

**Connecting Waters Charter School  
WASC / ESLR Survey**

CWCS is continuing our school improvement process under the supervision of the Western Association of Schools and Colleges (WASC) in collaboration with the California Department of Education (CDE). The purpose of this WASC/ CDE Self Study Report is an ongoing school improvement by evaluation what currently exists and what needs to be improved in relation to student learning and the school's educational programs. This process includes input from CWCS staff, students, parents, and community members who will focus upon student success in meeting expected schoolwide learning results (ESLRs) and academic standards. ESLRs and academic standards focus on what all students should know and be able to do by graduation.

Please review the ESLRs below that were revised this school year. Sign acknowledge agreement and return it to your ES. Thank you for your time and interest in Connecting Waters.

Connecting Waters Charter School will prepare its graduates to be:

**Effective Communicators (Reading/Writing).** "Student will read and write effectively." Student:

- reads actively and derives meaning from written media.
- reads extensively for a variety of purposes.
- writes using grammatically acceptable English.
- adjusts tone and style of writing for purpose and audience.
- supports statements using well-rounded facts, theory, and opinion.
- separates fact from opinion.
- logically reaches conclusions based on sufficient evidence.
- clearly and succinctly states key points.
- organizes ideas in a variety of ways.
- demonstrates creativity through style, organization, and development of content.

**Technologically & Socially Skilled Individuals (Life Skills).** "Student sufficiently understands and functions in the world around him/her." Student:

- demonstrates involvement in his/her community.
- has knowledge of the reciprocal relationship between the individual and his/her environment.
- demonstrates various skills in seeking employment and/or college admission.
- understands and demonstrates his/her role as an employee, consumer, and financial manager.
- identifies and documents the effects of technology on his/her environment.
- participates in physical activities that develop strength, endurance, and personal fitness.

**Historically Aware (History).** “Student appreciates the history of mankind in all its diversity.” Student shows his/her appreciation for history by identifying relationships between past and present events or situations--

- involving cause and effect: people, events, or situations influencing an action or result.
- involving comparison: similarities and differences.
- involving classification: events and situations explained as political, economic, social, and/or intellectual.
- involving anticipation of the future using evidence from the past and the present to draw conclusion about the future.
- involving understanding of the extent of time.
- student applies physical and cultural geography to his/her understanding of societies.

**Effective Citizens (Political Process).** “Student comprehends the political process.” Student:

- understands the structures, operations, and relationships of the governments in the United States.

**Mathematical Thinkers (Math).** “Student applies mathematical principles and operations to solve problems.” Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving--

- with numbers and operations.
- in geometry and measurement.
- in functions and algebra.
- in statistics and probability.
- student solves problems with problem formulation, problem implementation, and/or problem conclusion.
- student communicates own knowledge of basic skills, understanding of concepts, and ability to solve problems and understand the mathematical communication of others.

**Scientific Thinkers (Science).** “Student applies scientific concepts and skills to explain his/her world and find solutions to its problems.” Student:

- observes, compares, orders, and categorizes characteristics and behaviors.
- communicate ideas.
- relates factors of differing objects and events, and infers about unknown or unseen processes.
- applies knowledge and thought processes to explain his/her world and solve problems.
- demonstrates recognition of the interrelationships among the scientific themes (energy, interactions, patterns, change).
- demonstrates recognition of the four spheres (litho-, hydro-, atmo-, eco-).
- recognizes the effects of the sciences, technologies, and societies on one another and on the environment.

**Lifelong Learners (Special Interests).** “Student realizes his/her own unique educational interests, talents, and abilities.” Student:

- has experience or knowledge in a variety of the arts, trades, professions, languages and other disciplines.

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I, \_\_\_\_\_, acknowledge that the above  
(please print)  
statements or ESLR's are what my student(s) will know upon graduation.

Name \_\_\_\_\_ Date \_\_\_\_\_  
(signature)