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Korematsu Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 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 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 2016-17)

School Contact Information	
School Name	Korematsu Middle School
Street	7125 Donal Avenue
City, State, Zip	El Cerrito, CA 94530-2691
Phone Number	(510) 231-1449
Principal	Matthew Burnham
E-mail Address	mburnham@wccusd.net
Web Site	www.korematsumiddleschool.org/
CDS Code	07-61796-6057244

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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 645 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 2015-16)

Grade Level	Number of Students
Grade 7	300
Grade 8	289
Total Enrollment	589

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	21.2
American Indian or Alaska Native	0
Asian	17.8
Filipino	2.2
Hispanic or Latino	28.4
Native Hawaiian or Pacific Islander	0.8
White	28.5
Two or More Races	0.7
Socioeconomically Disadvantaged	56.2
English Learners	15.6
Students with Disabilities	12.2
Foster Youth	0.2

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
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	26	19	26.80	26.80
Without Full Credential	1	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	3	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.1	1.9
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	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 (gr 7-8) / 2001 National Geographic, Inside (ELD gr 7-8) / 2014 Houghton Mifflin Harcourt, (Intervention gr 7-8) Read 180 / 2011	Yes	0%
Mathematics	Prentice Hall, Pre-Algebra CA / 2001 Glencoe McGraw Hill, Math Course 3 (gr 8) / 2014 McDougal Littell, CA Middle School Algebra 1 / 2012 Key Curriculum Press, Discovering Geometry / 2008	Yes	0%
Science	Pearson/Prentice Hall, Focus on Life Science (gr 7) / 2008 Pearson/Prentice Hall, Focus on Physical Science (gr 8) / 2008	Yes	0%
History-Social Science	TCI, History Alive (gr 6-8) / 2004	Yes	0%
Foreign Language	Pearson Prentice Hall, Realidades (Spanish 1-3) / 2004	Yes	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 of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			This is a new school - everything is 100% OK

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Interior: Interior Surfaces	X			This is a new school - everything is 100% OK
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			This is a new school - everything is 100% OK
Electrical: Electrical	X			This is a new school - everything is 100% OK
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			This is a new school - everything is 100% OK
Safety: Fire Safety, Hazardous Materials	X			This is a new school - everything is 100% OK
Structural: Structural Damage, Roofs	X			This is a new school - everything is 100% OK
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			This is a new school - everything is 100% OK

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	47	47	33	35	44	48
Mathematics	33	35	23	25	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	301	295	98.0	49.5
	8	291	277	95.2	45.3
Male	7	139	136	97.8	44.0
	8	160	150	93.8	36.7
Female	7	162	159	98.2	54.1
	8	131	127	97.0	55.1
Black or African American	7	59	56	94.9	20.0
	8	66	64	97.0	20.6
Asian	7	59	59	100.0	54.2
	8	46	45	97.8	53.3
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	87	87	100.0	36.8
	8	85	80	94.1	30.8
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	84	81	96.4	77.5
	8	82	77	93.9	74.0
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	172	169	98.3	29.3
	8	161	156	96.9	26.0
English Learners	7	41	41	100.0	2.4
	8	45	40	88.9	
Students with Disabilities	7	36	35	97.2	2.9
	8	35	30	85.7	13.8
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	301	294	97.7	39.1
	8	291	275	94.5	29.7
Male	7	139	135	97.1	40.7
	8	160	149	93.1	25.2
Female	7	162	159	98.2	37.7
	8	131	126	96.2	34.9
Black or African American	7	59	56	94.9	7.1
	8	66	63	95.5	6.5
Asian	7	59	59	100.0	50.9
	8	46	45	97.8	44.4
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	87	87	100.0	24.1
	8	85	79	92.9	21.8
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	84	80	95.2	71.3
	8	82	77	93.9	46.8
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	172	168	97.7	19.6
	8	161	154	95.7	18.9
English Learners	7	41	41	100.0	7.3
	8	45	40	88.9	
Students with Disabilities	7	36	35	97.2	
	8	35	30	85.7	6.9
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	54	63	58	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	291	276	94.9	57.6
Male	160	149	93.1	55.0
Female	131	127	97.0	60.6
Black or African American	66	64	97.0	29.7
Asian	46	46	100.0	67.4
Hispanic or Latino	85	79	92.9	45.6
White	82	76	92.7	88.2
Socioeconomically Disadvantaged	161	155	96.3	40.0
English Learners	45	40	88.9	17.5
Students with Disabilities	35	30	85.7	40.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.6	24	21.1

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 (School Year 2016-17)

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

• 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).

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.6	13.5	11.0	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

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.

Federal Intervention Program (School Year 2016-17)

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	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	27	7	3	12	28	7	4	11	27	9	7	10
Mathematics	29	4	4	10	27	5	6	8	28	5	4	12
Science	32	2	3	12	35	1	1	15	35	1	6	12
Social Science	29	4	4	10	28	6	3	10	32	2	7	9

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	215.33
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	1.00	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7334.07	3158.48	4175.60	69411.16
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-34.9	6.7
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-26.4	-8.5

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Korematsu Middle School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
EDUCATION PROTECTION ACCOUNT
SP ED IDEA BASIC LOCAL ENTITL
HEALTHY START-ASLSNPP
SPECIAL ED - E
PROJECT READ

PARCEL TAX
MRAD
CHEVRON
PORTOLA SCIENCE TRUST
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
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.