

# West County Mandarin 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

<b>School Name</b>	West County Mandarin School
<b>Street</b>	1575 Mann Drive
<b>City, State, Zip</b>	Pinole, CA 94564
<b>Phone Number</b>	510-231-1457
<b>Principal</b>	Eric Peterson
<b>Email Address</b>	epeterson@wccusd.net
<b>School Website</b>	www.wcmspta.org
<b>County-District-School (CDS) Code</b>	07617960135434

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

The Mission of West County Mandarin School:

Provide a high-quality International Baccalaureate education that prepares every student for life success as an internationally-minded, caring, inquirer who is bilingual in Mandarin and English and contributes to the betterment of our world.

The Vision of West County Mandarin School:

West County Mandarin School is a thriving learning community that embodies six key values and characteristics in alignment with the International Baccalaureate framework:

### 1) Diverse, Equitable, and Inclusive Community

West County Mandarin School strives to create and maintain a diverse, internationally-minded community that values equity and inclusion for all students. We respect our individual identities and cultures and provide a safe space to understand and celebrate our differences. We understand that other people, with their differences, can also be right.

We believe that teaching and learning are enriched when communities are equitable and inclusive. The development of a diverse, equitable, and inclusive community is a continuous and intentional process that is essential for the full achievement of our school's mission for all students.

We are committed to being antiracists. We are actively conscious of racism and take actions to end racial inequities in our daily lives.

### 2) Caring for Our World and Each Other

We strive for a school community where all members experience a sense of belonging and support. We model compassion, empathy, and kindness towards others and appreciate different beliefs, values, and experiences.

We care for others, ourselves, and our world seeking to create a better and more peaceful world through service.

### 3) Academic Excellence and Rigor

We seek to embody the International Baccalaureate Learning Profile using critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. We develop and use conceptual understanding through transdisciplinary exploration. We foster international-mindedness engaging with issues and ideas that have local and global significance. We value knowledge, collaboration, creativity, independent thinking, and a strong work ethic.

## 2023-24 School Description and Mission Statement

We foster an educational environment that is both intellectually challenging and socially meaningful.

### 4) Perseverance

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### 5) Inquiry

We nurture our curiosity, developing skills for inquiry and research in alignment with the IB Learner Profile. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### 6) Wellbeing

We work together to ensure the physical and emotional well-being of all our students, families, and staff members.

We proactively support the development of social skills, including forming and maintaining positive relationships, listening skills, and conflict resolution

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	68
Grade 2	72
Grade 3	68
Grade 4	63
Grade 5	60
Total Enrollment	397

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.4%
Male	46.6%
Asian	33.5%
Black or African American	7.8%
Filipino	3.5%
Hispanic or Latino	29.5%
Two or More Races	18.9%
White	6.8%
English Learners	22.4%
Homeless	1%
Socioeconomically Disadvantaged	33.2%
Students with Disabilities	6.3%

## **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)	7.50	62.50	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	20.83	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	12.50	49.60	3.54	12115.80	4.41
Unknown	0.50	4.17	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	<b>12.00</b>	<b>100.00</b>	<b>1403.90</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)	8.20	54.16	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	22.92	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown	3.50	22.92	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	<b>15.20</b>	<b>100.00</b>	<b>1522.80</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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	2.50	3.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.50</b>	<b>3.50</b>

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	0.50	0.00
<b>Total Out-of-Field Teachers</b>	<b>1.50</b>	<b>0.00</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	20	23.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	9

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	Level Chinese, c2022 - adopted 2022 Teachers College Reading, Writing & Phonics, grades TK-5, c2015 - adopted 2019	Yes	0%

	Benchmark Advancing Language Learning for Designated ELD, grades TK-5, c2017 - adopted 2022 McGraw Hill StudySync, grade 6, c2017 - adopted 2017 National Geographic Inside, grade 6 ELD, c2014 - adopted 2014		
<b>Mathematics</b>	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
<b>Science</b>	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
<b>History-Social Science</b>	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grades 6-8, c2017 - adopted 2020	Yes	0%
<b>Foreign Language</b>	Level Chinese, c2022 - adopted 2022	Yes	0%
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	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**

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		Small room that says "Office" "Electric panel inside" - Remove all storage cases and other items in front of all electric panels. No storage is to be kept in there.
<b>Electrical</b>			X	Small room that says "Office" "Electric panel inside" - Remove all storage cases and other items in front of all electric panels. No storage is to be kept in there.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Boys restroom by room A8 - One urinal is not flushing and looks like it is plugged.
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Small room that says "Office" "Electric panel inside" - Remove all storage cases and other items in front of all electric panels. No storage is to be kept in there.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Hallway - Adjust the magnetic door holder at the double door entrance of the hallway by the IDF room electric room, and room A1.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	49	59	32	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	49	53	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
<b>All Students</b>	189	187	98.94	1.06	58.82
<b>Female</b>	102	101	99.02	0.98	62.38
<b>Male</b>	87	86	98.85	1.15	54.65
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	60	59	98.33	1.67	62.71
<b>Black or African American</b>	16	16	100.00	0.00	43.75
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	65	64	98.46	1.54	42.19
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	30	30	100.00	0.00	80.00
<b>White</b>	11	11	100.00	0.00	81.82
<b>English Learners</b>	25	24	96.00	4.00	16.67
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	97	95	97.94	2.06	46.32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	23.08

## 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
<b>All Students</b>	189	187	98.94	1.06	52.94
<b>Female</b>	102	101	99.02	0.98	49.50
<b>Male</b>	87	86	98.85	1.15	56.98
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	60	59	98.33	1.67	66.10
<b>Black or African American</b>	16	16	100.00	0.00	31.25
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	65	64	98.46	1.54	32.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	30	30	100.00	0.00	70.00
<b>White</b>	11	11	100.00	0.00	63.64
<b>English Learners</b>	25	24	96.00	4.00	12.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	97	95	97.94	2.06	32.63
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	15.38

## 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
<b>Science</b> (grades 5, 8 and high school)		47.37	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
<b>All Students</b>	58	57	98.28	1.72	47.37
<b>Female</b>	28	27	96.43	3.57	48.15
<b>Male</b>	30	30	100.00	0.00	46.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	22	21	95.45	4.55	47.62
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	23	23	100.00	0.00	43.48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	12	11	91.67	8.33	27.27
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	29	28	96.55	3.45	39.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	100	100	100	100	100

## 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

CONTACT PERSONS: Anabel Lim, PTA President, email: [president@wcmspta.org](mailto:president@wcmspta.org)

##### OPPORTUNITIES FOR PARENT INVOLVEMENT:

1) Parent Teacher Association (PTA): The school has an active and enthusiastic PTA. The current president is Anabel Lim the PTA holds regular meetings and plans diverse activities and events of interest to the school community. The PTA also provides financial support to supplement and enrich the school program. All parents are encouraged to join the PTA. More information at [wcmspta.org](http://wcmspta.org)

2) African American Site Advisory Team. Representative: Odessa Cooper, phone number: 510-307-4523.

3) English Language Advisory Council; and

4) School Site Council

CONTACT INFORMATION FOR PARENTAL INVOLVEMENT: Community Engagement Office, phone number: 510-307-4526.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	399	398	55	13.8
Female	213	213	34	16.0
Male	186	185	21	11.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	135	134	10	7.5
Black or African American	31	31	9	29.0
Filipino	14	14	0	0.0
Hispanic or Latino	117	117	28	23.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	75	75	7	9.3
White	27	27	1	3.7
English Learners	92	91	15	16.5
Foster Youth	0	0	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	190	189	40	21.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	27	27	8	29.6

### 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	1.13	0.25	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	0.25	0
Female	0.47	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.85	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.09	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.53	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.7	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.

## D. Other SARC Information 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	27		6	
1	27		6	
2	25		6	
3	21		6	

### 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	23		6	
1	22		6	
2	23		6	
3	23		6	
4	31		4	
Other	16	2		

## 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	22	0	6	0
1	21	0	6	0
2	20	4	2	0
3	23	0	6	0
4	28	0	4	0
5	23	0	4	0
6	0	0	0	0
Other	18	2	2	0

## 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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
<b>School Site</b>	5371.36	658.49	4712.87	47640.19
<b>District</b>	N/A	N/A	5516.63	\$77,994
<b>Percent Difference - School Site and District</b>	N/A	N/A	-15.7	-48.3
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	-33.4	-59.4

## Fiscal Year 2022-23 Types of Services Funded

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

ABDO PUBLISHING  
 AMAZON  
 ANNA KOOYMAN  
 BEARPORT PUBLISHING COMPANY INC  
 BRIGHT FUTURES GROWTH AND DEVELOPME  
 CAMISHA COLEMAN-KILLENS  
 ELLI NAGAI-ROTHE  
 EMPLOYMENT DEVELOPMENT DEPARTMENT  
 ERIC PETERSON  
 FIRST STUDENT INC  
 FOLLETT CONTENT SOLUTIONS LLC  
 INTERNATIONAL BACCALAUREATE ORG  
 IXL LEARNING  
 JI YOUNG PARK  
 JOYCE YOON  
 JUNTING LIU  
 KBA DOCUMENT SOLUTIONS, LLC  
 LILI GONG  
 MANAGEBAC INC  
 MICHAELS TRANSPORTATION  
 MORTON II YOUTH SPORTS  
 MUSIC FOR MINORS INC  
 NATUREBRIDGE  
 OLIVIA HERNANDEZ  
 PROJECT LEAD THE WAY INC  
 RANXU ZHAO  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 STUDIOFIVE10 LLC  
 SU-WEN YANG  
 TIANQI NIU  
 WEST CONTRA COSTA PUBLIC EDUCATION  
 YOU CONSULTING LLC  
 YUZHOU PAN  
 ZU GONG

## 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/csl/>.

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

## Professional Development

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. West County Mandarin School is strongly committed to providing an equitable program that meets the needs of ALL our students. To ensure this, the Curriculum and Instruction Department of the district engages teachers, administrators, and other personnel in ongoing professional development focused on teaching and learning. Training is provided to principals and other administrators to continuously develop 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 development activities, 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 language development, Gifted and Talented Education (GATE), differentiated instruction, Restorative Justice, and educational technology. In addition, West County Mandarin School is an International Baccalaureate (IB) School and is authorized to teach the IB Primary Years Program to all students. West County Mandarin School is also now in candidacy to become an IB Middle Years Program School for grades 6 to 8. Teachers continuously undertake PD and training on the IB program. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams for meeting the needs of all students. West County Mandarin School also provides specialized Mandarin language professional development and coaching to its teachers. In addition, West County Mandarin School collaborates with other U.S. Mandarin immersion schools in the Chinese Early Language and Immersion Network of the Asia Society in order to identify and share best practices for teaching and learning in K-8 Mandarin immersion programs. A primary goal of the professional development program of the district and West County Mandarin School is to ensure that all students are served in a nurturing school environment 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	25	40	40