		
Other							1		

Enrollment and Demographics

The total enrollment at the school was 814 students for the 2009-10 school year.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	◇
Five of Six Standards	◇
Six of Six Standards	◇
◇ Data not available from the state at the time of publication.	

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			4/23/10
Date of the Most Recent Completion of the Inspection Form			4/23/10

Note: At the time of this school facility inspection, no deficiencies were found.

School Facilities

Safety and Cleanliness: 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. The results of this survey are available at the school office, and at the District Office. One hundred percent of toilets are in working condition.

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 and orders are completed in a timely manner.

In 2005, a main domestic water valve was replaced. In spring 2006, the vinyl floors in six restrooms were repaired due to de-lamination around floor drains.

The District has a mobile maintenance workshop that visits the school site twice per school year in the fall and spring. The staff assigned to this program performs preventative maintenance and safety inspections on HVAC systems, playground equipment, roofs, and other critical components of the facility. As time allows, the crew will work on other low priority work requests.

Cleaning Process and Schedule: 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 at the District Office. Each site is staffed throughout the school year during the day and evenings.

The principal has daily contact with the custodian and provides direction for additional tasks not included in the daily schedule, as well as input on the condition of the facilities. The Manager of Operations makes regular visits to the school site to evaluate the work performance of the custodial staff.

The District has a mobile floor preventive maintenance team that is scheduled for a minimum of four visits per year. This team steam cleans carpets, cleans vinyl floors, and applies new finish, and detail cleans restroom floors and walls. The team also reports any other repair work necessary.

In addition, the maintenance management team carries out two site inspections each year. The observations of the team are processed into work orders where applicable, or instructions are given to the site principal or custodian for remediation of an observed condition. These inspections are also used for the Williams Settlement reporting to the school board annually.

Age of Campus and Structures: This school has 42 portable classrooms, a media center and an administration building also housed in modular (portable) buildings, and a multipurpose room, which is of permanent construction. All buildings were built in 1998.

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School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds



“Tom Kitayama Elementary has been thoughtfully formed from its first inception and opening in September 1998 into the unique, learning-inspired environment that is our present school community.”

School Facilities

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Condition: All buildings are in sound structural condition. All buildings are in very good aesthetic condition and repair.

Campus and Features: The campus has a capacity for 900 students. In addition to the classrooms and buildings listed, the school has two playgrounds equipped with play apparatuses, open asphalt play areas with markings for various games and activities, and an open grass field area for use in the P.E. program and recess activities. All teaching facilities have Internet access. All facilities are compliant with the Americans with Disabilities Act (ADA) access requirements.

Modernization Projects: During the 2004–05 school year, local bond funds (Measure A) were used to replace adult size toilets with kindergarten size toilets. A new water heater was installed in Room 41, science room. In 2005-06, local bond funds (Measure A) were used to purchase 15 benches around the playground area. A new drinking fountain was installed in the kindergarten playground, funded by Kidango. In 2006-07, the exterior of the school was painted.

New School Construction Projects or Improvements: In 2007-08, a covered walkway and benches were installed. Solar panels will be installed on top of the covered walkway, pending the approval of the plans by DSA. No other major projects are planned at this time.

Facility Improvements of 2009:

- Installed new roofing on all portable buildings summer of 2009
- Installed 200 kilowatt solar panel system November 2009
- Projects were funded with local bond funds

Facility Improvements of 2010:

- Completed lighting retrofit in December of 2010
- Projects were funded with local bond funds

Planned Improvements:

- Replace student and staff restroom floors in summer of 2011
- Projects will be funded with local bond funds

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$1,022,516.00 for the Deferred Maintenance Program. This represents 0% of the District's general fund budget. The bond fund was used for Deferred Maintenance type projects.

Professional Development

The New Haven Unified School District believes strongly in the continued development of the professional skills of staff members. In order to provide these opportunities, professional development activities are ongoing throughout the school year.

The New Haven Unified School District Strategic Plan sets our district goal to ensure that all students are performing at grade level in all core subjects. It is firmly grounded within the Seven Essentials for Continuous School Improvement. They are: District-Wide Instructional Foci, Data to Inform Instructional and Professional Development Decision Making, Targeted Professional Development Plan to Grow and Strengthen Instruction, Research-Based Best Instructional Practices, Creation and Maintenance of Effective and Safe Learning Environments, Alignment of All Resources (Human, Time, Money), Parent and Community Involvement in Learning, Assessments and Supports.

Training takes place in a variety of ways: during on-site faculty, grade level or department meetings, minimum days, after school, Saturday Academies and Summer Institutes. As a result of participating in these activities, staff members gain current, up-to date knowledge and skills in both subject matter and teaching strategies. These opportunities are offered by district staff, consultants, local colleges and universities, or by the Alameda County Office of Education. Participation in college or university-sponsored course work, as well as district-sponsored professional development programs, provides opportunities for advancement on the salary schedule. When designing professional learning opportunities, sessions are aligned to the following strands: Content Standards, California Standards to the Teaching Profession (CSTP), Technology, Equity and Diversity, Gifted and Talented (GATE), Special Education, and English Language Learners (ELL).

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Professional Development

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These strands align with the District's main areas of student need based on test scores, mainly teaching content standards to all students, with an emphasis on our ELL students. Professional development needs are also based on teacher needs assessments. Examples of professional development include Writer's Workshop, Literacy Coach Training, Elements of Balanced Literacy, and Rigor, Relevance and Relationships.

The BTSA Induction Programs supports all first and second year teachers in New Haven Unified. Since 1993, the BTSA Program has provided support for all new teachers.

New teachers participate in a two-day new teacher orientation and throughout the school year are supported by a multi-level support structure, which includes a partner teacher, site consulting teacher, administrators and other specialists. New teachers are provided with release time to plan with their partner teacher, to visit other classrooms, and have opportunities to attend monthly after-school support and grade level meetings. A peer coaching structure for support and assessment provides feedback to new teachers and is an effective method by which new teachers complete a professional development plan.

For the previous three school years, we had three days each year dedicated to staff and professional development.



Textbooks and Instructional Materials

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin: Reading California	2002
Mathematics	Scott Foresman: California Mathematics	2001
Mathematics	Houghton Mifflin: California Math	2009
Science	Macmillan/McGraw-Hill: California Science	2008
History-Social Science	Harcourt School Publishers: Reflections	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Tom Kitayama ES

Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇

Note: This data was most recently collected and verified in September 2010.

◇ Not applicable.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates

	Tom Kitayama ES			New Haven USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.036	0.034	0.009	0.123	0.117	0.095
Expulsion Rate	0.000	0.000	0.000	0.004	0.004	0.003

Textbooks and Instructional Materials

New Haven Unified School District (NHUSD) selects Standards-based textbooks and instructional materials from the most recent State-approved and local governing board-approved lists. The timeline for textbook selection is consistent with adopted State Board of Education content and curriculum framework cycles.

All programs on the State-approved kindergarten through eighth grade list are considered.

Publishers are contacted to provide presentations and implementation samples for display. Districtwide committees—composed of classroom teachers, including Special Education and English language development teachers—and administrators review the programs. Each committee takes into consideration student needs and the goals of the District curriculum, with attention to the State Standards in the given curriculum area. After much discussion and through the use of a rubric and format for reporting committee feedback on the program's strengths and weaknesses, the committee recommends a program based on the established criteria.

The recommended program is placed on display for 30 days at the Educational Services Center to provide the community an opportunity to preview the materials. The recommendation is then submitted to the NHUSD School Board for approval.

NHUSD reviews the inventory of all texts on an annual basis and orders additional texts to ensure that each student has access to their own textbooks and instructional materials, to use in class and to take home. The NHUSD Board of Education passes an annual resolution on the sufficiency of instructional materials for all students.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Tom Kitayama ES			New Haven USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	52%	61%	60%	49%	52%	53%	46%	50%	52%
Mathematics	62%	69%	67%	45%	45%	47%	43%	46%	48%
Science	54%	62%	69%	55%	54%	59%	46%	50%	54%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	53%	47%	59%
All Students at the School	60%	67%	69%
Male	56%	67%	67%
Female	63%	66%	71%
Black or African American	54%	58%	❖
American Indian or Alaska Native	❖	❖	❖
Asian	70%	77%	79%
Filipino	66%	68%	62%
Hispanic or Latino	50%	56%	61%
Native Hawaiian or Pacific Islander	64%	68%	❖
White	68%	74%	82%
Two or More Races	58%	80%	91%
Socioeconomically Disadvantaged	48%	53%	52%
English Learners	34%	40%	36%
Students with Disabilities	52%	43%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	7	7	8
Similar Schools API Rank	5	4	7

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-2	35	-11
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	-22	47	-11
Filipino	■	■	■
Hispanic or Latino	18	29	-20
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	-8	38	-10
English Learners	-14	64	-22
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

School Safety

Kitayama Elementary School has a comprehensive School Safety Plan that was reviewed and updated by the SSC. The School Safety Plan includes information on disaster and routine emergency procedures, procedures for child abuse reporting, procedures to notify teachers of dangerous pupils, sexual harassment policy, procedures for safe ingress and egress, rules and procedures on school discipline, and information on the general safety of the school environment. Parents can review the Kitayama School Safety Plan in the school office any Monday through Friday from 8:00 A.M. until 3:30 P.M. The School Safety Plan was most recently reviewed and updated in October 2010.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Tom Kitayama ES	New Haven USD	California
All Students	828	777	767
Black or African American	■	699	686
American Indian or Alaska Native	■	■	728
Asian	888	864	890
Filipino	■	824	851
Hispanic or Latino	772	705	715
Native Hawaiian or Pacific Islander	■	776	753
White	■	798	838
Two or More Races	■	795	807
Socioeconomically Disadvantaged	763	716	712
English Learners	795	728	692
Students with Disabilities	■	596	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Tom Kitayama ES	New Haven USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2010-2011
Year in Program Improvement	◇	Year 1
Number of Schools Identified for Program Improvement		2
Percent of Schools Identified for Program Improvement		14.3%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

“Our collaborative efforts and congenial spirit provide a basis of support for each member of our learning community, whether students, parent, or staff.”



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Tom Kitayama ES		New Haven USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0.0

✧ Not applicable.

Adequate Yearly Progress

The 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 in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Parental Involvement

The parents at Kitayama Elementary School have many opportunities to be a part of our school.

The Kitayama English Language Advisory Committee (ELAC) is a group of parents and staff who meet to discuss and decide matters that affect our multilingual students and program. The Kitayama English Learner Committee (ELC) meets officially once a month. The multilingual program is discussed regularly at the School Site Council meetings.

The Kitayama School Site Council (SSC) is a group of interested parents and staff who meet to discuss and decide matters that directly affect a child's education and learning. The SSC reviews the School Plan, school budget, and various other schoolwide functions. The SSC does have elected parent members, as well as teacher representatives representing each grade level.

Kitayama has an active Parent Teacher Association (PTA) that has been elected by parents. The PTA helps to support our school in many positive ways. The PTA also helps by providing volunteers to help run fundraisers, health screenings, book fairs, and many other events. Parents can also be involved in our school through volunteering in classrooms and helping with our Kids First program.

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Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	New Haven USD	Tom Kitayama ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	575	39	44	35
Without Full Credential	10	1	1	2
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Tom Kitayama ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Tom Kitayama ES	100.0%	0.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	66.7%	33.3%
Low-Poverty Schools in District	◇	◇

◇ Not applicable.

Parental Involvement

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The PTA meets monthly right after our SSC meetings.

In regard to maintaining communications with our school, parents receive weekly Thursday Envelopes. These envelopes carry many notes, newsletters, or important school/classroom communications to parents. Parents then return the envelopes the following day. The District has established a Web site for the District and one for Kitayama. These sites are maintained to provide parents with valuable information about our school. You can access the site by going to www.nhusd.k12.ca.us and then proceeding to the specific school site you want. If you would like to contact your child's teacher, you can do so by accessing a directory at www.nhusd.k12.ca.us/Kitayama/pages/staff.html.

Additionally, we also have telephones in each classroom. The school's main phone number is (510) 475-3982. Calls are restricted from the classroom during instructional periods, so calls are referred to our voice mail system.

For more information on how to become involved, contact Tracy Killbride, PTA President, at (510) 475-3982.



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	New Haven USD	Similar Sized District
Beginning Teacher Salary	\$48,658	\$41,155
Mid-Range Teacher Salary	\$78,584	\$65,379
Highest Teacher Salary	\$102,245	\$85,049
Average Principal Salary	\$121,494	\$106,453
Superintendent Salary	\$240,085	\$194,802
Teacher Salaries — Percent of Budget	50.1%	39.9%
Administrative Salaries — Percent of Budget	5.7%	5.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Tom Kitayama ES
Total Expenditures Per Pupil	\$8,170
Expenditures Per Pupil From Restricted Sources	\$2,377
Expenditures Per Pupil From Unrestricted Sources	\$5,793
Annual Average Teacher Salary	\$74,044

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Tom Kitayama ES	\$5,793	\$74,044
New Haven USD	\$5,492	\$74,219
California	\$5,681	\$66,478
School and District — Percent Difference	+5.2%	-0.2%
School and California — Percent Difference	+1.9%	+10.2%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

The basic educational program at Tom Kitayama Elementary costs \$6,824 per student. This covers the cost of salaries and benefits, instructional materials, maintenance, and equipment. We receive funds based on student daily attendance (ADA). We also receive funding from Special Education, Title I, Economic Impact Aid (EIA), and English Language Acquisition Program (ELAP) funds. These funds are used to pay for paraprofessionals, literacy coaches, staff training, and student interventions.

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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