# West County Mandarin

## School Accountability Report Card
## Reported Using Data from the 2017—18 School Year
### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or 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).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

# About This School

## Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) | |
|---|---|
| **District Name** | West Contra Costa Unified |
| **Phone Number** | (510) 231-1101 |
| **Superintendent** | Matthew Duffy |
| **E-mail Address** | matthew.duffy@wccusd.net |
| **Web Site** | www.wccusd.net |

| School Contact Information (School Year 2018—19) | |
|---|---|
| **School Name** | West County Mandarin |
| **Street** | 6028 Ralston Ave. |
| **City, State, Zip** | Richmond, Ca, 94805-1202 |
| **Phone Number** | 510-231-1457 |
| **Principal** | Eric Peterson |
| **E-mail Address** | epeterson@wccusd.net |
| **Web Site** | www.wccusd.net |
| **County-District-School (CDS) Code** | 07617960135434 |

*Last updated: 1/10/2019*

## School Description and Mission Statement (School Year 2018—19)

The Mission of West County Mandarin School is to prepare all students with the 21st Century skills to thrive in a globally interconnected world.

The Vision of West County Mandarin School is for all of its students to develop the following key competencies to prepare them for their future success in the global economy:
1) students are well rounded and developed in cognitive, academic, physiological, and social emotional dimensions, with a foundation for global competency and 21st Century Skills;
2) students are biliterate and bicultural in Mandarin and English (and trilingual and tricultural if the child has a home language other than English or Mandarin); and
3) students are open-minded and empathetic for commonality, diversity, and multiple perspectives.
In order to achieve this vision, West County Mandarin School designs and implements a standards-, research-, and performance-based Mandarin-English immersion program to enable all students to become biliterate and bicultural citizens with skills and capacity to thrive in an ever-changing world. In addition, West County Mandarin School provides excellent learning and teaching experiences through a safe, student-centered learning environment that supports all students, families, and staff.

*Last updated: 1/17/2019*

## Student Enrollment by Student Group (School Year 2017—18)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 16.4 % |
| American Indian or Alaska Native | % |
| Asian | 37.3 % |
| Filipino | % |
| Hispanic or Latino | 28.4 % |
| Native Hawaiian or Pacific Islander | % |
| White | 7.5 % |
| Two or More Races | 9.0 % |
| Other | 1.4 % |
| **Student Group (Other)** | **Percent of Total Enrollment** |

| | |
|---|---|
| Socioeconomically Disadvantaged | 49.3 % |
| English Learners | 32.8 % |
| Students with Disabilities | 3.0 % |
| Foster Youth | % |

## A. Conditions of Learning

# State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

| Teachers | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|---|---|---|---|
| With Full Credential | 0 | 3 | 3 | 1211 |
| Without Full Credential | 0 | 0 | 0 | 140 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 3 | 10 |
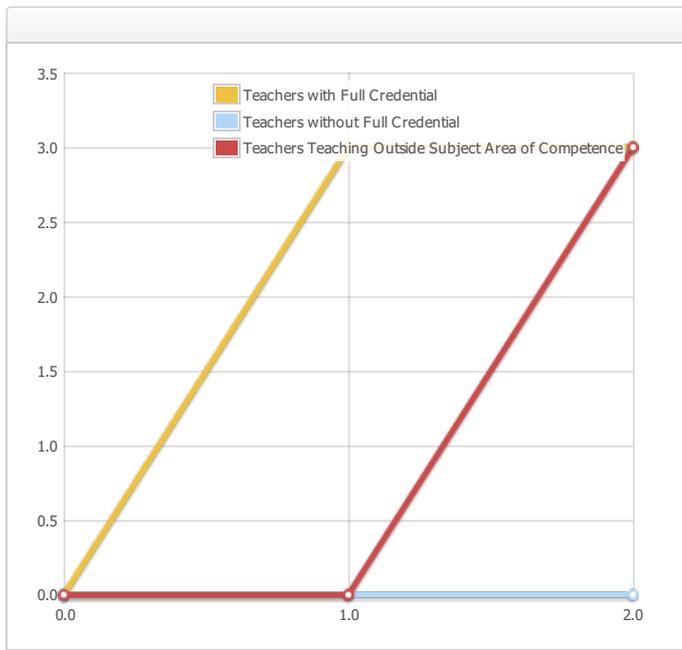


*Last updated: 1/18/2019*

### Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—17 | 2017—18 | 2018—19 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | | 0 | 0 |
| Total Teacher Misassignments* | | 0 | 0 |
| Vacant Teacher Positions | | 0 | 0 |
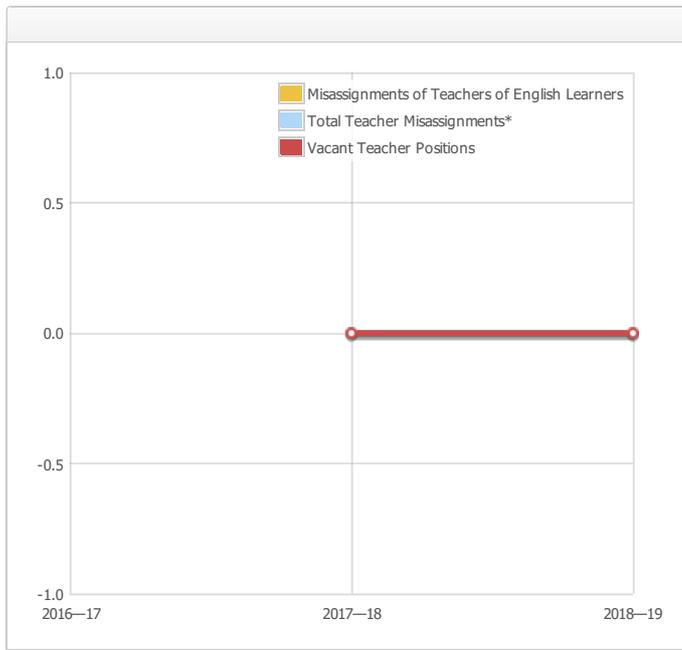


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/18/2019*

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 <br> *new adoption planned for 2019-20 | Yes | 0.0 % |
| Mathematics | McGraw Hill My Math, c2013 - adopted 2016 | Yes | 0.0 % |
| Science | Scott Foresman Science, c2008 - adopted 2008 | Yes | 0.0 % |
| History-Social Science | McGraw Hill California Vistas, c2007 - adopted 2007 | Yes | 0.0 % |
| Foreign Language | Better Immersion - Better Chinese, c2017 - adopted 2018 | Yes | 0.0 % |
| Health | N/A | | 0.0 % |
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

*Last updated: 6/1/2019*

## 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.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
| --- | --- | --- |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Fair | Paint the back exterior wall of room 10 facing south (Exterior) |
| **External**: Playground/School Grounds, Windows/Doors/Gates/Fences | Poor | Repair the kick down door holder at the front entrance (Front entrance)<br><br>Repair the door closer arm at the front entrance by the boiler room (Front entrance)<br><br>Install a "This gate muste be kept unlocked during school hours" sign at the gate by the boys restroom by room 8 (Exterior)<br><br>Install a "This gate must be kept unlocked during school hours" sign at the gate by the girls restroom by room 6 (Exterior)<br><br>Remove the bars from the windows in back of the office and the two other small rooms (Office) |

## Overall Facility Rate

Year and month of the most recent FIT report: January 2019

| Overall Rating | Good |
| --- | --- |

*Last updated: 7/1/2019*

## B. Pupil Outcomes

# State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

# 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

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018—19)

CONTACT PERSON: Cindy Wu, PTA President, phone number: 510-307-4523
OPPORTUNITIES FOR PARENT INVOLVEMENT:

1) Parent Teacher Association (PTA): The school has an active and enthusiastic PTA. The current president is Cindy Wu. 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.

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

3) English Language Advisory Council (under development); and

4) School Site Council (under development).

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

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# 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

| | School | School | School | District | District | District | State | State | State |
|---|---|---|---|---|---|---|---|---|---|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | -- | -- | 1.4% | 6.3% | 5.9% | 5.8% | 3.7% | 3.7% | 3.5% |
| Expulsions | -- | -- | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
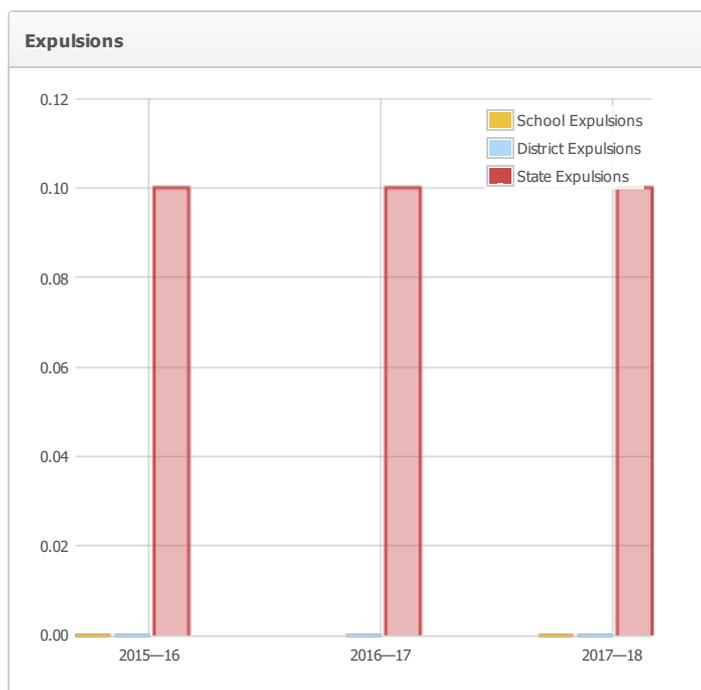




*Last updated: 1/23/2019*

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

*Last updated: 1/24/2019*

# D. Other SARC Information

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

## Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 22.0 | | 3 | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Academic Counselors and Other Support Staff (School Year 2017—18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.2 | N/A |
| Psychologist | 0.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.2 | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | 0.0 | N/A |

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/18/2019*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

The West County Mandarin School opened it's doors to the WCCUSD comunity in the 2017-18 school year.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | -- | -- | -- | -- |
| District | N/A | N/A | $7722.4 | $67686.4 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | $7125.0 | $80764.0 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

*Last updated: 1/28/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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

• LEARNING A-Z
• MORTON II YOUTH SPORTS
• THE MINDFUL PROJECT

Last updated: 1/10/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category | District Amount | State Average For Districts In Same Category |
| --- | --- | --- |
| Beginning Teacher Salary | $43,519 | $47,903 |
| Mid-Range Teacher Salary | $67,069 | $74,481 |
| Highest Teacher Salary | $90,000 | $98,269 |
| Average Principal Salary (Elementary) | $103,642 | $123,495 |
| Average Principal Salary (Middle) | $112,513 | $129,482 |
| Average Principal Salary (High) | $126,076 | $142,414 |
| Superintendent Salary | $260,000 | $271,429 |
| Percent of Budget for Teacher Salaries | 30.0% | 35.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

**Teacher Salary Chart**



**Principal Salary Chart**
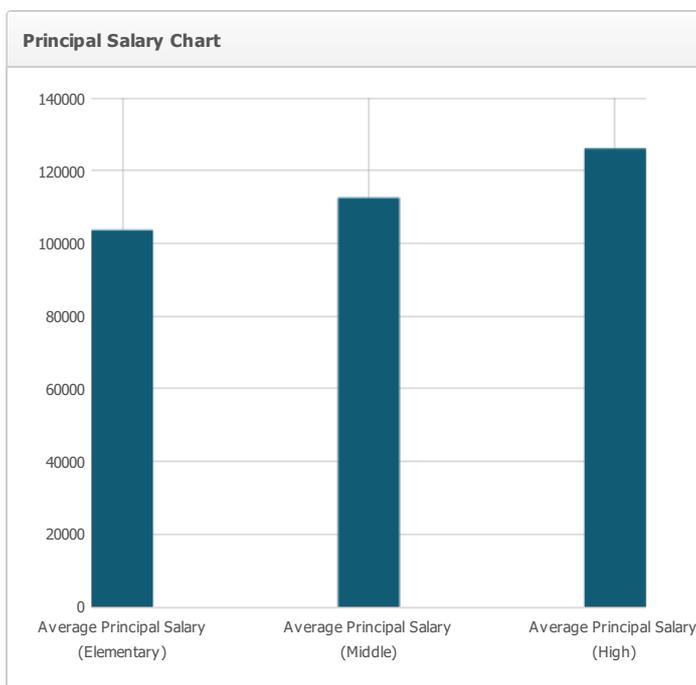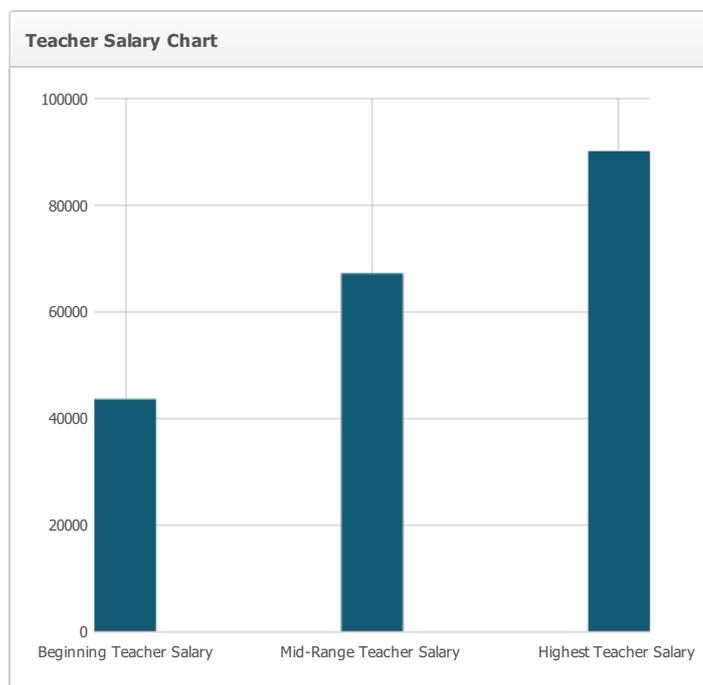


Last updated: 1/23/2019

## 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, and

educational technology. 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 through the National Center for K-16 Chinese Language Pedagogy at UC Berkeley. 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.

*Last updated: 1/17/2019*