Tom Kitayama Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 and 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians 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 https://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).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Tom Kitayama Elementary School
Street	1959 Sunsprite Drive
City, State, Zip	Union City, CA 94587
Phone Number	(510) 475-3982
Principal	Dung Kim Nguyen
Email Address	dknguyen@nhusd.k12.ca.us
Website	kitweb.nhusd.k12.ca.us
County-District-School (CDS) Code	01-61242-6115505

Entity	Contact Information
District Name	New Haven Unified School District
Phone Number	(510) 471-1100
Superintendent	Dr. John Thompson
Email Address	jthompson@nhusd.k12.ca.us
Website	https://www.mynhusd.org/

School Description and Mission Statement (School Year 2019-20)

Tom Kitayama Elementary School is a diverse school located in Union City, California. Our vision is to prepare for our future as we embrace our past. To accomplish this, we 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. Tom Kitayama Elementary School is a thoughtfully formed unique learning-inspired environment that embraces meeting the needs of all of its students. It is our belief that each child's success is realized and enhanced by a dedicated and innovative staff that seeks to create an environment of well being in order to more effectively facilitate learning. Tom Kitayama Elementary School is, by nature, a community school welcoming parents, students and community members to participate in all aspects of school life.

To this end the mission of Tom Kitayama Elementary School is to create a partnership of students, families, staff, and our richly diverse community, to develop and empower EVERY student to be a productive, responsible and successful citizens by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	133
Grade 1	124
Grade 2	133
Grade 3	135
Grade 4	142
Grade 5	109
Total Enrollment	776

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.3
Asian	26.4
Filipino	17.7
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	1.4
White	8
Two or More Races	7.2
Socioeconomically Disadvantaged	43.9
English Learners	24.9
Students with Disabilities	9.7
Homeless	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	34	32	478
Without Full Credential	0	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

New Haven Unified School District held a Public Hearing on October 15, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, as of November 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders 2018 (ELA / ELD)	Yes	0.0%
Mathematics	Bridges 2015	Yes	0.0%
Science	MacMillan/ McGraw Hill 2008	Yes	0.0%
History-Social Science	Harcourt California Reflections 2007	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Tom Kitayama Elementary School was originally constructed in 1999, and is comprised of 42 classrooms, one multipurpose room, one library, one computer lab, a staff lounge, and two playgrounds.

Cleaning Process
The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. At time of publication, 100% of restrooms were in working order. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data in the table was collected in May, 2018.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 5/23/19

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. CAAs 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	59	51	51	50	50
Mathematics (grades 3-8 and 11)	55	59	40	42	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	367	98.66	1.34	59.40
Male	189	186	98.41	1.59	56.99
Female	183	181	98.91	1.09	61.88
Black or African American	13	12	92.31	7.69	41.67
American Indian or Alaska Native	--	--	--	--	--
Asian	91	90	98.90	1.10	74.44
Filipino	61	61	100.00	0.00	75.41
Hispanic or Latino	141	140	99.29	0.71	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	31	29	93.55	6.45	55.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	28	28	100.00	0.00	82.14
Socioeconomically Disadvantaged	174	171	98.28	1.72	43.27
English Learners	138	136	98.55	1.45	52.21
Students with Disabilities	33	33	100.00	0.00	12.12
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	369	99.19	0.81	59.35
Male	189	186	98.41	1.59	62.90
Female	183	183	100.00	0.00	55.74
Black or African American	13	12	92.31	7.69	41.67
American Indian or Alaska Native	--	--	--	--	--
Asian	91	91	100.00	0.00	79.12
Filipino	61	61	100.00	0.00	75.41
Hispanic or Latino	141	140	99.29	0.71	42.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	31	30	96.77	3.23	50.00
Two or More Races	28	28	100.00	0.00	71.43
Socioeconomically Disadvantaged	174	173	99.43	0.57	38.73
English Learners	138	138	100.00	0.00	50.72
Students with Disabilities	33	33	100.00	0.00	12.12
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.5	23.2	33.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Tom Kitayama Elementary School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of its students. The school offers a flexible number of meetings through out the year, such as meetings in the morning or evening, and may provide transportation, child care, or home visits, as such services relate to parent involvement. The school greatly benefits from its supportive parents who volunteer in classrooms and for the Kids First program, as well as running fundraisers, book fairs, and various other school sponsored events. Parents are also encouraged to join the School Site Council (SSC), English Language Advisory Committee (ELAC), and the Parent Teacher Association (PTA). For more information please contact Ms. Dung Kim Nguyen at 510-475-3982.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.5	0.4	0.4	3.1	2.9	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Tom Kitayama Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in October 2019 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by certificated staff, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must sign in at the front office and wear a badge while on campus.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		6		23		6		22		6	
1	26		5		26		5		25		5	
2	25		6		26		5		26		5	
3	22		5		25		6		26		5	
4	31		4		29		4		27		5	
5	27	1	5		28	1	2	2	26		4	
Other**	10	1			12	1			11	2		

*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 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,843	$2,842	$8,001	$100,397.84
District	N/A	N/A	$7,955	$96,554.00
Percent Difference - School Site and District	N/A	N/A	0.6	5.5
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	0.3	22.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Tom Kitayama Elementary School receives the following categorical, special education, and support programs in addition to general state funding:
- Title I
- Title III
- LCFF

With these funds a variety of services are funded. For grades 1-3, we provide pull-out reading interventions using Fountas and Pinnell Leveled Literacy for those who qualify based on bench-mark assessments. Other services provided through these funds allow teachers to attend Student Success Team meetings with families as well as supporting translation services for those families in need.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,330	$51,374
Mid-Range Teacher Salary	$93,425	$80,151
Highest Teacher Salary	$119,350	$100,143
Average Principal Salary (Elementary)	$138,443	$126,896
Average Principal Salary (Middle)	$143,053	$133,668
Average Principal Salary (High)	$155,355	$143,746
Superintendent Salary	$266,650	$245,810
Percent of Budget for Teacher Salaries	43%	35%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

All sites were provided one day for professional development prior to the start of the school year. Additionally, there are additional opportunities provided for professional development at staff meetings, grade level/department meetings, collaboration meetings and modified days.

We provide district-wide and site-based professional development focused upon the district's priority initiatives and a variety of topics. These topics include:

English Language Development; Designated and Integrated ELD
Multi-Tiered Systems of Support
Middle School NGSS-Aligned Instructional Materials
Mathematics, Habits of Mind, Habits of Interaction
Development of Physical Education Units that Meet State-Mandated Requirements
Rigorous Curriculum Design for ELA/ELD Integration
Universal Design for Learning
Positive Behavior Interventions and Supports
Trauma Informed Practices

The areas of focus for professional development were based upon our analysis of student performance data including results on the CAASPP, NWEA, California Dashboard, ELPAC and district created summative assessments. Professional development has been provided through working in collaboration with consultants that have been contracted by the district, on-site instructional coaching, attending conferences, administratively created and delivered professional development during before school meetings, faculty meetings and modified school days.

Our teachers are supported with implementation by being provided planning time, collaboration, conducting observations, providing feedback, and grade level / department meetings.