

Charlotte Wood Middle School

600 El Capitan Dr. • Danville, CA 94526 • (925) 855-4400 • Grades 6-8

Christopher George, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



San Ramon Valley Unified School District

699 Old Orchard Dr.
Danville, CA 94526
(925) 552-5500
www.srvusd.net

District Governing Board

Denise Jennison, Board President
Greg Marvel, Board Vice President
Mark Jewett, Board Clerk
Ken Mintz, Board Member
Rachel Hurd, Board Member

District Administration

Mary Shelton
Superintendent
Toni Taylor
**Assistant Superintendent,
Educational Services**
C.J. Cammack
**Assistant Superintendent,
Human Resources**
Scott Anderson
**Chief Business Officer
Business Office**
Gary Black
**Assistant Superintendent,
Maintenance, Operations and
Transportation**

Principal's Message

Charlotte Wood Middle School has a great deal of pride in its long history of providing an excellent education to students of the San Ramon Valley Unified School District. Our teachers are dedicated and caring professionals who continually strive to improve their practice through reflection and dedication, and to create engaging learning environments for students. In addition to teachers and their work, we are proud to support students in a variety of ways, which include both physical and emotional safety, and support them in extracurricular activities related to school.

Charlotte Wood also has a parent community which has been extremely generous with both its time and financial support. We would not be the school we are without them, and look forward to continually working with our students and parents to both maintain our standard of excellence and improve upon it well into the 21st century.

Christopher George
(cgeorge@srvusd.net)

Mission Statement

We, the staff of Charlotte Wood School, understanding and supporting the developmental needs of middle grade students, are committed to academic, co-curricular, and ethical excellence. We enthusiastically accept our charge to inspire our students to reach their highest potential. We recognize that along with high academic achievement, it is critical that we provide a safe environment where our students can prepare for the challenges of the 21st century, and learn to respect the dignity of every human being.

School Profile

The 2013-14 school year marks the 23rd year in our state-of-the-art facility. Although originally constructed to house approximately 950 students, the addition of five portable classrooms has allowed our enrollment to grow. Charlotte Wood sits on 12 acres and is surrounded by 25-acre Osage Park. Physical Education classes have access to the park on a daily basis. The school includes five science labs, two computer labs, a full size media center, an industrial arts building, a 920 capacity multi-purpose room with stage, screen, and sound systems, and a 10,000 square foot gymnasium with locker room facilities. Throughout the last few years, we have been working diligently to keep our facility updated with the most relevant technology and curriculum. The schools planting boxes contain over 70 rose bushes, which are maintained by students and staff. Last year we added a garden area, which teachers utilize for cross-curricular activities and enjoyment.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (925) 855-4400.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	367
Gr. 7	363
Gr. 8	354
Total	1,084

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	9.3
Filipino	1.7
Hispanic or Latino	7.7
Native Hawaiian/Pacific Islander	0.1
White	74.4
Two or More Races	6.2
Socioeconomically Disadvantaged	3.2
English Learners	1.1
Students with Disabilities	8.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Charlotte Wood Middle School	12-13	13-14	14-15
Fully Credentialed	47	47	52
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	3	4	3
San Ramon Valley Unified School District			
	12-13	13-14	14-15
Fully Credentialed	◆	◆	1,567
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Charlotte Wood Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.83	0.17
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	99.83	0.17

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-8 in 2004; for History/Social Science, grades K-12, in 2007; Science for grades K-12 in 2008, and mathematics textbooks were adopted in 2009.

Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials.

The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: October 21, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Prentice Hall - Adopted 2002
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McDougal Littell - Adopted 2002
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Pearson / Prentice Hall - Adopted 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McDougal Littell - Adopted 2006 Teacher's Curriculum Institute - Adopted 2007
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McDougal Littell - Adopted 2004 Prentice Hall - Adopted 2004

School Facility Conditions and Planned Improvements (Most Recent Year)

The 2011-2012 school year marks the 21st year in our state-of-the-art facility. Although originally constructed to house approximately 950 students, the addition of five portable classrooms has allowed our enrollment to grow to 987. Charlotte Wood sits on 12 acres and is surrounded by 25-acre Osage Park. Physical Education classes have access to the park on a daily basis. The school's planting boxes contain over 50 rose bushes, which are maintained by students and staff. We also have a beautiful garden area, which teachers utilize for cross-curricular activities and lunch time enjoyment.

The school includes six science labs, two computer labs, a full size media center, an industrial arts building, a 920 capacity multi-purpose room with stage, screen, and sound systems, and a 10,000 square foot gymnasium with locker room facilities and a climbing wall.

During the 04-05 school year we had all new air conditioning and heating systems installed in six of our eight buildings.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/10/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/10/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[X]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	90	94	89	88	88	90	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	86	86	85	84	86	84	54	56	55
Math	77	78	77	78	79	78	49	50	50
HSS	88	78	87	81	79	80	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	5	5	6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	10.2	25.8	51.9

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	90
All Student at the School	89
Male	90
Female	88
Black or African American	
American Indian or Alaska Native	
Asian	100
Filipino	
Hispanic or Latino	76
Native Hawaiian/Pacific Islander	
White	88
Two or More Races	100
Socioeconomically Disadvantaged	89
English Learners	
Students with Disabilities	67
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	12	5	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	15	-2	2
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

- Parent-Teachers Association Marilyn Lucey 855-4400
- School Site Council Jenny Torres 855-4400
- Academic Boosters Shelley Clark 831-3122
- Super Chargers Volunteer Program Kelly Estes 820-8556
- Adopt-A-Family Holiday Program Debra Petish 855-4400
- Food Drive/CCC Food Malia Jakus 855-4400
- Technology-Business Partnership Krycia Darrin 855-4400
- Book Drive Malia Jakus 855-4400
- Parent Classroom Visitation Days Jeannie Bergtholdt 855-4400
- GATE Parent Coffee Debra Petish 855-4400

The Charlotte Wood parent community continues to be a vital part of our school and is most supportive in volunteering time, talent, and funds for our programs.

For additional information about organized opportunities for parent involvement at Charlotte Wood Middle School, please contact Tom Moore 855-8124 or Hanna Ma 552-5600.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Charlotte Wood Middle School at 925-552-5600.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Charlotte Wood Middle School has established procedures that help ensure a safe and orderly campus for students. Monthly drills practiced by staff and students include fire drills and earthquake drills. "Intruder on campus" drills are conducted each semester. All visitors are required to check in at the office, and are provided with a neon visitor's badge. A recent survey indicates that over 90% of our parents feel that our school is well equipped to handle any emergency which may arise. The school safety plan is updated annually. Charlotte Wood Middle School works closely with the Danville Police Department, Fire Department and Greg Gilbert, head of Danville-San Ramon emergency services. CWMS has been recognized for having an excellent safety plan and procedures. In addition, our School Resource Officer is available for assistance in supervisory or disciplinary areas if needed. There is a wall phone in every classroom for emergency purposes.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	6.9	3.32	1.6
Expulsions Rate	0.1	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.8	2.3	1.4
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		33.3

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.1
Psychologist	0.7
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist	2.5
Other	17.1
Average Number of Students per Staff Member	
Academic Counselor	702

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		26	26		22	20		58	63		19	15
English	26.8	26	26	3	5	5	22	22	23	0		
Math	25.8	25	25	6	5	5	17	21	23	3	1	1
Science	29.1	28	28	0	6	5	21	15	19	1	4	2
SS	29	28	28	0	3	2	22	22	24	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,805	\$41,761
Mid-Range Teacher Salary	\$67,387	\$66,895
Highest Teacher Salary	\$89,108	\$86,565
Average Principal Salary (ES)	\$113,955	\$108,011
Average Principal Salary (MS)	\$121,458	\$113,058
Average Principal Salary (HS)	\$126,705	\$123,217
Superintendent Salary	\$240,000	\$227,183
Percent of District Budget		
Teacher Salaries	41	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,941	\$790	\$5,151	\$70,069
District	♦	♦	\$4,690	\$67,587
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			9.8	3.7
Percent Difference: School Site/ State			9.8	-0.9

Types of Services Funded at Charlotte Wood Middle School

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- Targeted Instructional Improvement Block Grant (SIP)
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- Title I
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English
- Early Mental Health Initiative
- Lottery Instructional Materials
- Economic Impact Aid (EIA)
- Education Jobs Fund
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- Special Education IDEA Inservice
- VEA (Secondary Vocational Ed.)
- Health Science Capacity Bldg.
- Infant Discretionary
- Low Incidence
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education

Professional Development provided for Teachers at Charlotte Wood Middle School

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.