

CRITERION E – SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH: CHAPTER IV

Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Findings	Evidence
<p><u>Regular Parent Involvement</u> Overall, our findings show that Connecting Waters Charter School implements strategies and processes for the regular involvement of parents and community, including being active partners in the teaching/learning process. In most cases, the parent is the primary educator. We offer parent support through the guidance of an education specialist (ES), ES advisor, school counselor, literacy director, math specialist, curriculum director, and the overall structure of our school. We offer an ongoing parent training where parents can earn levels of certification based on offered courses and trainings within our school. We have an extensive website putting pertinent information at our parents' fingertips. Parents meet with a personal education specialist at a minimum of every twenty school days. ESs also provide parent training at these weekly, biweekly, or monthly scheduled meetings. Our personalized learning team (PLT) is a great support in communicating with parents in order to meet specific needs of students. Our Parent/Student Training Workshop event and college tours create a connection with community and local colleges. For our non-English speaking families, we currently provide the following forms and information in Spanish: the enrollment application, the ESLRs, and truancy letters. Interpreters are available on demand for the initial Intake call and the intake meetings in the appropriate language. Students serve as interpreters for their families in a variety of settings. Families are also provided support through CELDT findings.</p>	<ul style="list-style-type: none"> • Math pilot program • Back-to-school night • All-school field event • Parents/student training workshop • Open house • Graduation ceremonies • Face-to-face meetings with education specialists • Several tiers of communication, e.g., parent listserve, newsletter, Parent/Student Handbook • Parent Educator Certificate process • Personalized learning team • Parent/Student Handbook • High school orientation night • College tours/information nights • CELDT to support findings for ESL students • School charter document • High school catalog

	<ul style="list-style-type: none"> • Parent involvement policy • Independent study Policy • Student agreement
<p><u>Use of Community Resources</u></p> <p>The school uses community resources to support students. These resources include professional services, business partnerships, and local speakers. Given the nature of our school, many of our students are involved in a variety of community projects, career opportunities, interview situations, volunteer work, etc. We offer college tours and partner with businesses offering support to schools through purchases. The Parent/Student Training Workshop provides college and career information and draws from the community and local businesses. We have offered a career day and a popular internship course similar to ROP where students can spend a day with a professional in an area of interest. Involvement in county and statewide contests, such as the spelling bee, Science Olympiad, and Governor's Challenge is encouraged. Also, through the CWCW Parent Educator Certificate process, parents have the option of training in a variety of areas to assist with the education of their students. Clubs and other group activities such as 4H, CSF, Student Council, prom committee, school newspaper, and community projects are available for student participation. This year our students are collecting coats for those in need and donating them to the homeless shelter. The yearbook committee works with local businesses to obtain their support of placing ads in the yearbook. This year our students have the opportunity to participate in an oral language fair held in the community. There are many opportunities for group educational activities (GEAs) including a space shuttle operation simulation, symphony orchestra performances, tours of local colleges and junior colleges, performances at performing arts centers, visits to museums to see nationally touring exhibits, and visits to science centers. In addition, some took GEA ski trips where they acquired or practiced the skill of skiing.</p>	<ul style="list-style-type: none"> • Partner with General Mills and Raley's/Nob Hill Quality of Life program • We use a variety of local vendors • Spelling bee • Governor's Challenge • Variety of group educational activities • High school clubs, prom, student council, school newspaper • College tours • Science Olympiad • Student yearbook • Regional occupation program • Gang awareness training • Oral language fair • Newsletters
<p><u>Parent/Community and Student Achievement</u></p> <p>The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results (ESLRs) through the curricular/co-curricular programs. Our current Parent Educator Certificate process offers a variety of classes ranging from techniques of teaching to better understanding standards-based education. The parent council involves a diverse group of parents who serve on other school subgroups. Goals for our school include: individualized curriculum; flexibility in both teaching and</p>	<ul style="list-style-type: none"> • Parent listserve acknowledgments of student achievement • STAR goals • Standards in grade level provided every year to family • Personalized Learning

<p>learning styles; promoting real-life context-based learning; challenging students to achieve mastery of academic standards; and provision of materials, resources, and supportive instruction. Learning opportunities include: tutoring, online classes, student access for all core subjects, school organized group educational activities, contract programs, internships, mentorships, and distance learning. We are continuing progress toward student achievement on testing by exceeding STAR growth targets and CAHSEE results. The school newsletter communicates student achievement through STAR and CAHSEE test results. Personalized Learning Improvement Plans (PLIPs) are in place for those students who need support toward proficiency. We use technology to expand and increase communication and offer online classes using Moodle and Elluminate. Education specialists assigned to each family are a source of communication and a direct guide providing support and direction. Parents communicate and network with one another utilizing tools such as: The Parent/Student Handbook, the high school catalog, the parent listserve, and the school website.</p>	<p>Improvement Plan (PLIP)</p> <ul style="list-style-type: none"> • Intake information • (Math placement test) • Surpass library • Access to HQT through a variety of ways • School-funded tutoring, Study Island, ALEKS • Scantron • CAHSEE test scores • Newsletters
<p><u>Additional Findings</u> Many of our parents could benefit from additional training and opportunities to connect with other families in our school. This has been done in part during our parent/student training workshops and field trips or group education activities (GEA). These are all optional training opportunities which meet the needs of about 10 percent of our families. Other avenues should be explored to provide all parents with the same information.</p>	<ul style="list-style-type: none"> • ES agendas • Parent Certification Program • GEA flyers

Summary of Findings

We have found that we have a comprehensive communication system among parents, students and staff. We offer a variety of training opportunities for parents, students and education specialists. We network with our communities and businesses providing a wide array of opportunities. Our use of technology has enabled increased opportunities for learning through online classes, teacher communication and overall information dissemination.

Unordered List of Areas of Strengths

- Parent/student communication.
- Flexibility in curriculum choices to meet individual learning styles.
- Available resources to support learning.
- Personalized program and guidance from education specialist.
- Support from various specialists (ES, advisors, math specialist, literacy director, school counselor, curriculum director).

Prioritized List of Areas for Growth

- Expanded Parent Educator Certification program.
- Expanded networking among home school families.
- Expansion of communication opportunities for non-English speaking families.
- Expanded career/vocational opportunities for students.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Findings	Evidence
<p><u>Safe, Clean, and Orderly Environment</u></p> <p>The school has existing policies and regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning. We keep students safe through spoken and written expectations shared in a variety of ways such as training for using Moodle for online classes. This includes: student access only, training the students in the code of conduct, and Internet safety. CWCS also has guidelines for our learning centers that include: clean facilities, posted expectations that address behavior and dress, as well as a procedure for signing in and out for students, parents and staff. Cameras have been installed and provide additional security. Our STAR testing sites also have a code of behavior, with solid sign-in-and-out procedures. High-risk courses are limited. All of our vendors are approved through Live Scan for security purposes. A comprehensive use-of-technology plan has been developed informing students and staff about copyright and the appropriate and ethical use of information technology and social networking. Students, parents, and staff learn why and how to avoid piracy, plagiarism, and inappropriate content. ESs review the school's Internet/Computer System Acceptable Use Regulations with the parents and students.</p>	<ul style="list-style-type: none"> • Learning centers sign-in-and-out procedures • Learning center code of conduct for students and staff • Moodle student-only access • Moodle code of conduct • Moodle Internet safety • Testing signing-in-and-out • Testing strict code of conduct • Vendors approved through Live Scan • Learning center cameras • Limited high risk courses • Posted expectations • Learning centers are clean facilities • Technology plan agreed by all parties • ESs are mandated reporters
<p><u>High Expectations/Concerns for Students</u></p> <p>The school staff demonstrates care, concern, and high expectations for students. The school environment honors individual differences and is conducive to learning by allowing a flexible environment to meet all levels of student ability. One-on-one instruction (parent-to-student, ES-to-student, or tutor-to-student) is utilized. Students have the optimum instructional ratio, access to specialists, and to highly qualified instructors (HQTs). A variety of learning</p>	<ul style="list-style-type: none"> • Academic probation • Placement recommendations • "a-g" class opportunities • CAHSEE Intensive options • Math placement

<p>environments and options are available. Students are given placement tests, and ongoing assessments to encourage success are in place. Intervention measures are available, and there is accountability to instructors through: Moodle, learning center classes and ES meetings. Remedial opportunities and effective truancy policies support our students in having a successful school experience.</p> <p>Individualized student programs reflect different learning philosophies. Varied learning styles are valued, as we do not believe that one size fits all, but understand that each student is unique. Each student completes a learning style inventory, which effectively assesses learning modalities, as part of the enrollment process. We also provide various ways to assist students in meeting a requirement such as the CAHSEE intensive and HQT options. Parent/student survey comments are encouraged and reviewed. CWCS has academic probation and truancy policies that are designed to help our students improve and stay on track. Our truancy policy involves 24-hour notification if a student is unable to attend a class, a tutoring session, a learning record meeting, and the like. Also, our school counselor meets and works with students individually to meet their college and career-planning goals and places them in appropriate classes during enrollment. We also have a required careers class, Education and Career Planning 1A, that must be taken before graduation. This is a graduation requirement beginning with the class of 2012. We have offered study skills courses, scholarships, financial aid workshops, and high school orientation workshops.</p>	<ul style="list-style-type: none"> • PLAN, PSAT,SAT, ACT testing • HQT options • Learning philosophies (Montessori, Classical, Unschooling, etc.) • Student agreement • High school contract • High school academic probation • Writing prompts with rubrics • Scantron • Science labs • School counselor
<p><u>Atmosphere of Trust, Respect and Professionalism</u></p> <p>The school has an atmosphere of trust, respect and professionalism. ESs work with families and each other to provide an atmosphere of security and trust. ESs adhere to a code of ethics and are held accountable. There is an extensive support system for all ESs. Each ES is accountable to another, such as ES to advisor. We also have a buddy system which adds another layer of assistance to our certificated staff. Parents are considered educators as they work with their students daily and with an ES on a regular basis. They are offered a variety of opportunities for training and assistance. The Parent Educator Certification program gives parents added professional training. Individual choices for learning are respected.</p> <p>Parents and ESs work together to make appropriate educational decisions for their students. Staff collaborates to provide parents a professional and accessible tier of knowledge. The website is extensive, with pertinent information readily available. Rules and codes of conduct for students, ESs, and staff are enforced at all school activities. A due process for student truancy has been established.</p>	<ul style="list-style-type: none"> • Parent Educator Certificate program • Web page • Staff shirts and name tags • Leadership team • Truancy policy • ES monthly meetings • All-ES meetings • Advisors to ESs • Buddy system • Informal networking • Rules and code of conduct for students • Code of conduct (ES and staff) • Due process for

<p>ESs share ideas and discuss concerns at monthly meetings. Administration reviews all concerns and makes adjustments when appropriate.</p>	<p>truancy</p> <ul style="list-style-type: none"> • Tech plan and online behavioral guidelines • Parent/Student handbooks • Clubs (CSF, NHS, Student council, etc.) • GEA opportunities • Washington DC trip • ROP • Networking • Monthly meetings • Bi-yearly meetings • Workshops • Listserves • Monthly agendas • Ongoing emails • Advisor and HQT interaction • Newsletter articles
<p><u>Additional Findings</u> None Noted</p>	

Summary of Findings

We found that we have in place and continue to develop a strong school structure and support system that promotes citizenship, ethical values, expected behaviors, and academic growth for students and staff as demonstrated by policy, procedures and programs that enhance learning. We value trust, professionalism, high expectations for our students and provide a safe environment.

Unordered List of Areas of Strengths

- Communication and support system through policy, procedures, and practice.
- Staff and parent trainings.
- Student focused career and college workshops for high school students.

Prioritized List of Areas for Growth

- Additional opportunities for parent training and networking throughout the year.
- Development of community service requirement for graduates.

Category E: School Culture and Support for Student Personal and Academic Growth

E3 and E4. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Findings	Evidence
<p><u>Adequate Personalized Support</u></p> <p>CWCS provides numerous opportunities for the student to receive personalized support. The school website lists the numbers for crisis hotlines, state standards, learning style tests, ESLRs, a high school catalog, and contact numbers for school personnel. The school newsletter provides updates for current activities, AP exams, and SAT and ACT test dates. A school nurse is available. Parents and students can consult with a curriculum director, literacy director, math specialist, school counselor, department chairs, an education specialist advisor, their HQTs (Highly Qualified Teachers), and their ES. Parents and students desiring further assistance can meet with the personalized learning team for consultation and recommendation for speech therapy or the IEP process for special education, if necessary. The school psychologist is available at IEP meetings. All parents and students have the option to receive Additional Education Specialist Services (AESS); and also, a Personalized Learning Improvement Plan (PLIP) is designed for any student who scores basic or below in ELA or math on the STAR. High school students are required to take Health and Education and Career Planning and construct a ten-year plan. They can meet with the school counselor for a consultation at any time, and have access to college information through the website and parent listserve. All high school students and their parents must sign the “High School Enrollment Contract” and the “Graduation Requirement Agreement” in the development of their individualized learning plan with their ES, and students who are behind in credits are placed on academic probation.</p>	<ul style="list-style-type: none"> • CWCS website • CWCS parent listserve • School newsletter • School nurse • Curriculum director • Literacy director • Math specialist • School counselor • Special education • School Psychologist • Speech-language pathologist and resource • ES advisors • Department chairs • HQTs • Education specialists • Mandatory education and career planning course • Tenth grade plan and consultation with high school counselor • Academic assistance (tutors, drop-in tutoring) • PLTs • IEPs • AESS • PLIPs • High school enrollment contract • Graduation requirement agreement

<p><u>Direct Connections</u></p> <p>As our students progress through their curriculum, multiple connections are available to them which provide additional support as needed. Students are provided with standards-aligned curriculum. The student's progress is monitored at the learning record meeting. The state standards addressed in that learning period are recorded in the database and are linked to the ESLRs. If a student is not proficient on the state standards, a PLIP (Personalized Learning Improvement Plan) is created. If further help is necessary, the PLT process is started which could lead to an IEP, if warranted. If additional academic support is necessary, the parent and student have these options that their funding can be used for: AESS (weekly or biweekly), tutoring, CWCS Moodle classes, and online curriculum options. There is also free drop-in tutoring at the learning centers.</p> <p>Our students' individual academic programs are designed with connectedness and continuity in mind. Since we are a K-12 school, students in eighth grade are easily transitioned into our ninth grade program, and courses are articulated. Eighth-grade students can take high school level courses if they are proficient/advanced on STAR testing and if they demonstrate readiness based on the math placement test given in the spring. Articulation is a way for high school students to earn college credit and skills as they build career and technical education skills. We have agreements with online vendors who offer AP courses including National University, Apex Learning, BYU, Aventa, and UCCP. Many colleges and universities grant college credit for passing AP exams. Our high school students are allowed to take courses concurrently at their local community college and earn both high school credit and college credit. (The number of students concurrently enrolled in community college courses increased from 18 students in the 2004-05 school year to 101 in the 2007-08 school year.)</p> <ul style="list-style-type: none"> We have a very strong working relationship with our local community college, Modesto Junior College. They send us updates and newsletters, offer guidance training and have come on our campus to do financial aid workshops, college and vocational training workshops, parent workshop training sessions, student orientations, and placement test sessions. For the first time ever, MJC offered an online workshop via Elluminate for our students and parents. This online session was recorded and made available to all of our students. We inform our seniors about MJC's Start Smart program where students can satisfy their 	<ul style="list-style-type: none"> Academic probation ESLRs State Standards Learning Records Standards Aligned Curriculum Student Funding Moodle Classes Learning Center Classes Community College Classes Vendors Contract instructors Monthly ES visits/ES recommendations PLT process Learning records documentation Literacy coordinator Special education Increase in concurrent community college enrollment Consistent ROP course enrollment Math placement/readiness test
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<p>orientation/advising requirement and “bump up” their registration date. We also work closely with community colleges in our remaining seven counties, including San Joaquin Delta College, Merced College, Las Positas College, Gavilan College, Chabot College, Columbia College, and the Peralta Colleges. The school counselor works closely with students and their ESs to ensure that students are taking courses that meet their educational goals and that the courses are documented properly. Our guidance department works closely with Modesto City School’s and San Joaquin County’s ROP programs. Students can earn college credit for some ROP courses. (Students enrolled in ROP courses have remained consistent at about 10 to 20 students enrolled per school year.)</p> <p>Course offerings are advertised on our listserve, and students are advised by their ESs and the school counselor as to what course to take and how to enroll. ROP course opportunities are limited for our students. There are long waiting lists and/or selective criteria for the ROP cosmetology courses, most ROP courses are offered on high school campus locations, and our students can only enroll if there is space available.</p>	
<p><u>Strategies Used for Student Growth/Development</u></p> <p>CWCS supports our students to achieve personal and academic success by providing individualized education programs and opportunities both at school and in their communities. Students have access to standards-based curriculum through a variety of personalized curriculum choices. Individualized academic plans are set up based on student abilities, interests, goals, and learning styles. Specifically, ESs use the results from Kaleidoscope learning styles inventory to match curriculum to each student’s learning style. We also involve the parents and the students in planning their curriculum and setting academic and personal goals. In this way we are able to personalize each student’s education so they can use what works best for them. To better guide student instruction, ESs and support staff regularly reviews student profiles and scores to identify strengths and weaknesses. We also analyze scores of different subgroups to discover trends. These scores are gathered from a variety of assessments, including CAHSEE, SARC, Star, Scantron, WRAT, and Edusoft. ESs also have the results of a household survey and pre- and post-tests Scores are analyzed by an assessment team, the curriculum director, and the data coordinator to refine our understanding of these trends and to create programs based upon their findings. The data team creates individual student and school wide profiles which the ESs use to guide their</p>	<ul style="list-style-type: none"> • AESS for extra help • PLIPs developed to focus on needs • Edusoft benchmarks used for checking progress • Access to vendors for specialized learning • Parent teachers overseen by an ES • Reading intervention • Math intervention testing • Household survey • PLT form • Use of Scantron SLOs. • Class offerings for remediation and intervention (e.g., algebra readiness) • Monthly meetings • Weekly tutoring

instruction. One great program created by this team is the CAHSEE Intensive Program, which provides personalized attention to the individual needs of students. The data team has also created a referral process to enable student access to various support services created by this team. Another program, the Math Strand Boost Class, was developed by the data team including Debbie Kutz, our math specialist. This program has helped improve student scores for the CAHSEE. Our fourth and fifth graders are also helped by a math class created by Shoni Johnson and Lori Freeman. The Math Manipulative Program has also been successful. Students have access to various other programs and support. The HQT teachers provide tutoring services on a one-to-one basis, as well as weekly tutoring programs. Students have access to on-line instruction through our Elluminate program. Students who have Internet access thus have access to HQT teachers from a variety of subjects. Students also have a variety of opportunities, both in school and in their communities, to extend their learning for personal and academic growth. For example, many field trips to various places are available to all students, allowing them to individualize their education.

There is excellent communication between and among ESs, parents, students, administrators, and various education programs. ESs meet with students and parents regularly to address student needs and to monitor progress towards their goals. ESs also attend monthly meetings. They communicate daily through emails and by phone. Parents receive daily listserve emails keeping them informed of programs and resources available to them.

Students who are struggling have access to various programs and support to help them. ESs develop individualized PLIPs for students who are weak in certain areas. School leadership and staff have developed many strategies for intervention that address retention and redirection. The needs of students on academic probation are individually analyzed to determine what approach (e.g. tutors, online classes, AESS) would best ensure their academic improvement. High school students who lack credits are placed on academic probation and may be reclassified to a lower grade (a form of retention). In grades K-8, they are redirected.

Through this continual process of assessment, analysis, new programs, communication, and access to standards-based curriculum and a wide variety of resources and programs, CWCS is able to help students reach their full potential, using a very individualized approach.

- Weekly instruction with HQTs
- Listserve support
- PLIPs
- Personalized approach
- Goals and strategies
- ES meetings
- Alternative instruction options
- CAHSEE Intensive
- Field trips
- Academic probation

Support Services and Learning

There is an open atmosphere for communicating student progress between the ES and parent.

EL students have access to specialized curriculum, such as Hampton Brown. The EL students are placed with CLAD teachers, and we provide additional classes for these students as needed. The students have the CELDT administered to determine language level. GATE students have many opportunities for enrichment through vendors and instructional funds. Students who are struggling are provided a personalized learning team (PLT) to assist with instruction and curriculum ideas, as well as Individualized Education Plans (IEPs) and special education services for those who qualify.

We are not limited to just a single “brick and mortar” location. Students can take classes at various locations throughout the community. In addition to the service projects completed by our students in CSF, our students are involved in a variety of service activities in their community.

The mission of CWCS is: To empower a community of parents, students, and teachers to create learning opportunities which will develop accountable, responsible, and contributing members of society who are independent, life-long learners.

We are a performance-based school not a grade level school. This allows students to grow and learn at their own pace and ability.

- Strong parent/ES communication
- CELDT administered
- CLAD teachers available
- ELL appropriate curriculum
- Large variety of vendors for GATE students
- Instructional funds available
- Special education services
- Individualized Education Plan (IEP)
- Personalized learning teams (PLT)
- Parent choice
- Variety of curriculum
- Students leveled by ability
- Community college courses available
- CSF activities

Equal Access to Curriculum and Support

All students have equal access to curriculum and support as they each have the same instructional funding. Parents have the opportunity to choose (with ES guidance) their child’s curriculum and services that will meet their students’ learning styles and goals. All high school students have access to general and UC approved college prep level coursework. The school offers several options for learning through on-line classes, on-site classes, one-on-one tutoring, and independent study with portfolio reviews, community college classes, and ROP classes. We also offer on-line courses such as BYU and APEX. Students have a flexible path for earning credits. For example, students can take an accelerated number of credits varying from 25-40 credits. We examine CST reports to determine deficiencies, adding classes as needed. The school also offers support to students by providing remedial classes and curriculum. Due to the wide geographical distribution of staff and vendors, students in outlying areas still have opportunities for one-on-

- Varied class structure: online classes, learning center classes, portfolio reviews, tutors, vendors, community college, ROP classes.
- Leveled classes to address student abilities and goals
- Flexible number of credits offered
- Flexible use of funds
- Extra classes offered as needed
- Large service vendor/tutor list to

<p>one support.</p> <p>The school provides many opportunities to reach toward the goal of equal access, but options may vary from family to family.</p>	<p>cover geographical areas</p>
<p><u>Co-Curricular Activities</u></p> <p>Curricular activities are intentionally and clearly linked to state standards and ESLRs. The class syllabi for Moodle courses are posted online for parents, staff, and students and list the lessons and corresponding standards covered each week. ESs note these specific standards in students' learning records as well as standards addressed in other curricular and co-curricular activities; then those state standards are linked in FRED to the ESLRs. ESs also note in the learning records any state standards that are addressed in the many extra curricular activities that take place outside of the classroom.</p> <p>School sponsored co-curricular activities directly relate to core academic areas, specific state standards, and the ESLRs and are noted in learning records with the corresponding state standards.</p>	<ul style="list-style-type: none"> • HQT link for class syllabi • Learning records <p>The following activities relate to core academic areas:</p> <ul style="list-style-type: none"> • Science Olympiad • Oral language fair • Spelling bee • Math club • Student council • CSF club • NHS club • Field trips • College tours
<p><u>Student Involvement in Curricular/Co-Curricular Activities</u></p> <p>The school office staff, learning center staff, and activity coordinators take attendance at all curricular/co-curricular activities. CWCS has an active CSF and SC which regularly plans activities and events for our students. In addition to our staff, we have parent volunteers who also support our students in activities such as Science Olympiad. The director routinely evaluates the attendance.</p>	<ul style="list-style-type: none"> • Sign-in sheets at events • Sign-in sheets at learning centers • Attendance lists from field trips • SC minutes and listserves
<p><u>Student Perceptions</u></p> <p>Our students' perception of the extent to which they receive appropriate support is measured by student surveys, the graduation survey, student input at student council meetings, student posts on the student listserve, and discussions at learning record meetings. The graduation exit surveys show a wide variety of well-thought-out plans which demonstrate that our students have utilized available support systems (counselors, teachers, and community resources) to research and decide upon plans for their future education/careers.</p> <p>Our students' perception of the extent to which they have access to a system of personal support services, activities, and opportunities at the school and within the community is measured by the students' participation in the services, activities, and opportunities that our school offers. CWCS keeps detailed records of how many and which students</p>	<ul style="list-style-type: none"> • Graduation survey • Student council meeting input • Student listserve input • Discussions at learning record meetings • Records kept of student participation in activities • Records kept of the number of students who utilize the learning centers • Leadership retreat compilation of

<p>participate in online classes, learning center classes, and group educational activities. (Records are kept of the number of students who utilize the learning centers for classes, study hall, and other supplemental learning activities.)</p> <p>During a leadership retreat in May of 2010, students helped compile an extensive list of possible student activities for the upcoming year, which included a great variety of events, such as a talent show, study groups, and ice cream socials. This brainstorming list shows that the students are aware (and perceive) that they do have access to unique activities and opportunities within our school system.</p>	<p>possible student services/ opportunities</p> <ul style="list-style-type: none"> • Student participation in yearbook, newsletter, listserve, competitions (e.g., Science Olympiad, math competitions, physical fitness challenges)
<p><u>Additional Findings</u></p> <p>The curriculum specialist is available to work with parents, students and ESs to assist in finding curriculum that fits the students' needs and learning styles.</p> <p>Scores from all assessments are an indicator of how well the ESLRs are being met. There are two staff members that work in the assessment department for CWCS and review all scores.</p> <p>The addition for high school students of the Education and Career Planning requirement in the Life Skills ESLR area assists students in matching class choices with their future academic plans.</p> <p>We have teachers who speak a variety of languages to assist our students and families in their primary language.</p> <p>Advanced curriculum and classes are available to service GATE needs.</p> <p>Illuminate and learning center schedules are coordinated to provide the best opportunity for our students to attend.</p>	<ul style="list-style-type: none"> • Curriculum director on paid staff list. • Appointment times available and advertised with curriculum director • STAR scores • Scantron scores • WRAT scores • Education and career planning class • CLAD certified ESs • Teachers fluent in variety of languages • Variety of vendors providing re-teaching materials as well as GATE materials • Learning center schedules • Master HQT class list on web

Summary of Findings

A broad selection of assessments is administered to students during each school year. All assessment results are reviewed and utilized by ESs, parents, and administration for the implementation of appropriate learning strategies and curriculum selection for each student as an individual. Student learning is monitored by parent and ES and reviewed during learning record meetings. Learning records are written to document student learning, and student work samples are collected for observation and assessment. Based upon review of assessment results and school data, the leadership team provides specific recommendations for additional academic offerings and programs in order to strengthen areas for schoolwide improvement.

Unordered List of Areas of Strengths

Our students have opportunities to learn in a variety of settings, styles and modes, using various technological resources, to fit their personal needs.

- CWCS provides an alternative to the traditional education format.
- The students have opportunities for direct and consistent communication with teachers, educational specialists and resource staff.
- There is direct and consistent communication between the parent and the teacher.
- We offer individualized curriculum and educational experiences including individualized plans, extensive class listings within each ESLR area, flexibility of resources, variety of curriculum options, multiple locations for academic learning, and class size flexibility.
- ESs network for curriculum and services.
- Our school has special education services including speech.
- We have a school nurse available.
- Learning centers provide numerous services.
- CWCS has a school counselor and guidance department web page.
- The Education and Career Planning 1A semester course is a graduation requirement beginning with the Class of 2012.
- A city roster is currently being developed for school parents to communicate with other parents in their area regarding transportation to school events.

Prioritized List of Areas for Growth

- Improve our curriculum resources and storage of curriculum and increase technology options that help stretch student funds.
- Explore ways to utilize student funds for HQT access in more efficient ways, particularly with science labs and “a-g” courses.
- Develop forums for parents to provide information and receive support (e.g.) Moodle forums).
- Provide a school community for our students; investigate possible sports programs for students.
- Create a directory of student activity options, such as community service opportunities, ROP, co-ops, etc.
- Expand mental health and social service referral information for families/students.
- Activities and state standards and ESLRs are not currently explicitly linked for most co-curricular activities. Suggestion: for every activity promoted on the listserv, note state standards and ESLRs.
- Some students are limited in their options by their geographic location (not close enough to a learning center class, a limited number of tutors in that area, or an area that does not have good Internet access).
- Need resource specialist to provide service in a larger geographical area.
- Increase student interest in activities that address the standards in creative and innovative ways.
- Design a more defined process for measuring and increasing the level of student involvement in available learning opportunities.
- Develop a targeted survey to gather information on student satisfaction with the support they receive and their individual learning plans, and/or teacher/student chat sessions aimed at encouraging students to express their ideas.