



Chartwell School

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Executive Summary School Accountability Report Card (SARC)

Chartwell School

2015-2016

Because Not All Great Minds Think Alike

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Executive Summary School Accountability Report Card, 2015-2016

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information in relation to Chartwell School. Most student data presented in this report are reported for the 2015-2016 school year. School finances, facilities, curriculum and instructional materials, and faculty data are also reported for the 2015–16 school year. For additional information about the school, parents and community members should contact the Head of School.

About Our School

For the past 35 years, Chartwell School has been educating students, ages 6 – 14, who have been diagnosed with a Specific Language-Based Learning Disability in a way that provides them with the academic skills and strategies necessary to be successful in future educational endeavors. We believe that all of our students are capable learners who can discover new pathways to learn skills and apply knowledge. Students build academic skills one layer at a time, and each layer integrates higher order thinking, creativity, perseverance and practical problem solving. Chartwell supports and guides students to overcome academic challenges and helps them grow in self-reliance, character, and respect for the effort and abilities of others

Chartwell School uses diagnostic and research-evidenced teaching methods to deliver a full educational program which focuses on core academics and includes all areas of reading and language instruction, mathematics, social studies, science, fine arts, technology, physical education, and an array of enrichment activities supervised by a professional staff. Speech and Language Therapy, Occupational Therapy, and Counseling and Guidance services are available for students who demonstrate a need or have been identified through assessments by qualified and licensed specialists.

Admission to Chartwell School is based on a formal diagnosis of a Specific Learning Disability, such as dyslexia, the student's ability to benefit from the school's program, and the availability of the appropriate class groupings. Incoming students are evaluated through analysis of a current Psycho-Educational Evaluation, previous school records, parent questionnaire, student and parent interview, and informal testing/observation.

Students typically attend Chartwell School for 2 – 4 years, and criteria for exiting the school and returning to mainstream education is determined by a student's ability to demonstrate the following:

- Basic academic skill levels are commensurate with potential and appropriately matched for educational expectations.
- Social cognition and adaptive behavior skills predict appropriate and effective self-advocacy.

- Independent study skills are consistent and effective.
- Tolerance for frustration is balanced with creativity and perseverance.
- Motivation is reflected by an intrinsic desire to learn.

Mission Statement

The mission of Chartwell School is to diagnostically educate students with specific learning variations in a way that provides them with the academic skills, confidence, creativity and perseverance necessary to meet the challenges of mainstream education and lifelong learning.

I. School Climate

Student Enrollment: 2015-16 School Year

Group	Enrollment
Number of students	55
Black or African American	2%
American Indian or Alaska Native	0%
Asian	8%
Filipino	0%
Hispanic or Latino	10%
Native Hawaiian or Pacific Islander	2%
White	80%
Two or More Races	8%
Socioeconomically Disadvantaged	10%
English Learners	0%
Students with Disabilities	100%

Teachers: 2015-2016 School Year

Indicator	Teachers
Teachers with full credential	7
Teachers without full credential	4
Teachers with Special Education credential	4
Teachers with Masters Degree	6
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Enrollment by Grade Level: 2015-2016 School Year

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	2
Grade 3	9

Grade 4	8
Grade 5	8
Grade 6	7
Grade 7	14
Grade 8	7

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-2014 Number of Classes*			Avg. Class Size	2014-2015 Number of Classes*			Avg. Class Size	2015-2016 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	NA	0			NA	0			NA	0		
1	NA	0			NA	0			NA	0		
2	0	0			5	1			6	1		
3	8	1			6	1			6	1		
4	8	1			6	2			7	2		
5	8	2			6	2			7	2		
6	10	2			8	2			6	2		
7	7	2			8	2			8	2		
8	8	2			6	2			9	1		

II. 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.

Administrators and faculty believe Professional Development is a high priority. For this reason, we take time each year to extend our knowledge of students who have learning disabilities, how they learn, and best practices in teaching reading and subject/content areas. All faculty members participate in a 5 day long Inservice Week prior to the beginning of the school year. Presentations of workshops may include topics such as Using Assistive Technology in the Classroom, Developing Study Skills, Writing Across the Curriculum, and How the Brain Learns to name a few.

The school calendar includes an additional 5 Teacher Inservice Days, both full and minimum days, for professional growth, department and grade level collaborative instructional planning, report writing, or outside presentations. Faculty are provided with extra Professional

Development days to attend training workshops and conferences during the school year. Examples of these include the annual International Dyslexia Association Conference or the Learning and the Brain Conference each year in San Francisco. Courses and workshops must be job related and approved in advance by the Head of School, and whenever possible the costs of program, travel and meal expenses are provided/reimbursed.

New teachers to Chartwell are required to attend a two week extensive Teacher Training Program during the summer that focuses on Learning Disabilities and a Practicum on using research-based, multisensory teaching methodologies for reading and spelling.

Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School
Counselor	0.8 FTE
Psychologist	0
Social Worker	0
Occupational Therapist	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist	6
Other	

Note: Cells shaded in black or 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.

Types of Services Funded (Fiscal Year 2013–1)

Chartwell provides students with the opportunity to meet with our School Counselor, a licensed Marriage and Family Therapist (MFT), provided they have parental permission to do so. The counselor works closely with parents and faculty in ensure the student is supported in his or her needs both at school and at home. Counseling services are provided free of charge to any student who would benefit.

Opportunities for Parental Involvement (School Year 2015 – 16)

The school welcomes parent and family volunteers to assist in the preparation and running of its many special programs and events. Homeroom representatives are appointed to help with the coordination and implementation of various school activities, transportation for field trips, sporting events, and fund raising events. Parents volunteer to work in the garden, the library, donate baked goods, and support office staff as needed. Parents who apply for and receive financial aid from the school are required to serve 30 hours of volunteer time during the academic school year. Each year, the school has many needs for technical, clerical, fund raising and driving assistance, which are fulfilled by parent volunteers.

III. Curriculum and Instructional Materials

Quality and Availability of Textbooks and Instructional Materials (School Year 2015–16)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption and whether there are sufficient textbooks and instructional materials for each student.

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2002	No	0
Mathematics	2004	Yes	0
Science	2002	No	0
History-Social Science	2005	Yes	0
Foreign Language	NA	NA	NA
Health	NA	NA	NA
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	NA	NA	NA

IV. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$37,890	NA	NA	\$50,130
District	N/A	N/A	NA	NA
Percent Difference – School Site and District	N/A	N/A	NA	NA
State	N/A	N/A	NA	NA
Percent Difference – School Site and State	N/A	N/A	NA	NA

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not

considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.o>

School Safety Plan (School Year 2013–14)

In the event of any emergency, the safety of all Chartwell School students, faculty and staff is our primary concern. We have an Emergency Response Plan that addresses the following: 1) General Procedures, Emergency Phone Tree and Contact Numbers, 2) Natural Disasters (earthquake, forest fire), 3) Infrastructure Failures, 4) Accidents, 5) Hostile Acts, and 6) First Aid Guidelines.

All Faculty and Staff of Chartwell School have taken CPR and First Aid training. In addition, Chartwell has an Automatic External Defibrillator (AED) located in the entrance to Building 200, and all senior Administrators have undergone training on its usage.

All recesses, lunch breaks and after school programs are supervised by school faculty and staff members, and students are required to adhere to rules and regulations written in the Family Handbook to ensure an orderly and safe environment. Visitors to the school must sign in and receive a Visitors badge in order to be on campus or the classroom. The school is fully compliant with all rules, laws and regulations concerning state earthquake standards and hazardous materials. Fire drills are held and practiced on a monthly basis, and earthquake, lockdown and intruder drills are practiced and reviewed twice a year.

V. School Facilities

School Facility Conditions and Planned Improvements (School Year 2015-2016)

Chartwell School was newly constructed in 2006 and is comprised of two, single story buildings. McMahan Building 100 contains a Conference Room, mailroom, administrative offices for the Business Office, Institutional Advancement, IT, McMahan Hall (auditorium), the Library, kitchen, two restrooms, and a storage room for chairs and AV equipment. Five small offices and classrooms are along the perimeter of McMahan Building are the location for the Head of The New High School Project Office, Chartwell's Computer Lab, IT equipment and repair room, PE and Occupational Therapy offices and equipment room, and the Facilities Maintenance Office. Building 200 consists of 12 classrooms, a main office with 3 administrative offices (Head of School, Dean of Students and Admissions Director), with additional offices for Speech and Language, Counseling and Guidance, and IT storage throughout the building. In the fall of 2009, two modular classroom buildings were added to the campus for The New High School program.

Being a new school, our buildings are in excellent condition due to regular maintenance, and we have received numerous awards and recognition for our green campus. This high performance learning environment features extensive use of natural lighting, a wide array of

efficient task lighting in the classrooms, a PV system, high-performance window glazing, natural ventilation, a highly insulated envelope and state-of-the-art water conservation technology. For these sustainable and energy efficient features, Chartwell was awarded in 2006 the first LEED (Leadership in Environment and Energy Design) Platinum Certification for a school campus in the United States.

School grounds, buildings and restrooms are cleaned on a daily basis in order to maintain a safe, secure and healthy campus for our students, staff and families. Our last annual Fire Inspection was satisfactorily passed in October 2013, and our next Fire and Facility Inspection is scheduled for October 2014. At this time, no major repair items were required. Recent improvements include an Eye Wash emergency shower, a ramp for the garbage receptacle, and a replaced/ upgraded irrigation pump. A new state-of-the-art Ceramics Studio was just completed in 2015.

School Facility Good Repair Status (School Year 2013–14)

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			No Repairs Needed
Interior: Interior Surfaces	✓			No Repairs Needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓			No Repairs Needed
Electrical: Electrical	✓			No Repairs Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓			No Repairs Needed
Safety: Fire Safety, Hazardous Materials	✓			No Repairs Needed
Structural: Structural Damage, Roofs	✓			No Repairs Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓			No Repairs Needed

