



School Accountability Report Card Reported School Year 2007-08

(Published During 2008-09)

Executive Summary School Accountability Report Card			
Fred T. Korematsu Discovery Academy School			
Address:	10315 E St. , Oakland CA 94603-3133	Phone:	510-879-2795
Principal:	Charles Wilson	Grade Span:	K - 5
<p style="font-size: small;">This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.</p>			

About This School

The Fred T. Korematsu Discovery Academy (KDA), a new K-5 school in the Oakland Unified School District (OUSD), opened in August 2006. More than 95% of our students are eligible for free or reduced-priced lunch. As a new, small school developed and designed by a committee of parents, staff, and community members, our mission is to provide our students with the highest quality education through inquiry-based, hands-on learning opportunities. The California Content Standards, as well as an understanding that the populations from which our students come have historically been denied equitable access to these same standards, guide us in all of our instructional decisions. It is our imperative to provide for our students the access, support, and resources they require to enter and find success in the discourse community of academic literacy. Our students are led by rigorous and thoughtful instruction in order to develop the knowledge and habits of mind, as well as the academic and disciplined language skills, needed for success in both higher education and the developing information-based economy.

Student Enrollment

Group	Percent
African American	31.17 %
American Indian or Alaska Native	%
Asian	0.31 %
Filipino	0.62 %
Hispanic or Latino	59.88 %
Pacific Islander	1.23 %
White (not Hispanic)	0.31 %

Multiple or No Response	6.48 %
Socioeconomically Disadvantaged	87 %
English Learners	54 %
Students with Disabilities	7 %
Total Number of students	324

Teachers

Indicator	Teachers
Teachers with full credential	19
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

School Facilities

Summary of Most Recent Site Inspection - Repairs Needed - Corrective Actions Taken or Planned

The school has just completed the modernization project.
 Two new portable classroom buildings are being purchased and set up.
 A new Closed Circuit TV system is being installed throughout the campus.
 Site fencing is being replaced.
 New security window screens and interior window blinds.
 Installation of new signs for both new schools.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,219
District	\$6,969
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	13 %
Mathematics	20 %
Science	31 %
History-Social Science	N/A

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	589
Statewide Rank (from 2007 Base API Report)	1
2008-09 Program Improvement Status (PI Year)	In PI

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Fred T. Korematsu Discovery Academy	District Name	Oakland Unified
Street	10315 E St.	Phone Number	510-879-8582
City, State, Zip	Oakland , CA 94603-3133	Web Site	www.ousd.k12.ca.us
Phone Number	510-879-2795	Superintendent	Dr. Roberta Mayor
Principal	Charles Wilson	E-mail Address	roberta.mayor@ousd.k12.ca.us
E-mail Address	charles.wilson@ousd.k12.ca.us	CDS Code	01-61259-0112813

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

The Fred T. Korematsu Discovery Academy (KDA), a new K-5 school in the Oakland Unified School District (OUSD), opened in August 2006. More than 95% of our students are eligible for free or reduced-priced lunch. As a new, small school developed and designed by a committee of parents, staff, and community members, our mission is to provide our students with the highest quality education through inquiry-based, hands-on learning opportunities. The California Content Standards, as well as an understanding that the populations from which our students come have historically been denied equitable access to these same standards, guide us in all of our instructional decisions. It is our imperative to provide for our students the access, support, and resources they require to enter and find success in the discourse community of academic literacy. Our students are led by rigorous and thoughtful instruction in order to develop the knowledge and habits of mind, as well as the academic and disciplined language skills, needed for success in both higher education and the developing information-based economy.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Guided by our Community School Director, our parents take leadership roles as classroom parent-leaders, and as elected representatives on our ELAC and SSC. Our parent resource center is used

K									20.3	2.0	1.0	
1					20.0	2			24.0		2.0	
2					20.0	2			20.0	2.0		
3					20.0	2			19.0	3.0		
4					20.0	1			23.5		2.0	
5					21.0		1		18.5	2.0		
6												
K-3									17.0	1.0		
3-4												
4-8									18.0	1.0		
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The school has a complete safety plan, which includes plans for responding to fire, earthquakes, and violence. Teachers are fully trained in the procedures, which are practiced on a regular basis. Each class has emergency supplies adequate to support all students and staff for up to 72 hours. The school reviewed, revised and submitted to the Board in 07-08 an updated Safety Plan that included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0	11.9	0.9	16.5	15.9	4.1
Expulsions	0	0.0	0.0	0.2	0.1	0.1

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school has just completed the modernization project. All teachers conduct classes in self contained classrooms. Sufficient desks, chairs for all students are in place. Play structures and playgrounds are available for students to play organized games and sports supervised by Sports for Kids coach and other school staff. Teachers' workroom has been established in A Pod for teachers to prepare their lessons and instructional materials.

Two new portable classroom buildings are being purchased and set up.
A new Closed Circuit TV system is being installed throughout the campus.
Site fencing is being replaced.
New security window screens and interior window blinds.
Installation of new signs for both new schools.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior or exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior or exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		
Restrooms		X		
Sewer		X		
Playground/School Grounds	X			New fence 08
Roofs	X			New 07
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	0	9	19	2331
Without Full Credential	0	1	1	385
Teaching Outside Subject Area of Competence	0	0	1	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments	2	1	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	88.1	11.9
High-Poverty Schools in District	91.7	8.3
Low-Poverty Schools in District	97.9	2.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	9	N/A
Resource Specialist (non-teaching)	2	N/A
Other	12	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100%	0
Mathematics	100%	0
Science	100%	0
History-Social Science	100%	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,119	\$1,900	\$5,219	\$62,351
District	N/A	N/A	\$6,969	\$53,868
Percent Difference – School Site and District	N/A	N/A	-25.10%	15.75%
State	N/A	N/A	\$5,300	\$65,008
Percent Difference – School Site and State	N/A	N/A	-1.52%	-4.09%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

This school strategically allocates its resources to support professional development for teachers and inside and outside of classroom intervention and extracurricular opportunities for students. Specifically, the school served 189 students in the after school program, worked with Bay Area Community Resources and had 3 part time to full coaches for math, classroom management and EL.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38778	\$40721
Mid-Range Teacher Salary	\$53394	\$65190
Highest Teacher Salary	\$69714	\$84151
Average Principal Salary (Elementary)	\$86673	\$104476
Average Principal Salary (Middle)	\$87127	\$108527
Average Principal Salary (High)	\$89006	\$119210
Superintendent Salary	\$240000	\$210769
Percent of Budget for Teacher Salaries	29.3 %	39.9 %
Percent of Budget for Administrative Salaries	6.7 %	5.5 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not

tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts		15	13		29	33		43	46
Mathematics		24	20		30	34		40	43
Science		11	31		24	33		38	46
History-Social Science					17	19		33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	15	14	27	
American Indian or Alaska Native				
Asian				
Filipino	*	*	*	
Hispanic or Latino	13	23	36	
Pacific Islander	*	*		
White (not Hispanic)	*	*		
Male	8	22	35	
Female	17	17	27	
Economically Disadvantaged	14	18	31	
English Learners	6	18	17	
Students with Disabilities	0	12	*	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	17.4
7	*
9	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide			1
Similar Schools			1

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 0112813

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	N/A	B	21	589
African American	N/A		13	579
American Indian or Alaska Native	N/A			
Asian	N/A			
Filipino	N/A			
Hispanic or Latino	N/A		30	606
Pacific Islander	N/A			
White (not Hispanic)	N/A			
Socioeconomically Disadvantaged	N/A		21	592
English Learners	N/A		33	579
Students with Disabilities	N/A			

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education

school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
 Percent proficient on the state's standards-based assessments in ELA and mathematics
 API as an additional indicator
 Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	67
Percent of Schools Currently in Program Improvement	N/A	46.2

XI. School Completion and Postsecondary Preparation

Not applicable for Elementary Schools

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

There are 3 full school days of professional development each year, and every Wednesday for one hour and a half. We offer extensive professional development opportunities for our teachers and professional staff. Our teachers are trained extensively on the best practices for Language Arts and Math instruction, as well as strategies to help students learning English and Academic English. Our staff is committed to creating Professional Learning Communities; each team of grade-level

teachers meets each week to review student performance and adjust their instruction. Grade-level teams also meet each week to create a single uniform lesson plan for the week. Every six weeks grade level teams are released from teaching for a day to plan instruction for the next six weeks.