

Fred T. Korematsu Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Fred T. Korematsu Middle School
Street	7125 Donal Ave.
City, State, Zip	El Cerrito, CA, 94530-2691
Phone Number	510-231-1449
Principal	Matthew Burnham
Email Address	mburnham@wccusd.net
School Website	www.wccusd.net/korematsu
County-District-School (CDS) Code	07617966057244

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

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, leadership, and Gateway to Technology.

KMS Vision:

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	1
Grade 7	344
Grade 8	336
Total Enrollment	681

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.2%
American Indian or Alaska Native	0.4%
Asian	12.5%
Black or African American	12.5%
Filipino	1.3%
Hispanic or Latino	32.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	9.5%
White	31.1%
English Learners	13.2%
Homeless	1.2%
Socioeconomically Disadvantaged	37.2%
Students with Disabilities	14.2%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.90	83.84	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	3.74	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.61	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	4.13	49.60	3.54	12115.80	4.41
Unknown	2.00	6.61	26.30	1.87	18854.30	6.86
Total Teaching Positions	31.00	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.10	71.95	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.40	4.34	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.80	11.39	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.52	50.30	3.30	11953.10	4.28
Unknown	3.60	10.74	91.20	5.99	15831.90	5.67
Total Teaching Positions	33.60	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	3.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	3.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.20	0.50
Total Out-of-Field Teachers	1.20	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.9	11.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	1.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other 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), c2014 - adopted 2014	Yes	0%

Mathematics	Larsen Brothers Big Ideas Math, c2015 - adopted 2017	Yes	0%
Science	Amplify Science, c2020 - adopted 2020	Yes	0%
History-Social Science	TCI History Alive, c2017 - adopted 2020	Yes	0%
Foreign Language	Vista Higher Learning Galeria (Spanish), c2022 - adopted 2022	Yes	0%
Health	N/A		
Visual and Performing Arts	N/A		

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.

Year and month of the most recent FIT report

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Hallway - The hallway around classrooms A210 - A-211 wall material is torn.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Boys restroom B218 - Hand dryer is not working. Room B102 - Replace the missing light cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Girls restroom - Sink sprays outside of the sink. Girls restroom C218a - Sink is not working. Boys restroom B218 - Hand dryer is not working. Restroom C316 - The urinal dividers are falling off the wall.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	42	49	32	32	47	46
Mathematics (grades 3-8 and 11)	34	34	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	663	643	96.98	3.02	48.83
Female	301	292	97.01	2.99	50.86
Male	360	349	96.94	3.06	46.97
American Indian or Alaska Native	--	--	--	--	--
Asian	84	83	98.81	1.19	51.81
Black or African American	79	75	94.94	5.06	22.67
Filipino	--	--	--	--	--
Hispanic or Latino	216	210	97.22	2.78	29.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	61	96.83	3.17	73.77
White	208	201	96.63	3.37	70.15
English Learners	79	77	97.47	2.53	4.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	268	258	96.27	3.73	26.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	89	93.68	6.32	13.48

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	663	641	96.68	3.32	34.01
Female	301	289	96.01	3.99	30.10
Male	360	351	97.50	2.50	37.07
American Indian or Alaska Native	--	--	--	--	--
Asian	84	82	97.62	2.38	35.37
Black or African American	79	74	93.67	6.33	8.11
Filipino	--	--	--	--	--
Hispanic or Latino	216	208	96.30	3.70	16.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	61	96.83	3.17	54.10
White	208	203	97.60	2.40	55.22
English Learners	79	78	98.73	1.27	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	268	256	95.52	4.48	13.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	89	93.68	6.32	6.74

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.82	31.54	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	325	307	94.46	5.54	31.02
Female	146	136	93.15	6.85	24.81
Male	177	170	96.05	3.95	35.50
American Indian or Alaska Native	0	0	0	0	0
Asian	45	42	93.33	6.67	29.27
Black or African American	39	36	92.31	7.69	5.56
Filipino	--	--	--	--	--
Hispanic or Latino	104	98	94.23	5.77	13.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00	5.00	52.63
White	112	107	95.54	4.46	53.27
English Learners	37	34	91.89	8.11	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	121	92.37	7.63	13.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	45	90.00	10.00	2.27

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	87.7	91.5	84.5	91.8	93.5

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

PARENT INVOLVEMENT PROGRAMS:

- Parent Information Night and Tour
- Eighth-grade promotion
- Eighth-grade party
- Parent volunteers also work in the classrooms
- 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 the needs of our EL students.

African American Parent Advisory Group (AAPAC): The AAPAC meeting once a month to discuss the needs of our African American 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).

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	693	686	126	18.4
Female	315	315	54	17.1
Male	376	369	71	19.2
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	3	3	1	33.3
Asian	86	85	10	11.8
Black or African American	87	87	30	34.5
Filipino	9	9	0	0.0
Hispanic or Latino	227	222	55	24.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	66	65	4	6.2
White	213	213	25	11.7
English Learners	101	101	31	30.7
Foster Youth	0	0	0	0.0
Homeless	8	8	4	50.0
Socioeconomically Disadvantaged	286	284	80	28.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	105	103	24	23.3

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.29	5.92	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.92	0
Female	5.08	0
Male	6.65	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.49	0
Black or African American	19.54	0
Filipino	0	0
Hispanic or Latino	4.85	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.55	0
White	3.29	0
English Learners	5.94	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.74	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.29	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	4	6	16
Mathematics	30	4	6	14
Science	33	3	3	16
Social Science	32	3	3	16

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	8	9	11
Mathematics	28	6	9	9
Science	32	2	4	15
Social Science	29	4	5	14

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	8	4	16
Mathematics	30	4	4	15
Science	37	2	3	17
Social Science	29	3	9	11

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	340.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8187.81	2775.21	5412.60	77840.80
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	-1.9	-0.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-77.4	-12.1

Fiscal Year 2022-23 Types of Services Funded

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

AMAZON
 AWARDSBYWILSON.COM OF FT WORTH/DALL
 BAY AREA COMMUNITY RESOURCES
 BLAIR KRUG
 BLICK ART MATERIALS LLC
 BRAINPOP LLC
 CAROLINA BIOLOGICAL SUPPLY COMPANY
 COMMUNITY ALLIANCE FOR LEARNING
 FLAVIO SAMUEL SALAZAR
 FOLLETT CONTENT SOLUTIONS LLC
 GAIL PAVLICH
 GENERATION GENIUS INC
 GOPHER SPORT
 KATHRYN DAVIS
 KBA DOCUMENT SOLUTIONS, LLC
 MEMBEAN INC
 MICHAEL MESSINA-GODFREY
 NEWSELA, INC
 POTAK DOUGLAS LEE
 PROJECT LEAD THE WAY INC
 RENAISSANCE LEARNING INC
 RICHMOND BLUEPRINT & LITHO CO INC
 SADEK DERREGA CONSULTATION
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 US BANK
 VEX ROBOTICS INC
 WAYNE PICKRELL
 WCCUSD CENTRAL LIBRARY SERVICES

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

Professional Development

This year staff devotes a 1.5 hours per week for development and collaboration. Training sessions include Common Core State Standards Implementation, best practices workshops, academic data review, differentiated instruction, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	30	30