Fred T. Korematsu Elementary 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 Elementary School
Street	3100 Loyola Dr.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5358
Principal	Laura Andrews
Email Address	landrews@djusd.net
School Website	https://korematsu.djusd.net/
County-District-School (CDS) Code	57726780111401

2023-24 District Contact Information

District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Matt Best
Email Address	superintendent@djusd.net
District Website	www.djusd.net

2023-24 School Description and Mission Statement

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 expanded to serve TK through 6th grade for the 2014-2015 school year. Currently, Korematsu serves TK to 6th and has approximately 520 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/.

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 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 a prepared for an every changing world. We are creating a school of Equity and Excellence.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	77
Grade 2	95
Grade 3	74
Grade 4	81
Grade 5	64
Grade 6	58
Total Enrollment	540

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.2%
Asian	18.3%
Black or African American	4.8%
Filipino	1.3%
Hispanic or Latino	18.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8.5%
White	44.3%
English Learners	12.2%
Foster Youth	0.4%
Homeless	1.3%
Socioeconomically Disadvantaged	28.9%
Students with Disabilities	13.7%

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)	18.00	90.82	338.00	85.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.10	1.05	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.60	2.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.05	16.70	4.26	12115.80	4.41
Unknown	0.80	4.19	26.50	6.73	18854.30	6.86
Total Teaching Positions	19.80	100.00	394.10	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)	22.50	95.75	382.10	87.86	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.25	9.00	2.07	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.40	2.40	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.50	2.41	11953.10	4.28
Unknown	0.00	0.00	22.80	5.25	15831.90	5.67
Total Teaching Positions	23.50	100.00	434.90	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 4-6 NGSS, Amplify Education, 2020	Yes	0%
History-Social Science	Grade K: History Alive! Me and My World, Teachers Curriculum Institute (TCI), 2022 Grade 1: History Alive! My School and Family, Teachers Curriculum Institute (TCI), 2022 Grade 2: History Alive! My Community, Teachers Curriculum Institute (TCI), 2022 Grade 3: History Alive! California Communities, Teachers Curriculum Institute (TCI), 2022 Grade 4: History Alive! California's Promise, Teachers Curriculum Institute (TCI), 2022 Grade 5: History Alive! America's Past, Teachers Curriculum Institute (TCI), 2022 Grade 6: History Alive! The Ancient World, Teachers Curriculum Institute (TCI)	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements

Korematsu Elementary is the newest elementary in the Davis Joint Unified District.. 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 20 regular classrooms. Additionally, Korematsu has a school library, two science labs, 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. A newly constructed Early Learning Center is complete on the west side of campus, near the parking lot off of Loyola Drive.

Year and month of the most recent FIT report	10/11/2023

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			Some classroom flooring has been repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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)	63	63	69	67	47	46
Mathematics (grades 3-8 and 11)	57	56	61	61	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	271	261	96.31	3.69	62.84
Female	135	129	95.56	4.44	65.89
Male	136	132	97.06	2.94	59.85
American Indian or Alaska Native	--	--	--	--	--
Asian	44	42	95.45	4.55	73.81
Black or African American	11	9	81.82	18.18	--
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	41.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	56.76
White	121	115	95.04	4.96	73.04
English Learners	15	13	86.67	13.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	73	94.81	5.19	32.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	34.21

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	271	262	96.68	3.32	56.49
Female	135	129	95.56	4.44	50.39
Male	136	133	97.79	2.21	62.41
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	70.45
Black or African American	11	9	81.82	18.18	--
Filipino	--	--	--	--	--
Hispanic or Latino	53	52	98.11	1.89	34.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	59.46
White	121	115	95.04	4.96	62.61
English Learners	15	15	100.00	0.00	26.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	72	93.51	6.49	19.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	31.58

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)	61.82	45.90	57.68	56.97	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	63	61	96.83	3.17	45.90
Female	30	29	96.67	3.33	51.72
Male	33	32	96.97	3.03	40.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	30	96.77	3.23	60.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	27.27

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 5	96%	96%	96%	95%	95%
Grade 7	96%	96%	97%	96%	98%
Grade 9	94%	94%	95%	93%	92%

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

Korematsu has several active parent programs that support learning. The Parent-Teacher Organization (PTO) 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. We have an active bilingual parent community that meet regularly for ELAC to review their children's English Language Acquisition Development and review program implementation. The school's Climate Committee is comprised of several staff and parent representatives. This committee meets monthly to discuss the state of the school and brainstorm ways to improve the overall school climate and culture. Korematsu also has an active School Garden Committee and a program of volunteers in our classrooms and libraries. Members from Site Council, PTO, and ELAC all serve on the Superintendent's Advisory Committee to provide feedback to the school district regarding specific needs at Korematsu.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	576	561	126	22.5
Female	282	273	59	21.6
Male	294	288	67	23.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	107	104	10	9.6
Black or African American	34	29	15	51.7
Filipino	7	7	1	14.3
Hispanic or Latino	114	109	44	40.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	47	47	11	23.4
White	246	244	37	15.2
English Learners	72	69	13	18.8
Foster Youth	8	8	7	87.5
Homeless	20	14	11	78.6
Socioeconomically Disadvantaged	187	175	78	44.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	98	34	34.7

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	1.17	4.17	0.06	1.86	3.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.17	0
Female	1.77	0
Male	6.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.87	0
Black or African American	11.76	0
Filipino	0	0
Hispanic or Latino	5.26	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.51	0
White	2.03	0
English Learners	2.78	0
Foster Youth	0	0
Homeless	10	0
Socioeconomically Disadvantaged	10.16	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.06	0

2023-24 School Safety Plan

The school has a comprehensive safety plan, approved every Fall of each year by the site council. This year's plan was reviewed and approved in October 2023. 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 with 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 a minimum of four times a year. The school collects data through our yearly climate survey (Youth Truth Survey). This survey collects input from three stakeholder groups: students (grades 3-6), staff, and families. We focus on areas of improvement based on the feedback from the survey and the social justice goals of our school. We also promote and follow the district's climate policy. We have a contracted counselor who pushes in and presents classroom instruction for students in the area of social emotional learning (SEL) which includes but is not limited to the following: conflict resolution, self-esteem, empathy, self-regulation, child development. The counselor also runs small friendship groups and individualized support services. Every year, we hold 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.

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	20	3		
2	24		3	
3	22		3	
4	38		3	1
5	31		4	
6	28		4	

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		3	1
1	22		3	
2	22		3	
3	24		3	
4	36		4	1
5	30		4	
6	30		4	
Other	26	1	1	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29	0	3	1
1	26	0	3	0
2	24	0	4	0
3	25	0	3	0
4	37	1	4	1
5	23	1	4	0
6	29	0	4	0
Other	29	1	1	1

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	0

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)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
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	$12,801.00	$4,003.00	$8,798.00	$75,729.00
District	N/A	N/A	$8,670	$74,036
Percent Difference - School Site and District	N/A	N/A	1.5	1.6
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	28.6	-9.3

Fiscal Year 2022-23 Types of Services Funded

In 2019-20 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.

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	$44,210	$54,190
Mid-Range Teacher Salary	$68,681	$85,111
Highest Teacher Salary	$94,651	$104,999
Average Principal Salary (Elementary)	$121,552	$132,492
Average Principal Salary (Middle)	$129,381	$140,987
Average Principal Salary (High)	$137,448	$153,884
Superintendent Salary	$282,199	$255,503
Percent of Budget for Teacher Salaries	30.54%	32.09%
Percent of Budget for Administrative Salaries	6.08%	5.25%

Professional Development

The school has 1-hour sessions dedicated to professional development each Wednesday for teachers/staff to attend (30 days for 1-hour each). Additionally, sites use portions of their return to school teacher work days for professional development.

Davis Joint Unified School District focuses on professional growth offerings on our mission and objectives. Our focus is given to professional learning that promotes DJUSD goals of 21st Century Teaching and Learning, Closing the Opportunity and

Professional Development

Achievement Gaps, and Creating Safe and Inclusive Environments. DJUSD goals also include professional learning structures that support teaching and learning that will build student competencies identified within our Graduate Profile. These areas of focus were developed with wide-scale stakeholder input and are embedded within our Local Control Accountability Plan.

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 have 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 dedicated site-based staff collaboration in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade-level/content peers. 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:

- District-wide Training for Universal Design for Learning (UDL) with two Professional Development days in August of 2023 and monthly site trainings with CAST.
- Next Generation Science Standards (NGSS)
- Ethnic Studies Institute to develop and support Ethnic Studies teachers, in addition to Ethnic Studies framework and curricular supports from the UC Davis History Project
- 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
- Secondary Summits, where DJUSD staff-led sessions in best practices and promising innovation pilots
- Yolo County Mental Health First Aid
- National Equity Project to support the DJUSD Administrative Leadership Team, students, and staff in developing capacity as equity leaders
- Mindful Schools where each site sent a team to learn mindfulness practices for school settings
- Elementary and Secondary Canvas resource pages
- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- 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
- NCI training which is nonviolent crisis intervention to address increased behavior challenges. Staff learns how to be proactive in behavioral expectations, de-escalate escalating behavior, and maintain relationships along with safety.
- District-wide professional learning for "Grading for Equity" to support equitable, transparent, and content-focused grading practices.

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	34	34	34