

# West County Mandarin

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	West County Mandarin
<b>Street</b>	6028 Ralston Avenue
<b>City, State, Zip</b>	Richmond, Ca, 94805-1202
<b>Phone Number</b>	510-307-4661
<b>Principal</b>	Eric Peterson, Principal
<b>E-mail Address</b>	<a href="mailto:epeterson@wccusd.net">epeterson@wccusd.net</a>
<b>Web Site</b>	<a href="https://www.wccusd.net/westcountymandarin">https://www.wccusd.net/westcountymandarin</a>
<b>County-District-School (CDS) Code</b>	07617960135434

*Last updated: 11/21/2017*

### School Description and Mission Statement (School Year 2017-18)

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: 1/5/2018*

## A. Conditions of Learning

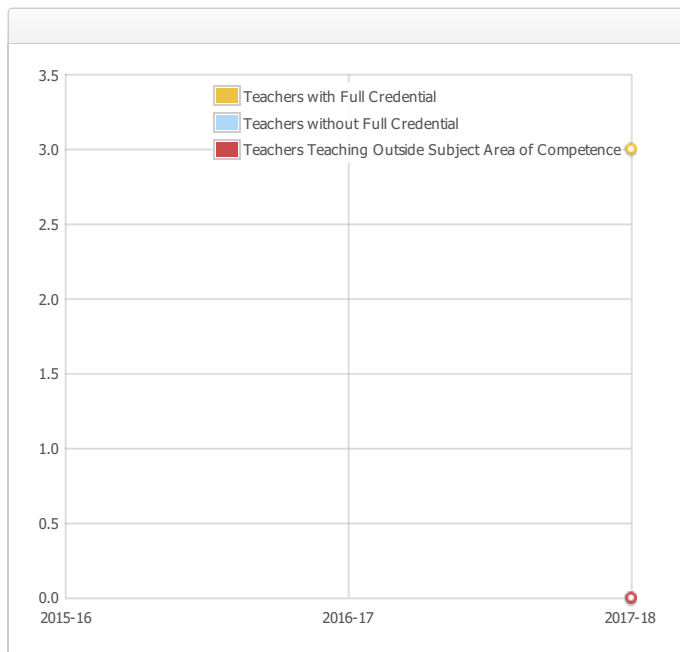
### State Priority: Basic

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

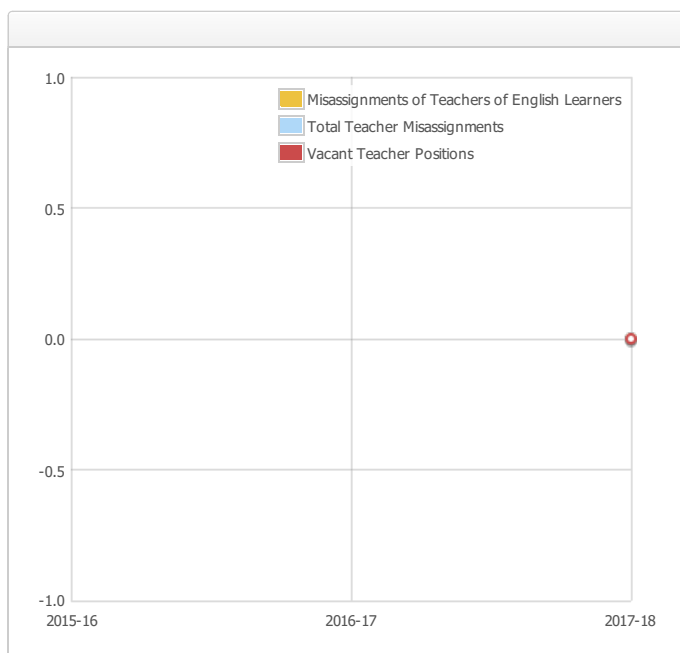
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential			3	1191
Without Full Credential			0	155
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	14



Last updated: 1/25/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			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: 1/24/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: October 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Treasures, c2010 - adopted 2012	No	0.0 %
Mathematics	McGraw Hill My Math, grades K, c2013 - adopted 2016	Yes	0.0 %
Science	Scott Foresman Science K, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas grade K, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	Better Chinese, Better Immersion Grade K, c2015		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: 1/11/2018

## School Facility Conditions and Planned Improvements

WCCUSD takes great efforts to ensure that all schools are clean, safe, and functional. 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 West County Mandarin School opened it's doors to the WCCUSD community this school year. A facility report is yet to be finalized for the new school site. Any questions regarding to school inspection reports, please contact the school principal.

*Last updated: 1/22/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Actions were/will be taken to ensure:</p> <p>There is no odor that would indicate a gas leak.</p> <p>Gas pipes are not broken and appear to be in good working order.</p> <p>The HVAC system is operable.</p> <p>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
Interior: Interior Surfaces	Good	<p>Interior surfaces appear to be clean, safe, and functional.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Actions were/will be taken to ensure:</p> <p>There is no evidence of a major pest or vermin infestation.</p>
Electrical: Electrical	Good	<p>Lighting appears to be adequate and working properly, including exterior lights. Actions were/will be taken to ensure:</p> <p>There is no evidence that any portion of the school has a power failure.</p> <p>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>Actions were/will be taken to ensure:</p>

		<p>The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).</p> <p>Emergency alarms appear to be functional.</p> <p>Emergency exit signs function as designed, exits are unobstructed.</p> <p>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p>
Structural: Structural Damage, Roofs	Good	<p>Roof systems appear to be functioning properly. Actions were/will be taken to ensure:</p> <p>Severe cracks are not evident. Ceilings &amp; floors are not sloping or sagging beyond their intended design.</p> <p>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	<p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Actions were/will be taken to ensure:</p> <p>There is no exposed broken glass accessible to pupils and staff.</p> <p>Exterior doors and gates are functioning and do not pose a security risk.</p>

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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*Last updated: 1/24/2018*

## 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 2017-18)

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

*Last updated: 1/5/2018*

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

## School Safety Plan (School Year 2017-18)

The West County Mandarin School opened it's doors to the WCCUSD community this school year. A School Safety Plan is yet to be finalized for the new school site. Any questions regarding such should be address to the Safety and Disaster Preparedness Coordinator, Elizabeth Montes-Nation.

*Last updated: 1/22/2018*

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

*Last updated: 1/26/2018*

### Types of Services Funded (Fiscal Year 2016-17)

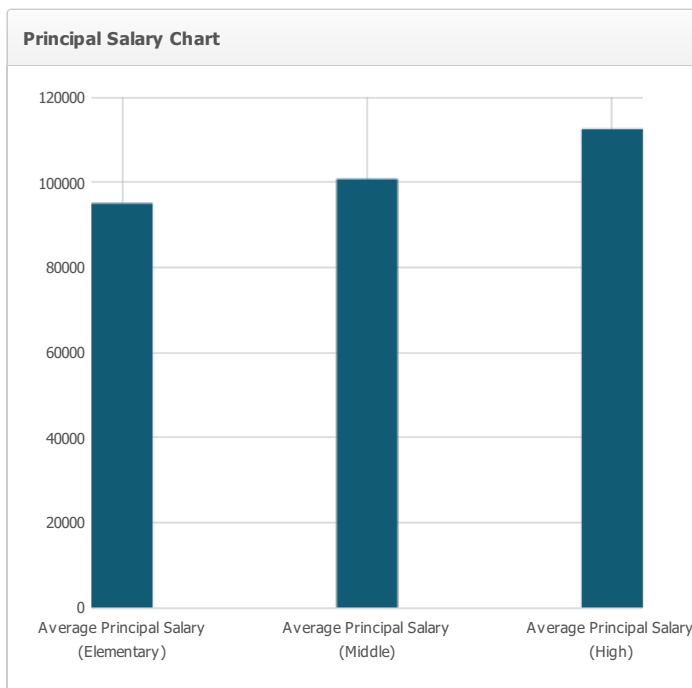
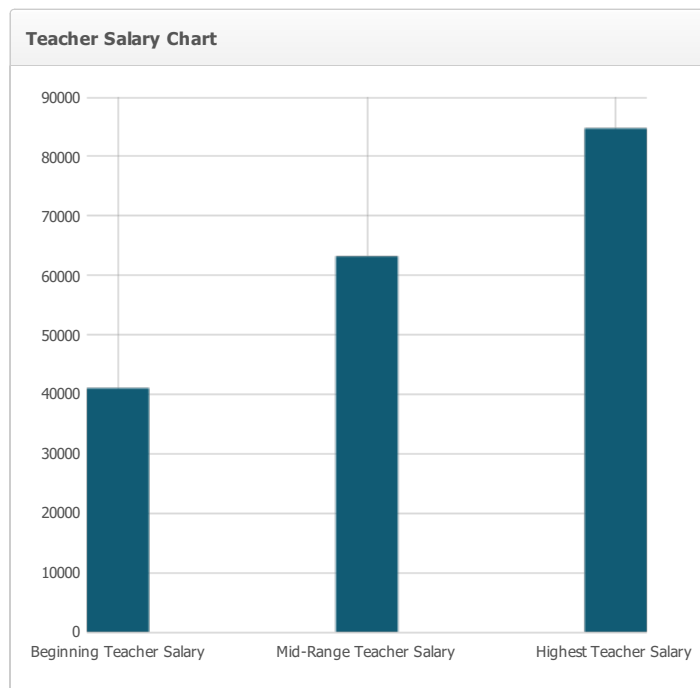
West County Mandarin opened its doors to the WCCUSD community in the 2017-18 school year. No data exists for prior years.

Last updated: 1/24/2018

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,021	\$47,808
Mid-Range Teacher Salary	\$63,219	\$73,555
Highest Teacher Salary	\$84,748	\$95,850
Average Principal Salary (Elementary)	\$95,040	\$120,448
Average Principal Salary (Middle)	\$100,743	\$125,592
Average Principal Salary (High)	\$112,510	\$138,175
Superintendent Salary	\$231,795	\$264,457
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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/2018

### 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: 1/5/2018*