

Korematsu Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Korematsu Middle School
Street	1021 Navellier Street
City, State, Zip	El Cerrito, CA 94530-2691
Phone Number	(510) 231-1449
Principal	Matthew Burnham
E-mail Address	mburnham@wccusd.net
Web Site	http://korematsumiddleschool.org/
Grades Served	7-8
CDS Code	07-61796-6057244

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Korematsu Middle School is home to one of the most ethnically and socio-economically diverse student bodies in the Bay Area, a feature we consider a great strength. Our more than 589 students reflect the communities of Korematsu's feeder elementary schools. Korematsu offers rigorous academic programming that is designed to meet the needs of all students. Our standards-based curriculum is geared toward helping every student achieve at or above grade level in all subjects.

We have advanced courses for Gifted and Talented students. We also offer a Dual Immersion Spanish language program to qualified students, with the goal of creating bilingual, bi-literate, global citizens who will be able to navigate and participate in our ever-growing global economy. Students in need of additional support to strengthen their academic skills are enrolled in our intervention program. Our English Learners Department offers English Language Development classes and Specifically Designed Academic Instruction in English (SDAIE) in core subjects to our English Learner students. For students with special needs, we offer special education programs (severely handicapped, non-severely handicapped, resource specialist, hearing impaired and speech) to support specific identified needs of each student. In addition to the core curriculum, students at Korematsu can take advantage of a variety of opportunities including our excellent band program, art, Spanish Language, computers, drama, and leadership.

Korematsu Middle School models a safe, inclusive, student-centered community that actively supports high levels of academic and social success. All members of our community build respectful relationships to collaborate and ensure that all students become responsible, confident and enthusiastic learners who fulfill their individual potential.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	276
Grade 8	263
Total Enrollment	539

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	24.3
Asian	18
Filipino	2.6
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	1.7
White	26.5
Two or More Races	0.6
Socioeconomically Disadvantaged	57.7
English Learners	16.9
Students with Disabilities	11.5
Foster Youth	0.6

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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	26	19	19
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.9	2.1
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes (Grades 6-8) ELD: National Geographic Inside Intervention:READ 180	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Everyday Mathematics Wright Group/Macmillan-McGraw Hill (Grade 6); Prentice Hall-Pre-Algebra, CA Edition (Grade 7); McDougal Littell algebra 1 (Grade 8)	Yes	0%
Science	Prentice Hall Earth Science (Grade 6); Life Science (Grade 7); Physical Science (Grade 8)	Yes	0%
History-Social Science	TCI History Alive Ancient History TCI History Alive US History TCI History Alive Medieval History	Yes	0%
Foreign Language	EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Pearson Prentice Hall: Realidades (Spanish 1,2,3)	Yes	0%
Health			0

School Facility Conditions and Planned Improvements (Most Recent Year)

The new campus is built at the old Castro Elementary site, formerly known as Portola Middle School. Korematsu is a clean safe and well maintained campus.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Repair a/c grid room 25
Interior: Interior Surfaces			X	Repair floor tiles; Replace plywood wall; Replace ceiling tile; Paint plywood; Adjust ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Remove graffiti
Electrical: Electrical		X		Repair lights; Lights flickering; Lights out library
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Tighten toilet room 34; Adjust drinking fountains
Safety: Fire Safety, Hazardous Materials	X			Tighten fire extinguisher brackets; Remove boxes from emergency windows;
Structural: Structural Damage, Roofs		X		Repair ramps; Repair skirt room 32; Replace downspouts
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair the swing gate; Repair door closers; Paint basketball poles

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	46	32	44
Mathematics	33	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	279	268	96.1	31	24	27	16
	8	265	262	98.9	29	20	36	13
Male	7		146	52.3	38	23	23	14
	8		124	46.8	34	21	31	11
Female	7		122	43.7	22	25	33	19
	8		138	52.1	25	20	40	14
Black or African American	7		61	21.9	46	33	13	5
	8		61	23.0	59	20	20	2
Asian	7		45	16.1	29	20	29	22
	8		54	20.4	20	11	54	15
Filipino	7		6	2.2	--	--	--	--
	8		10	3.8	--	--	--	--
Hispanic or Latino	7		71	25.4	45	24	25	4
	8		68	25.7	37	28	28	4
Native Hawaiian or Pacific Islander	7		3	1.1	--	--	--	--
	8		7	2.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	7		81	29.0	7	19	41	32
	8		59	22.3	3	17	46	29
Two or More Races	7		1	0.4	--	--	--	--
	8		3	1.1	--	--	--	--
Socioeconomically Disadvantaged	7		155	55.6	46	30	17	5
	8		156	58.9	43	24	29	3
English Learners	7		40	14.3	85	15	0	0
	8		29	10.9	79	17	0	0
Students with Disabilities	7		30	10.8	57	30	10	0
	8		29	10.9	62	14	14	3
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	279	268	96.1	41	23	16	19
	8	265	260	98.1	49	19	20	11
Male	7		145	52.0	47	21	14	17
	8		123	46.4	50	15	21	13
Female	7		123	44.1	34	24	19	22
	8		137	51.7	48	22	19	9
Black or African American	7		59	21.1	69	17	8	5
	8		60	22.6	80	10	8	0
Asian	7		45	16.1	36	18	20	27
	8		54	20.4	30	9	44	17
Filipino	7		6	2.2	--	--	--	--
	8		10	3.8	--	--	--	--
Hispanic or Latino	7		72	25.8	50	31	7	11
	8		67	25.3	60	25	12	1
Native Hawaiian or Pacific Islander	7		3	1.1	--	--	--	--
	8		7	2.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	7		82	29.4	15	23	29	32
	8		59	22.3	24	25	22	25
Two or More Races	7		1	0.4	--	--	--	--
	8		3	1.1	--	--	--	--
Socioeconomically Disadvantaged	7		154	55.2	58	23	8	9
	8		154	58.1	65	16	14	3
English Learners	7		41	14.7	76	20	2	0
	8		29	10.9	93	3	0	0
Students with Disabilities	7		30	10.8	77	7	10	3
	8		28	10.6	71	11	7	4
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	50	54	63	46	48	46	59	60	56

Note: Scores 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	63
Male	66
Female	61
Black or African American	30
Asian	83
Filipino	--
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	--
White	88
Two or More Races	--
Socioeconomically Disadvantaged	63
English Learners	14
Students with Disabilities	47
Foster Youth	--

Note: Scores 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.00	17.80	26.10

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.

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 (Most Recent Year)

PARENT INVOLVEMENT PROGRAMS:

- Parent Information Night and Tour
- Parent volunteers for testing snacks
- Eighth grade promotion
- Eighth grade party
- Parent volunteers also work in the classrooms
- PARC (Parent Academic Rigor Committee) Committee (Formally GATE)
- Parent Safety Patrol
- Parent Workshops

- ELAC (English Learner Advisory Committee)
- PARENT-TEACHER STUDENT ASSOCIATION (PTSA) and/or PARENT GROUP(s): The PTSA raises funds and helps plan and organize extra-curricular events.
- MUSIC PARENT GROUP: The Music Parent Group supports our Jazz Band and Music Program by organizing fundraising events, concerts and other performance trips.

- ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The ELAC meets once a month to discuss about the needs of our EL students.
- SCHOOL SITE COUNCIL: Every school must have a School Site Council composed equally of school staff and parents or students. Members of the SSC are elected by their peers (e.g., teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff member who is neither the principal nor a teacher. The minimum number of SSC members for a middle school is ten. The parent membership at a middle school must equal the total school staff membership. A community member may take the place of a parent if chosen by parents of students currently attending the school (Education Code Section 52852).
- PARC COMMITTEE: (originally The GATE committee) consists of parents and faculty and meets once every semester to advise and assist in the planning, development and implementation of the program and the impact on student achievement.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	19.75	9.58	13.52	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Safety Plan is updated yearly. The School Safety and Emergencies Committee discusses emergency issues, plans evacuation strategies and drills, plans monthly fire and earthquake drills, and collaborates with the El Cerrito Police and Fire departments. The students and staff practice Fire, Duck-and-Cover, and Shelter-in-Place drills on a monthly basis. A school resource officer from the El Cerrito Police Department is assigned to Korematsu Middle School. We also have a group of parents who volunteer on the Parent Safety Patrol to help supervise the 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	7	3	11	27	7	3	12	28	7	4	11
Mathematics	30	3	5	9	29	4	4	10	27	5	6	8
Science	32	3	3	10	32	2	3	12	35	1	1	15
Social Science	31	4	2	11	29	4	4	10	28	6	3	10

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	293.5
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1.80	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9004.06	\$5653.53	\$3350.53	\$55124.38
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-65.2	-2.2
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-37.3	-24.5

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Korematsu School include:

ESEA-Title I
 Economic Impact Aid
 Sp Ed, IDEA Basic Local Entit 1
 Healthy Start-ASLSNPP
 Special Ed-E
 A/M/PE- Drama/Theatre
 A/M/PE- Dance
 Ca Instr Sch Gardens Program
 Gifted & Talented Ed-E
 SIP

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

The staff devotes a full hour per week for development and collaboration. Training sessions this year include Common Core State Standards Implementation, best practices workshops, academic data review, instructional technology, and cultural competence. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.