

Fred T. Korematsu Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Fred T. Korematsu Elementary School
Street	3100 Loyola Dr.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5358
Principal	Mary Ponce
E-mail Address	mponce@djUSD.net
CDS Code	57726780111401

District Contact Information	
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Dr. John Bowes
E-mail Address	superintendent@djUSD.net
Web Site	www.djUSD.net

School Description and Mission Statement (School Year 2017-18)

Fred T. Korematsu Elementary School at Mace Ranch is the newest elementary to serve students in the Davis Joint Unified School District. The school opened in 2006 serving kindergarten and first grade and has expanded to serve TK through 6th grade for the 2014-2015 school year. Korematsu in 2008 expanded to a full K-6 configuration. Currently, Korematsu serves TK to 6th and has approximately 508 students. The school is a social justice school focusing on anti bias standards along with the State mandated Common Core standards. For more information regarding programs please visit our website: <http://korematsu.djUSD.net/>. Before-school care is provided by the Childrens Development Center and after-school care is provided by both the Childrens Development Center and the ACCESS Program. In 2008 we became a targeted Title I school with a poverty rate of 27%. However, in 2014-2015 school year we declined, and now have a 21% poverty rate. Currently, we are below 17% poverty rate. Our school programs are solely supported by LCFF allocated State monies. Korematsu has an experienced staff, all of whom have made commitment to our diverse community. However, with a retirement incentive offered in the spring of 2014, Korematsu had 6 veteran teachers retire, which included a library and part time science specialist. The district as a whole had the largest retirement across the elementary schools, as a result, the district in the spring of 2014 hired over 25 elementary new staff to fill the gap. Korematsu received 7 new staff members; 5 classroom teachers and two specialists. All ranging from first year to seven years of experience. Currently, in 2017-2018 we continue to have the same staff, however, in three years we expect another large group of retirees ranging from classroom teachers to specialists.

We are supported by a very strong community commitment and receive annual services from the community parcel tax. These services range from library, science, strings and band programs, to name a few. We are also supported by a very strong and committed PTO, which is in its 10th year of fundraising and averages 40K alone in the Auction. The PTO provides classrooms with extra instructional support, field trips, enrichment programs, and community events.

It is the mission of Korematsu Elementary School to provide excellence in education to a changing population by nurturing and developing the natural curiosity that each student brings to our community. We believe that every student wants to learn and that the diversity of our school population is a strength that supports greater understanding and respect. Korematsu's goal is that students, staff and parents build pro-social skills through an inclusive environment that is socially just and equitable to ensure ALL students are prepared for an every changing world. We are creating a school of Equity and Excellence.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	77
Grade 1	69
Grade 2	50
Grade 3	73
Grade 4	60
Grade 5	82
Grade 6	75
Total Enrollment	486

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.4
Asian	20.2
Filipino	1.4
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.4
White	49.6
Two or More Races	9.3
Socioeconomically Disadvantaged	18.7
English Learners	15.8
Students with Disabilities	11.7
Foster Youth	0.6

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	20	21	400
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts K-6 Benchmark Advance	Yes	0%
Mathematics	Mathematics, K-6: Envision Math, 2015	Yes	0%
Science	Science K-5 Delta Education, Full Option Science System (FOSS), 2007, 6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006	Yes	0%
History-Social Science	History-Social Science K-5 Harcourt, Reflections: California Series, 2006, 6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

Korematsu Elementary is the newest elementary in the Davis Joint Unified District and in its fourth year of operation in a new facility. Regular safety inspections are performed by the site administration, site custodial staff, and district maintenance crews and corrections implemented as soon as possible. The site has one full-time custodian and one part-time custodian who maintain classrooms and other areas of the school on a daily basis. Korematsu has 19 regular classrooms. Additionally, Korematsu has a school library, a computer lab, a science lab, a music room, a reading resource room, a resource education/full inclusion/speech room, a math/counselor/English learner resource room, multipurpose room and a kitchen.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/2018				
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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	72	68	71	69	48	48
Mathematics (grades 3-8 and 11)	68	66	65	64	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	276	95.5	68.48
Male	147	140	95.24	60
Female	142	136	95.77	77.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	65	60	92.31	78.33
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	47	46	97.87	50
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	134	95.71	72.39
Two or More Races	23	22	95.65	68.18
Socioeconomically Disadvantaged	62	60	96.77	31.67
English Learners	57	53	92.98	47.17
Students with Disabilities	48	43	89.58	27.91
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	280	96.89	66.07
Male	147	143	97.28	62.24
Female	142	137	96.48	70.07
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	65	63	96.92	87.3
Filipino	--	--	--	--
Hispanic or Latino	47	46	97.87	39.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	135	96.43	67.41
Two or More Races	23	22	95.65	68.18
Socioeconomically Disadvantaged	62	61	98.39	32.79
English Learners	57	56	98.25	55.36
Students with Disabilities	48	43	89.58	23.26
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	76	86	81	78	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.3	30.8	43.6

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 State priority: Parental Involvement (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 2017-18)

Korematsu has several active parent programs that support learning. The Parent-Teacher Organization has been instrumental in supporting and augmenting the development of a vital school community at the site, sponsoring school-wide events throughout the year that link to classroom programs and bringing our families together to celebrate annual benchmarks in the school year. The Site Council has played a critical role in working with teachers to review and plan instructional strategies and key program support for our diverse community and success for all students. An active bilingual parent community that meet regularly for ELAC to review their children's English Language Acquisition development and review program implementation. Korematsu also has an active School Garden Committee and a program of volunteers in our classrooms and libraries. Lastly, we have a Climate Committee comprised of staff, parents and administration.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.4	0.9	1.8	2.4	3.0	2.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The school has a comprehensive safety plan, approved every Fall of each year by the site council. The plan is a comprehensive document reviewing all procedures and protocols as mandated by federal and state laws and guidelines. We practice two safety week drills throughout the year, one in the fall and one in the spring. These are all planned week long drills. Procedures are in place at the site in the event of a natural or man-made disaster. The procedures address student safety, supervision, facility monitoring and parental notification. The school's Crisis Response Plan is available for review in the main office some of the components include the following: Crisis/Disaster Leader in each building/wing w/ walkie-talkie Each classroom provided w/ red emergency backpack w/ walkie-talkie and emergency supplies Systems and Disaster Response folders and charts in each classroom Practice of disaster drills monthly and quarterly The following conditions provide Korematsu students with a safe school environment before, during, and after school: Before-school supervision provided by yard duties beginning at 8:10 a.m. Recess and lunch period supervision provided by yard duties and para-educators Visitors and parents are required to check-in at the office prior to accessing the classrooms Students arriving late or leaving early must be processed through the main office

Climate: We have a climate committee that meets four times a year. The school collects data through our yearly climate survey. We focus on areas of improvement based on the feedback from the survey. We also promote and follow the district's climate policy. We focus on social justice traits monthly and behavior goals. We have a counselor 3x a week who pushes in and presents classroom instruction for students in the area of conflict resolution, self-esteem, empathy, self-regulation, child development. The counselor also runs small friendship groups and 1:1 counseling sessions. We hold every year the Fred T Korematsu Day of Civil Liberties and the Constitution to honor our school's namesake and remind students of the importance of our civil liberties.

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 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		22	1	3		19	3	1	
1	33		2	1	36		1	1	23		4	
2	26		2		24		3		25		2	
3	30		2	1	23		4		25		4	
4	25		2		27		2		30		1	
5	38		3	1	32		3	1	36		3	1
6	30		3		30		3		25		3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	.875	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.28	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9936.95	2734.47	7202.48	71910.37
District	N/A	N/A	7,705.19	\$67,085
Percent Difference: School Site and District	N/A	N/A	-6.7	6.9
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	9.1	-3.5

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

Types of Services Funded (Fiscal Year 2016-17)

In 2016-17 Fred T. Korematsu Elementary School received funding and services through the following federal, state and local resources: Title I, Part A, Local Control Funding Formula, Davis Parcel Tax, and Davis School Arts Foundation.

Types of funded services include: reading specialist support, math specialist support, English learner specialist support, school counselor support, reading, math and English learner para-educator support, instructional technician specialist support, instructional materials, after-school program, family events, translation services, and professional development.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,050	\$46,511
Mid-Range Teacher Salary	\$60,613	\$73,293
Highest Teacher Salary	\$84,563	\$92,082
Average Principal Salary (Elementary)	\$106,541	\$113,263
Average Principal Salary (Middle)	\$113,403	\$120,172
Average Principal Salary (High)	\$120,473	\$131,203
Superintendent Salary	\$185,681	\$213,732
Percent of Budget for Teacher Salaries	37%	36%
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)

Davis Joint Unified School District focuses our professional growth system on our mission and objectives with priority given to social emotional intelligence, differentiated instruction, inquiry based instruction, implementation of the Common Core State Standards, closing the achievement and opportunity gap, as well as the formative assessment process. These focus areas were developed through the Strategic Plan and Local Control Accountability Plan goals along with teacher surveys and Principal feedback to ensure relevancy and meaning for our community.

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside our district, staff has opportunities during the school year and summer to complete professional development learning episodes and time to implement best practices learned. These activities are supported by federal, state, and local funding as well as generous local parcel taxes. The professional growth occurring in Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade level/content peers through Common Core Collaboration Grants and collaboration is built into all professional development sessions. Davis Joint Unified School District also has instructional coaches that provide professional growth opportunities with model lessons, collaborative planning and in context learning. Examples of recent Davis Joint Unified School District professional learning include:

- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff.
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)