

Fred T. Korematsu Middle

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Fred T. Korematsu Middle
Street	1021 Navellier St.
City, State, Zip	El Cerrito, Ca, 94530-2691
Phone Number	510-231-1449
Principal	Matthew Burnham
E-mail Address	mburnham@wccusd.net
County-District-School (CDS) Code	07617966057244

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

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. 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.

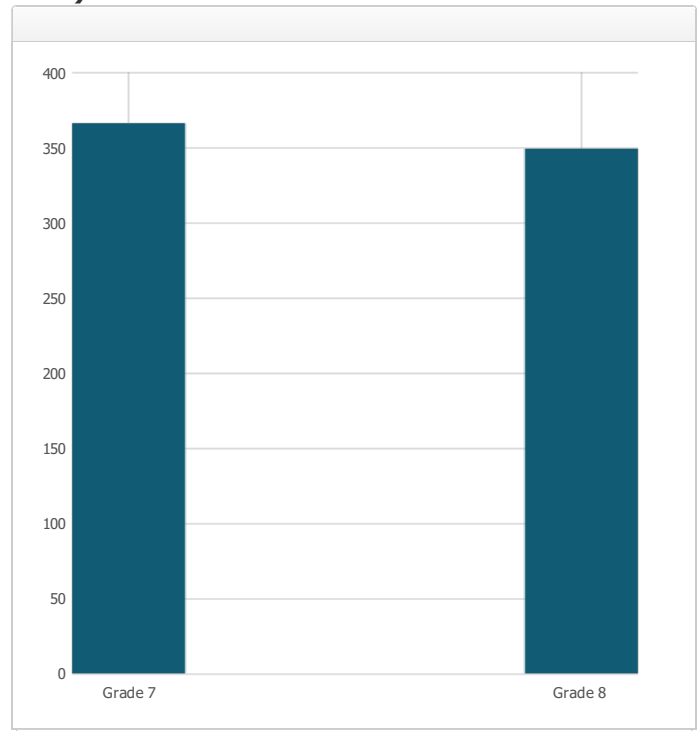
We offer a Dual Immersion Spanish language program to qualified students, with the goal of creating bilingual, bi-literate, global citizens who will be able to navigate and participate in our ever-growing global economy. Students in need of additional support to strengthen their academic skills are enrolled in our intervention program. Our English Learners Department offers English Language Development classes. 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, coding, Gateway to Technology.

At Korematsu, we are a community. Every single person in this community plays an important part, and we don't leave anyone behind. This shows up in the way we talk to each other, how we all participate in different activities, and everything we learn from each other.

Last updated: 1/8/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 7	366
Grade 8	349
Total Enrollment	715



Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	15.9 %
American Indian or Alaska Native	0.4 %
Asian	16.8 %
Filipino	2.0 %
Hispanic or Latino	30.2 %
Native Hawaiian or Pacific Islander	0.6 %
White	30.9 %
Two or More Races	3.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	46.4 %
English Learners	13.4 %
Students with Disabilities	10.3 %
Foster Youth	0.4 %

A. Conditions of Learning

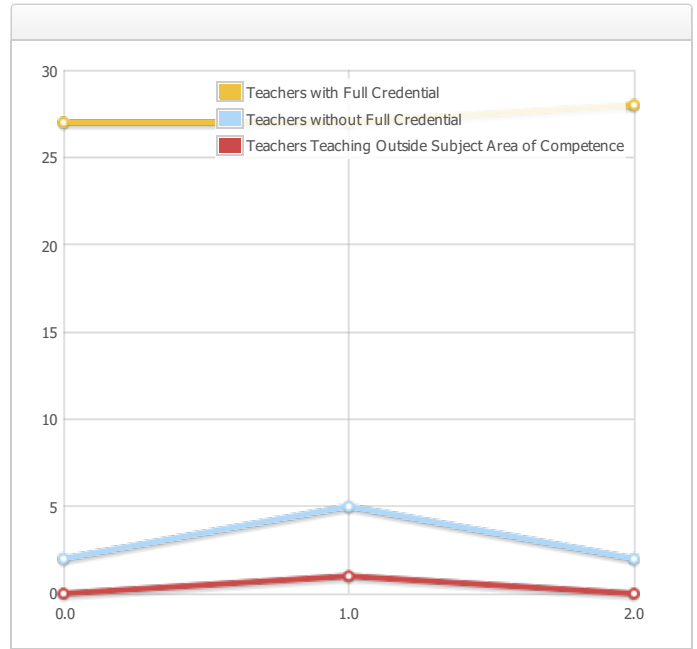
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	27	27	28	1211
Without Full Credential	2	5	2	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	10



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside, ELD levels 1-4, c2014 - adopted 2014 Scholastic Read 180, (Intervention) c2011 - adopted 2011	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt Big Ideas Math, c2015 - adopted 2017 Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018	Yes	0.0 %
Science	Pearson Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	TCI History Alive, c2005 - adopted 2005	Yes	0.0 %
Foreign Language	Prentice Hall Realidades, Spanish 1-3, c2004 - adopted 2004	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Deficiencies noted: C-building, Boy's restroom gym locker room, Cafeteria
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Deficiencies noted: Gym, Girl's restroom C-136A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Deficiencies noted: Girl's restroom C-136A
Safety: Fire Safety, Hazardous Materials	Fair	Deficiencies noted: Gym, Room B104, Room C101
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Deficiencies noted: Patio, Gym

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
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Last updated: 6/24/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	57.0%	54.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	40.0%	42.0%	25.0%	24.0%	37.0%	38.0%

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.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	700	688	98.29%	54.29%
Male	368	364	98.91%	46.28%
Female	332	324	97.59%	63.27%
Black or African American	114	109	95.61%	25.93%
American Indian or Alaska Native	--	--	--	
Asian	117	115	98.29%	61.74%
Filipino	13	13	100.00%	61.54%
Hispanic or Latino	207	206	99.52%	41.75%
Native Hawaiian or Pacific Islander	--	--	--	
White	218	214	98.17%	77.10%
Two or More Races	23	23	100.00%	52.17%
Socioeconomically Disadvantaged	330	324	98.18%	34.67%
English Learners	154	152	98.70%	20.39%
Students with Disabilities	66	64	96.97%	7.94%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	700	691	98.71%	41.68%
Male	368	366	99.46%	40.44%
Female	332	325	97.89%	43.08%
Black or African American	114	110	96.49%	15.45%
American Indian or Alaska Native	--	--	--	
Asian	117	115	98.29%	54.78%
Filipino	13	13	100.00%	46.15%
Hispanic or Latino	207	207	100.00%	24.15%
Native Hawaiian or Pacific Islander	--	--	--	
White	218	215	98.62%	63.72%
Two or More Races	23	23	100.00%	60.87%
Socioeconomically Disadvantaged	330	327	99.09%	19.88%
English Learners	154	154	100.00%	11.04%
Students with Disabilities	66	64	96.97%	7.81%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/22/2019

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 area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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
7	19.9%	26.0%	24.9%

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.

Last updated: 1/22/2019

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 2018—19)

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

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

Parent Safety Patrol

Parent Workshops

- 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).

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

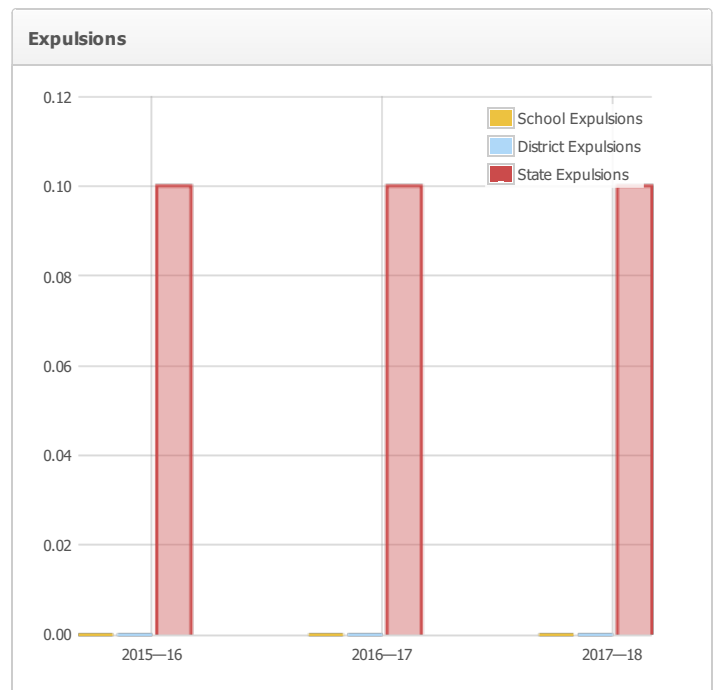
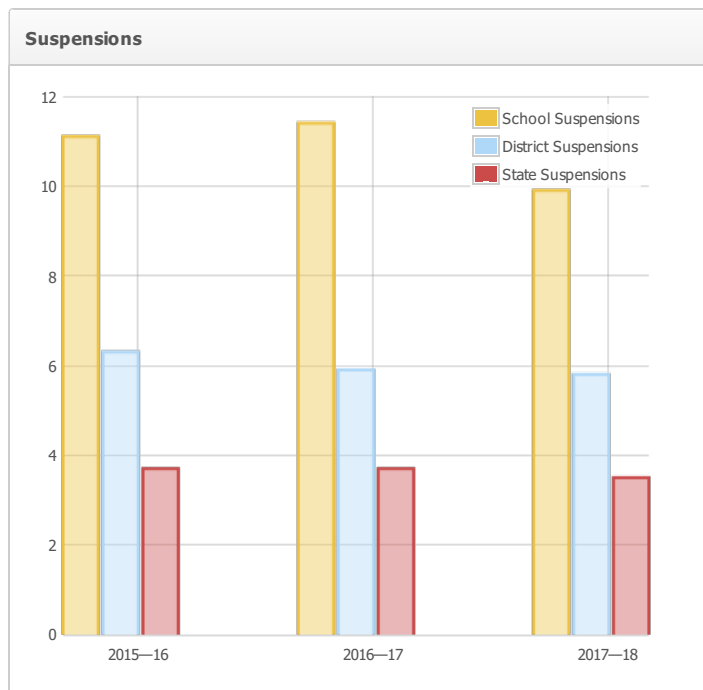
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	11.1%	11.4%	9.9%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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 (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	5	9	10
Mathematics	28.0	5	4	12
Science	35.0	1	6	12
Social Science	32.0	3	6	9

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	10	5	12
Mathematics	27.0	8	8	8
Science	35.0	1	3	18
Social Science	24.0	10	7	9

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	8	5	16
Mathematics	27.0	7	11	10
Science	31.0	3	8	17
Social Science	31.0	4	4	15

* 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.

Last updated: 1/22/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	231.6
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7529.2	\$1909.1	\$5620.1	\$65708.8
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-31.5%	-3.0%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-15.7%	-20.6%

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

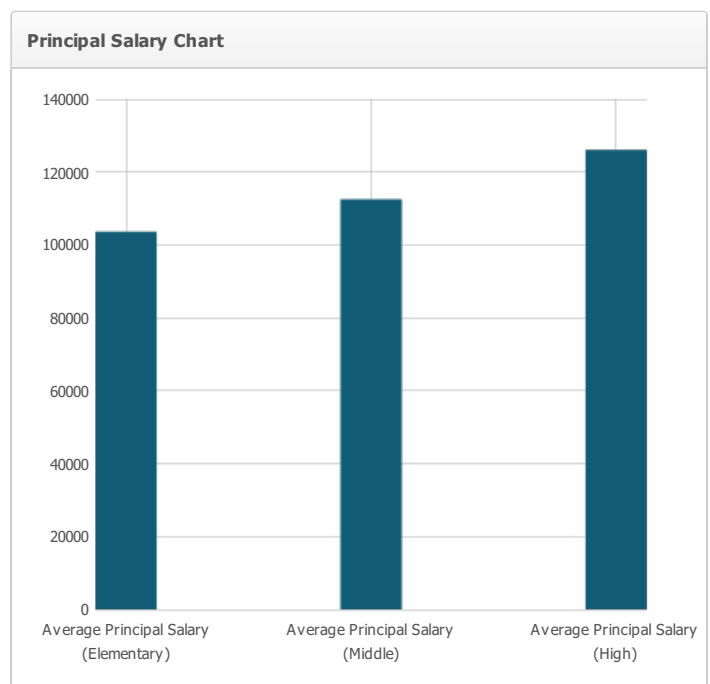
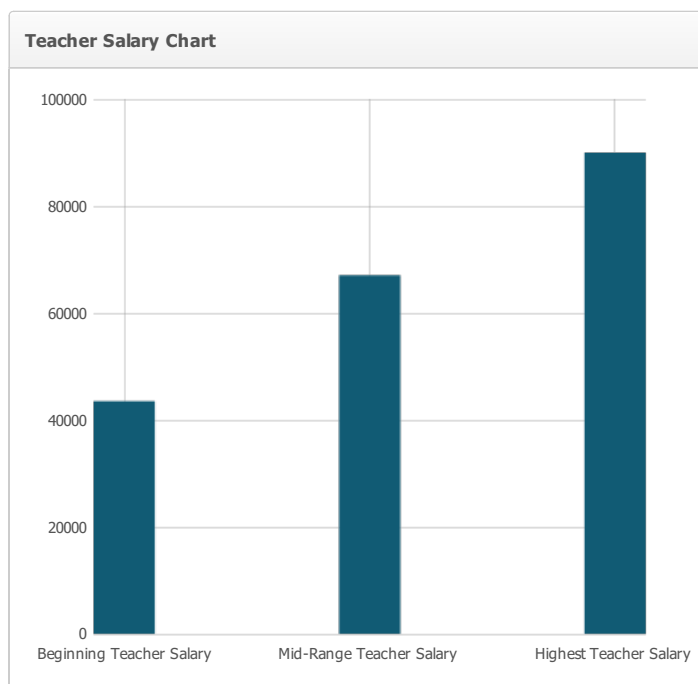
- SPORTS
- BAY AREA COMMUNITY RESOURCES
- RICHMOND ART CENTER
- PROJECT READ INSTITUTE
- COMMUNITY MATTERS
- ART SUPPLIES
- MUSIC THEATRE INTERNATIONAL ELC
- PROJECT LEAD THE WAY INC
- VEX ROBOTICS INC
- CA ASSOC FOR BILINGUAL EDUCATION
- SCHOOLSIN SCIENCE
- STUDY TRIPS
- CLASSROOM MATTERS CONSULTANT
- COMMUNITY ALLIANCE FOR LEARNING

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/22/2019

Professional Development

The staff devotes a full hour per week for development and collaboration. Training sessions 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, 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.

Last updated: 1/8/2019