

COMMUNITY PROFILE – CHAPTER I

SCHOOL DESCRIPTION

Connecting Waters Charter School (CWCS) serves students in kindergarten through twelfth grade who are seeking a non-traditional, non classroom-based educational setting. Our first day of school was August 16, 2002. As of January 2010, 1934 students are enrolled: 962 students are enrolled in grades K-6, 320 students are enrolled in grades 7-8, and 652 students are enrolled in grades 9-12. We serve students who reside in Alameda, Calaveras, Mariposa, Merced, San Joaquin, Santa Clara, Stanislaus, and Tuolumne counties.

When enrolling a child in CWCS, the parent assumes primary responsibility as the facilitator of the student's educational program. An education specialist (ES), who is a credentialed teacher, is assigned to each student. The parent and student both sign a contract stipulating the extent of involvement the ES will have in the student's program. The distribution of responsibility between the parent and the ES are in the following areas:

- Creation of assignments
- Selection of materials
- Evaluation of curriculum and
- Arrangement of group educational activities, classes, internships and cooperative learning projects

Parents may choose to increase the involvement of the ES in their student's education using a program our school calls Additional Education Specialist Services (AESS) (<http://www.ieminc.org/handbook/aess.htm>). Currently, approximately eight percent of our students are participating in the AESS program.

The [High School Enrollment Contract](#) is completed by all enrolling high school students. If they need to be placed on academic probation that is noted in the school's database. Students may be placed on academic probation if they are deficient in credits/units, if they have not taken or passed the CAHSEE, and/or if they have not maintained satisfactory academic progress. Each student must complete a minimum of 25 credits/units with a 70 percent or better in order to uphold satisfactory academic status. Each student's progress is also tracked and monitored by the school counselor and the assigned ES. During the first semester of the 2009-2010 school year, 96 students or 15 percent of our high school students were on academic probation. Of these 96 students, 78 or 81 percent successfully completed their first semester with CWCS.

SCHOOL PURPOSE

The mission of Connecting Waters Charter School 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.

EXPECTED SCHOOLWIDE LEARNING RESULTS

Our Measurable Student Outcomes or Expected Schoolwide Learning Results (ESLRS) are imbedded in our charter document (page 6 charter document). During each learning record period, our teachers meet with our students to assess attainment towards the ELSRs and document the progress in our electronic database.

GOALS

The administrators, educators, and families of Connecting Waters Charter School believe that the highest level of learning occurs by:

- Assisting students and parents with educational guidance
- Individualizing curriculum to meet students' needs
- Providing materials, resources and supportive instruction
- Allowing flexibility in both teaching and learning styles
- Promoting real-life context-based learning
- Challenging students to achieve mastery of academic standards

WASC HISTORY

CWCS had the initial candidate visit on March 4, 2003; the full visit was conducted by a six-member team on March 9, 2005. CWCS received a six year accreditation with third year review. Our action plan was updated with the committee's recommendations and reviewed yearly. The third year review was conducted April 22, 2008 with the following recommendations added to our action plan:

1. The visiting committee recommends that an effort be made to build capacity of staff to analyze and disaggregate local and state assessment data for the purpose of improving instructional practices which will allow them to focus instruction on specific academic needs of students to share with their families.
2. The visiting committee recommends that the school incorporate the assessment and reporting of post-graduate data into the school's performance evaluation process as a reflection of the degree to which students have achieved success.

GOVERNANCE/PARENTAL INVOLVEMENT

Connecting Waters Charter School is governed by the parent council. The twenty-nine members of the parent council have students who attend CWCS and are elected by a majority vote cast by parents of CWCS students. The term of office for each member is two years. Meetings take place at least quarterly and are held at a location within the Waterford Unified School District.

Each council member participates as needed in at least two of the following subcommittees: WASC accountability, financial advisory, student achievement, parent workshops, curriculum, and STAR testing. Parent participation on these committees affords the school with their viewpoint making CWCS more effective in meeting its mission and ensuring parent involvement. The parent council created and approved bylaws which govern the board.

<http://www.connectingwaters.org/ParentCouncil/cwbylaws.htm>

The Parent Council also adopted a parent involvement policy:

<http://www.connectingwaters.org/ParentCouncil/Schoolpolicies/parinvolve.htm>

EDUCATION ON PARENT INVOLEMENT

Connecting Waters Charter School annually educates teachers, student services personnel, the executive director and other staff, with assistance from parents, in the value and use of parent contributions, and about how to communicate and work with parents as equal partners, as well as implement and coordinate parent programs in order to build ties between parents and CWCS. The training occurs each year in staff orientations, annual staff development materials, and other in-service trainings scheduled throughout the school year.

FUNDING

Connecting Waters Charter School is funded, as are all public schools, through the State Department of Education's allocation of Average Daily Attendance funding. The Charter School education codes allow our school to manage these funds in a unique manner consistent with the school's philosophy of empowering parent choice.

CWCS provides instructional funds (IF) to the ESs for each student's educational materials, courses, group education activities (GEAs) and educational supplies. CWCS is able to provide a unique personalized program for each student pursuant with the student's learning styles and the academic standards. All decisions regarding the expenditure of these funds comply with the guidelines of charter law, according to school policy, and ultimately are managed by a credentialed teacher (the ES).

In accordance with the SB 740 waiver requirement for the CDE, we spend at least 50 percent of our revenue on certificated salaries and benefits. We have been awarded 100 percent funding status since our doors opened in August 2002. Each ES receives a monthly salary based on the number of students assigned to him or her within that month.

SPECIAL EDUCATION

As a public school within the Waterford Unified School District (WUSD), CWCS offers a full continuum of services for our identified special education students.

Presently enrolled student breakdown included:

Grade Levels	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
K-5	13	20	16	15	18	25	22	36	37
6-8	19	13	14	9	9	12	17	27	26
9-12	9	17	20	18	27	40	30	35	30
Totals	41	50	50	42	54	77	67	97	94
504 Plans	1	8	6	10	5	20	21	24	31

When a student with an active Individualized Education Plan (IEP) transfers to our charter school, that IEP is honored until a new one is written on the corresponding SELPA (Special Education Local Plan Area) forms within 30 days (Education Code, Section §56325) of a student's enrollment in our charter.

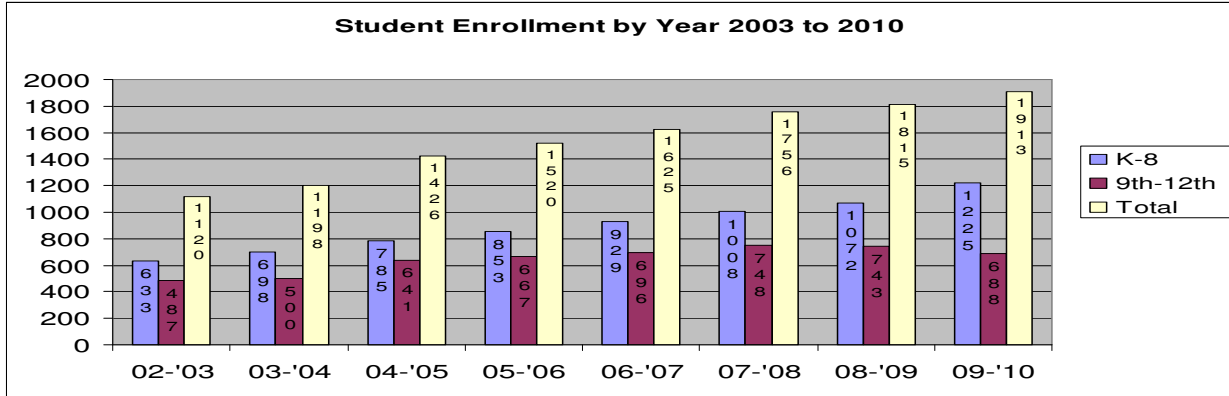
The IEP team is comprised of the parent (or their requested representative[s]), a general education teacher familiar with the student's work, any special education personnel who will be working with the student, and a charter school administrator. In our charter school, the director of special education acts as the Local Education Agency's (LEA) representative and facilitates all IEP meetings. IEP meetings are held in person, or when demographics make this impossible, they are conducted via teleconference. Goals and objectives are designed to maximize educational benefits for the student, and progress is reported to the parents at the end of each semester and again at the time of their annual IEP review.

DEMOGRAPHIC INFORMATION

Enrollment Data

Connecting Waters had a total of 1,913 students during the 2009-2010 school year. There were 1,225 students in grades K-8th and 688 in grades 9th-12th.

CBEDS Enrollment by Year			
	K-8	9-12	TOTAL
02-03 CBEDS	633	487	1120
03-04 CBEDS	698	500	1198
04-05 CBEDS	785	641	1426
05-06 CBEDS	853	667	1520
06-07 CBEDS	929	696	1625
07-08 CBEDS	1008	748	1756
08-09 CBEDS	1072	743	1815
09-10 CALPADS	1,225	688	1913



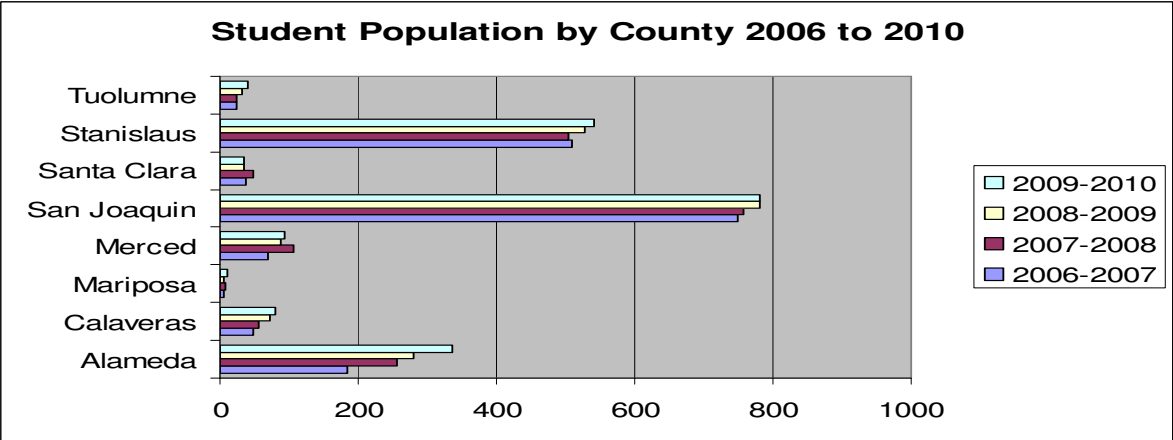
Increasing enrollment each year since CWCS opened would indicate that more families believe we are able to meet their children’s educational needs. Most parents report that flexibility and parent choice are why they choose CWCS. Our enrollment has increased an average of 7 percent each year. Our high school population has averaged 42 percent of our total enrollment each year.

County Population

Most CWCS students come from San Joaquin and Stanislaus counties. The following graph shows student population by county.

Student Population by County 06-07 through 09-10

School Year	2006-2007	2007-2008	2008-2009	2009-2010
Alameda	184	256	279	335
Calaveras	47	55	71	80
Mariposa	5	8	4	10
Merced	68	106	88	93
San Joaquin	750	757	780	781
Santa Clara	36	47	35	34
Stanislaus	508	504	527	540
Tuolumne	23	23	31	40
Total	1621	1756	1815	1913

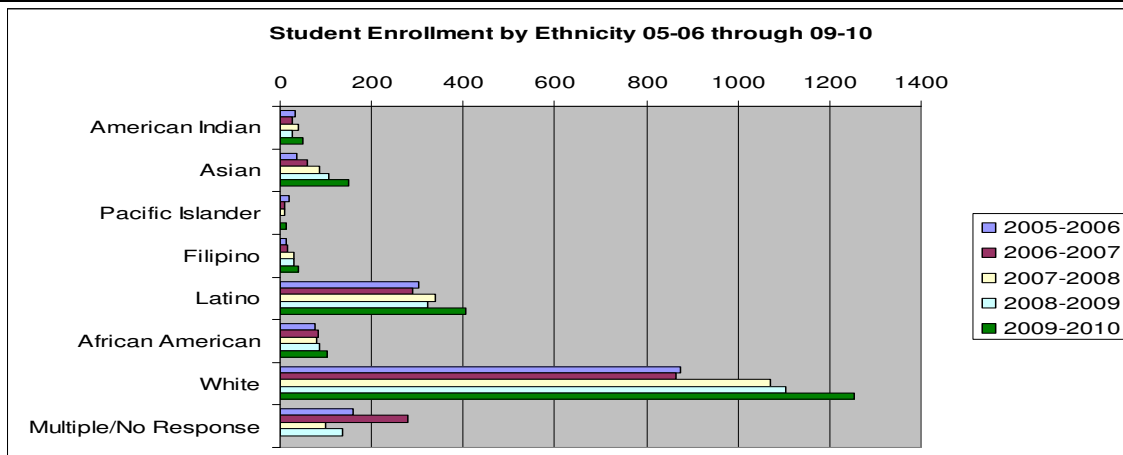


Ethnicity

Caucasian and Hispanic/Latino students are the largest ethnic subgroups attending CWCS. The Hispanic/Latino group is the fastest growing subgroup (see the appendix).

Student Enrollment by Ethnic Group 05-06 through 09-10

Ethnicity	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
American Indian	34	26	39	27	49
Asian	35	61	85	107	151
Pacific Islander	20	9	10	4	14
Filipino	14	15	31	30	40
Latino	304	289	339	322	405
African American	77	82	80	86	104
White	875	865	1071	1104	1255
Multiple/No Response	161	278	101	135	0
Totals	1520	1625	1756	1815	2018



CURRICULUM

Connecting Waters Charter School offers parents and students the opportunity to choose a curriculum that:

- Reflects the student's learning styles
- Is aligned to the California content standards
- Is appropriate to the student's developmental level
- Allows the student to progress at his/her own pace

PERSONALIZED LEARNING IMPROVEMENT PLAN (PLIP)

Since the last WASC Visitation, CWCS has developed an intervention plan called the Personalized Learning Improvement Plan or PLIP.

<http://www.ieminc.org/handbook/curriculum/cresource/cwcurrpol.htm>

By the end of the first week of each school year, the ES will review the student's spring STAR and/or CAHSEE Math and English results in Edusoft (or Scantron results if STAR is not available). If a student scores "basic" or below in an overall subject area on the STAR/CAHSEE assessments, then the ES must provide a Personalized Learning Improvement Plan (PLIP). Students in eleventh and twelfth grade who have not passed

CAHSEE, as well as tenth grade students who received a BB or FBB score on the last ELA and/or math STAR test, must participate in a CAHSEE PLIP for the subject area not passed. Goals and strategies for addressing specific deficit areas are included in these PLIPs. The ES develops these goals after looking at the breakdown of the STAR and CAHSEE test results, by strand, and/or determining SLOs (Suggested Learning Objectives) from the student's Scantron test results. Each month the ES assesses the student's progress toward mastery of the STAR goal by documenting content covered and/or checking off the state standards addressed in the student's learning record.

PORTFOLIOS

Samples of the student's work are collected and compiled into a portfolio, which represents the student's growth and learning throughout the course of the year. A sample is collected for each learning area covered each semester. A writing sample for each semester is also required for all students.

SCHOOL FACILITIES

All of our students have the opportunity to participate in contract programs courses such as Algebra, Biology, Spanish, Writing, English, Science labs, and Art. CWCS has two learning centers; both are located in Stanislaus County. Students may take classes at these centers, they may take classes off-site with a local vendor, or they can take classes at the local community college. Our students also use the centers for checking out materials, networking, computer applications, tutoring, and meeting with their ES.

Each learning center has a curriculum and reading library. The curriculum libraries are organized by grade level and subject. The curriculum library also has several parent and teacher resource shelves, filled with supplemental materials which can be checked-out for student use and instruction. Our reading libraries have an array of children's books, chapter books, novels and reference material. Students are welcome to check out books, or they can use the materials on-site.

GUIDANCE DEPARTMENT

The CWCS guidance program assures that every student is provided with ongoing high quality assistance to boost their self knowledge, educational, occupational and career development. As a result, CWCS students will have the skills necessary to succeed in school and beyond as demonstrated by their attainment of these skills. The guidance department's vision is to work collaboratively with education specialists, students, parents and the community preparing every student, regardless of individual differences, to acquire the self knowledge, educational, occupational, and career development skills necessary to succeed and contribute in a changing society.

CAREER TECHNICAL EDUCATION

Connecting Waters Charter School has added a course titled Education and Career Planning to the graduation requirements beginning with the Class of 2012. This course covers the eleven foundational standards as listed on California State Board of Education's website. "There are 11 *foundation standards* that all students need to master to be successful in the career technical education curriculum and in the

workplace. These standards are similar to the competencies described in the June 1991 report issued by the U. S. Department of Labor, *Secretary's Commission on Achieving Necessary Skills (SCANS)*. They cover the 11 areas essential to all students' success: Academics, Communications, Career Planning and Management, Technology, Problem Solving and Critical Thinking, Health and Safety, Responsibility and Flexibility, Ethics and Legal Responsibilities, Leadership and Teamwork, Technical Knowledge, and Skills, and Demonstration and Application. "

This course was piloted 2007-2008 with 22 students. The following year, the class was implemented for all ninth grade students and also opened to students in tenth, eleventh, and twelfth grades.

For that school year, 2008-2009, there were 271 students who completed the curriculum. One student from the pilot letter wrote this: "just wanted to say thanks for the class and experience, it really did help me a lot, I just applied for another part time job...hopefully I'll get it! Anyway, thanks for the stuff, really helps me in school right now, especially the business stuff..."

Community College Advance Admission 2004/2005 THROUGH

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Chabot College		4	4	1	7	8
Columbia College	3	2	2	5	2	3
Diablo Valley College				1	1	6
Dominguez Hills CSU						1
Foothill College	1	1				
Gavilan College						1
Las Positas College			1		7	15
Los Rios College						1
Mendocino College		1				
Merced College		4	1	4	19	12
Mission College						2
Modesto Junior College	7	18	31	51	74	85
Ohlone College	1	1			2	1
Peralta College		1	8	16	16	10
San Joaquin Delta College	5	7	16	23	33	37
San Jose Evergreen College		2			4	6
Vista College	1					
Totals	18	41	63	101	165	188

2009/2010

We continue to encourage our students to attend community colleges. The number of students taking courses at the community college continues to increase each year. Our students are also encouraged to attend Regional Occupational Program (ROP) courses of interest and to pursue additional interests such as art, music, theater, and dance.

GRADUATION AND DROP-OUT RATES

Student Graduates and Dropouts Rates in 2006-2010

School Year	Number Graduates	Number Dropouts
2005-2006	159	70
2006-2007	178	102
2007-2008	234	56
2008-2009	245	36
2009-2010	198	30
Total	1014	294

POST GRADUATE ACTIVITY FOR CLASS OF 2005 AND CLASS OF 2006

These students were surveyed within six months of their graduation. A total of 40 graduates were surveyed, 23 from the class of 2005 and 17 from the class of 2006.

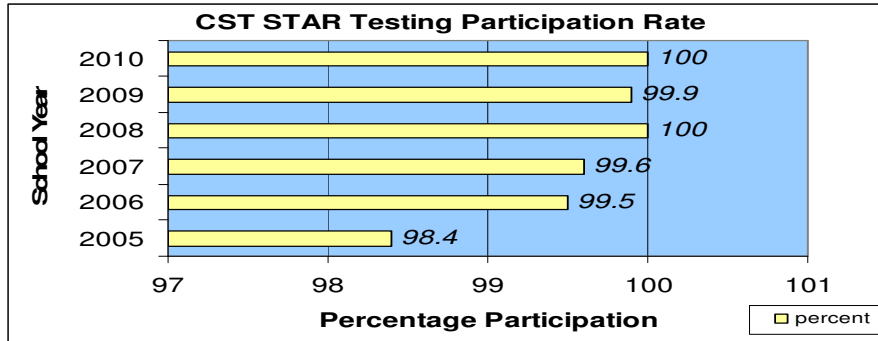
All 40 graduates responded to the question asking if CWCS prepared them for post high school success. Of those, 37 agreed that CWCS had prepared them for success in their post high school pursuits. (See appendix)

SCHOOL IMPROVEMENT PROCESS

Extensive parent, teacher, and student surveys have been developed, completed, and the results compiled, so that we may accurately determine the success of our school program. These surveys are distributed each year by Connecting Waters Charter School with the intention of addressing any areas of weakness and making necessary improvements for the following year. The executive director works with the various departments, IEM, and WUSD to make any noted changes and reports progress to the parent council.

CWCS recognizes that assessment is the key to the successful implementation of the charter and drives instruction. Although the philosophy of CWCS is to allow choice and options in curriculum and delivery, accountability is essential to the continuation and success of the school. We require that our students participate in all state-mandated assessments.

At the time of the first WASC full visit, many of our parents had waived STAR testing. By executing our action plan, we have increased the number of students participating in STAR testing to nearly 100 percent each year.



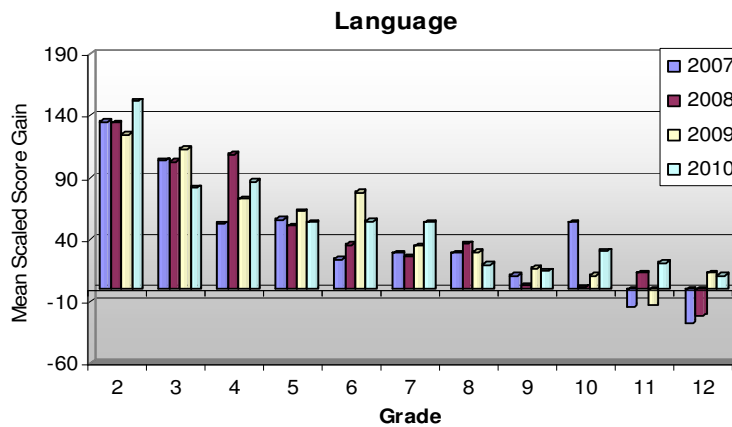
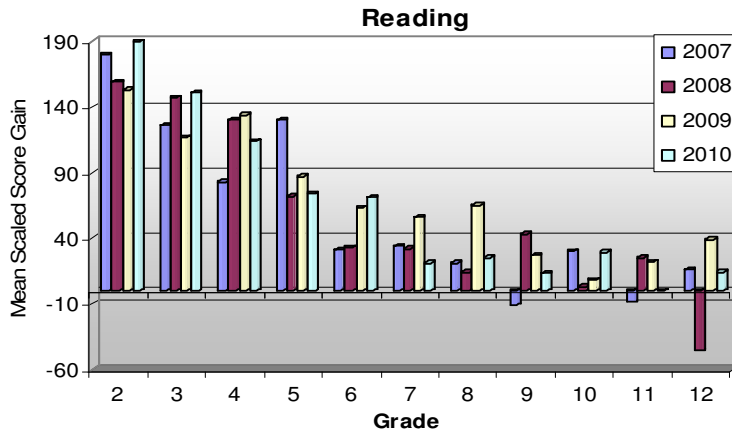
Connecting Waters Charter School utilizes the standardized test scores and all other performance testing done during the year to assess the school and its accomplishments. We have purchased Edusoft, an online assessment program, which each school administrator, ES, and parent has access to.

We had hoped that Edusoft would be a tool to show student growth as well as allow us to: analyze student performance, view summary scores student groups, identify intervention groups, generate state exam reports, measure student performance on statewide tests, and disaggregate data by grade and ethnicity. Using Edusoft, we developed a school wide Benchmark Assessment Plan to check student progress throughout the year. Four evaluations were developed to test student mastery of standards. However, the tool has not proven to be easily accessible to all students and does not show growth of students who are not working at grade level. Although Edusoft is still available as an assessment tool to all of our students and teachers, since the WASC Visitation in 2005-2006, we purchased Scantron Performance Series to assess all students in grades 2-12.

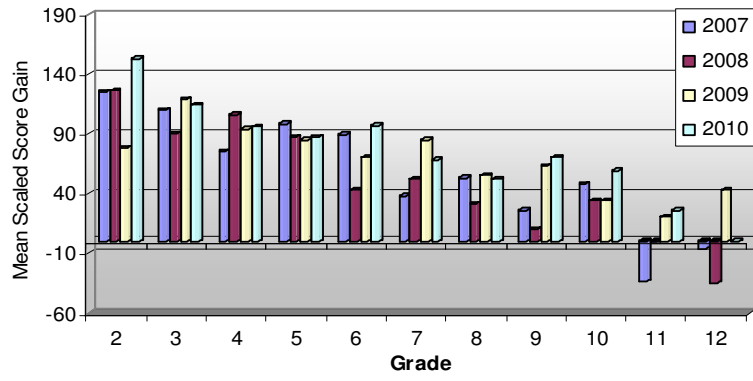
The Scantron *PERFORMANCE Series™* utilizes an innovative computer-adaptive, internet-based model to target the instructional level of each student by altering question difficulty with each student response. Once the test has been completed, the results are immediately available and provide an accurate evaluation of the student's abilities. The test takes approximately 45-60 minutes to administer reading, mathematics, and language arts. This assessment is currently mandatory for our students in grades 4-11, and for twelfth graders who have not yet passed one or more sections of the CAHSEE.

The Scantron *PERFORMANCE Series™* provides data to drive instruction. Educators can use this product to evaluate skill mastery, place incoming students, and provide immediate reports to parents and tutors on progress made as the course proceeds. In addition, ESs can generate Suggested Learning Objectives (SLOs), which target CA standards the student has obtained and/or still needs to address. The objectives are not limited to grade-level standards, so "building blocks" from previous grade standards are also identified. This allows students the opportunity to fill in gaps in learning. Scantron also measures actual growth of each student from beginning to end of the school year. Our ESs also have access to another portion of the program called Skills Connection Online (SCOL). They are able to easily create remedial activities, study guides, and assessments which target the skills their students need.

Each student is given a pre- and post-test in reading, mathematics, and language arts. The pre-test is given within the first two months of school for returning students, and the post-test is given prior to STAR so that students have an opportunity to work on areas of need. The charts below show the difference (gain/loss) between the mean scaled scores for pre and post testing at each grade level for the last four years.

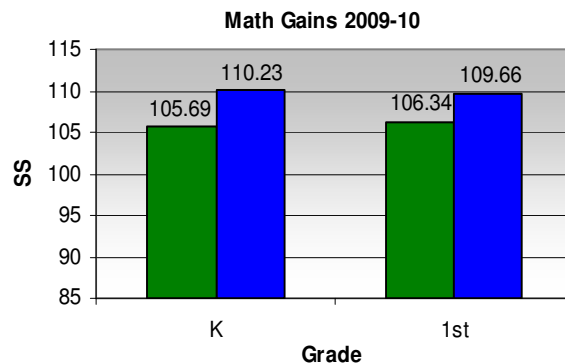
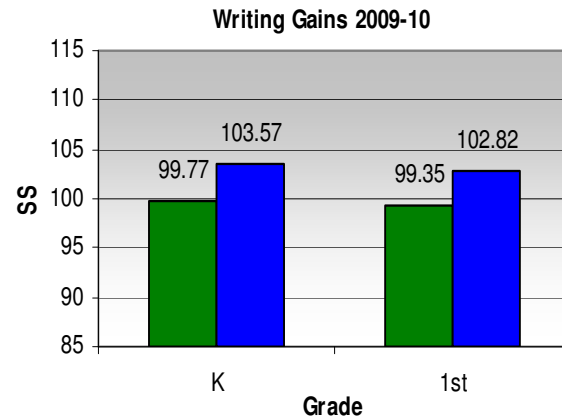
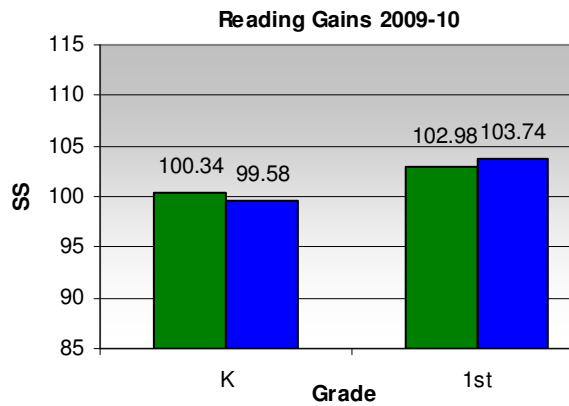


Math



WRAT

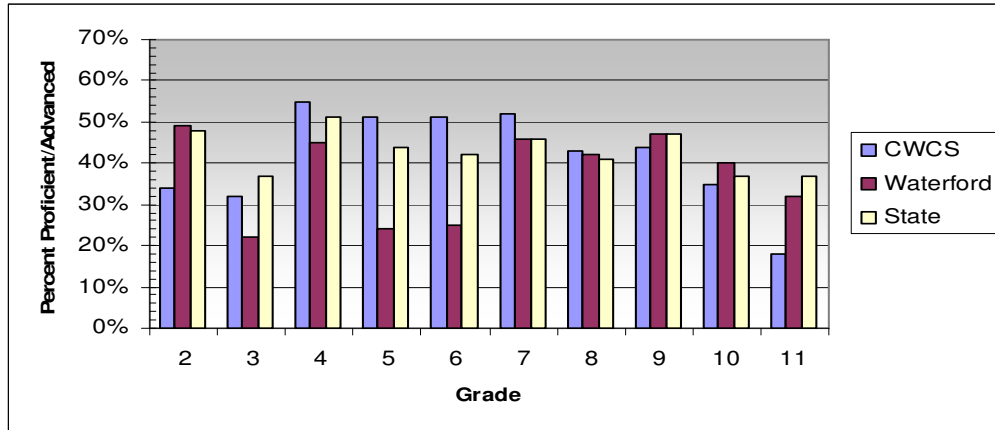
CWCS is currently using the Wide Range Achievement Test (WRAT4) as the assessment to be administered yearly to students in grades K-3. This test is a brief achievement test measuring reading recognition, sentence comprehension, spelling, and mathematics computation. Total test time is 15 to 30 minutes, depending upon age. Scoring is done by hand and takes less than five minutes. It is a valuable instrument to assist in diagnosing levels of academic achievement and/or learning disabilities and checking progress in academic remedial programs. This tool is readily available for use with all ages of students in assisting the parents and ES with curriculum choice. ESs enter raw scores into FRED, and standard scores and grade level equivalencies are calculated and available to the ES for viewing and printing parent reports. The graphs below show our most recent mean standard score gains in K-1.



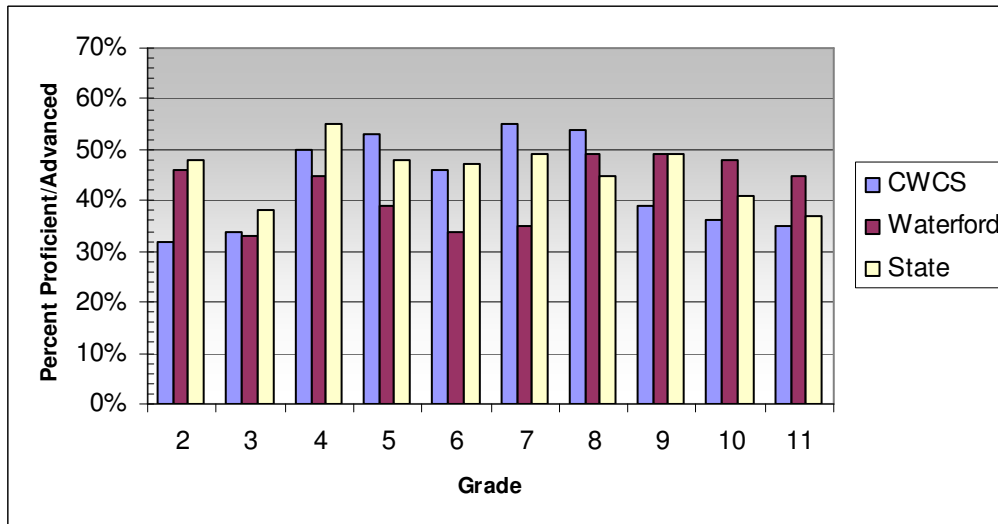
CALIFORNIA STANDARDS TESTS (CST) DATA-Comparisons

The results of the CST English Language Arts (ELA) portion of the STAR reveal that our percent proficient in grades 2-8 over the last four years are strong. We also noticed that our students in grades 9-11 generally fell below state and district averages.

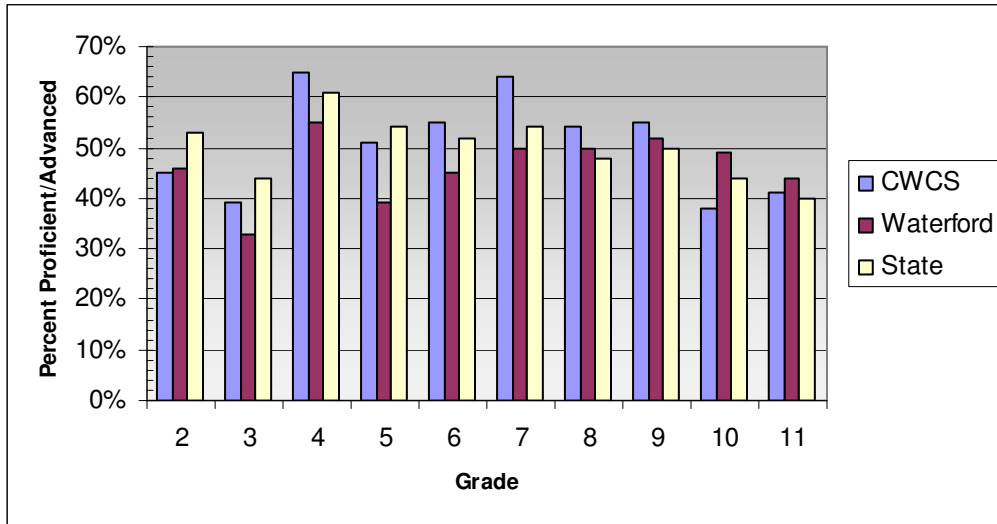
ELA 2007 Percent Proficient or Advanced



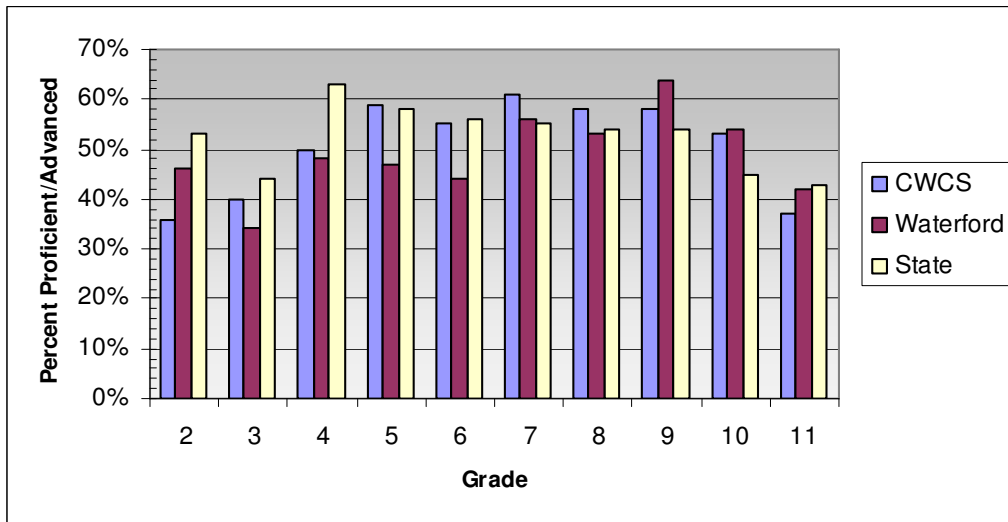
ELA 2008 Percent Proficient or Advanced



ELA 2009 Percent Proficient or Advanced



ELA 2010 Percent Proficient or Advanced



California Standards Tests: English-Language Arts ADVANCED and PROFICIENT

Grade	2010			2009			2008			2007		
	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA
2	36	46	54	45	46	53	32	46	48	34	49	48
3	40	34	44	39	33	44	34	33	38	32	22	37
4	50	49	63	65	55	61	50	45	55	55	45	51
5	59	47	58	51	39	54	53	39	48	51	24	44
6	55	44	56	55	47	52	46	34	47	51	25	42
7	61	56	55	64	50	54	55	35	49	52	46	46
8	48	53	54	54	51	48	54	49	45	43	42	41
9	58	65	54	55	54	50	39	49	49	44	46	47
10	53	56	45	38	51	44	36	48	41	35	41	37
11	37	48	43	41	48	40	35	45	37	18	33	37

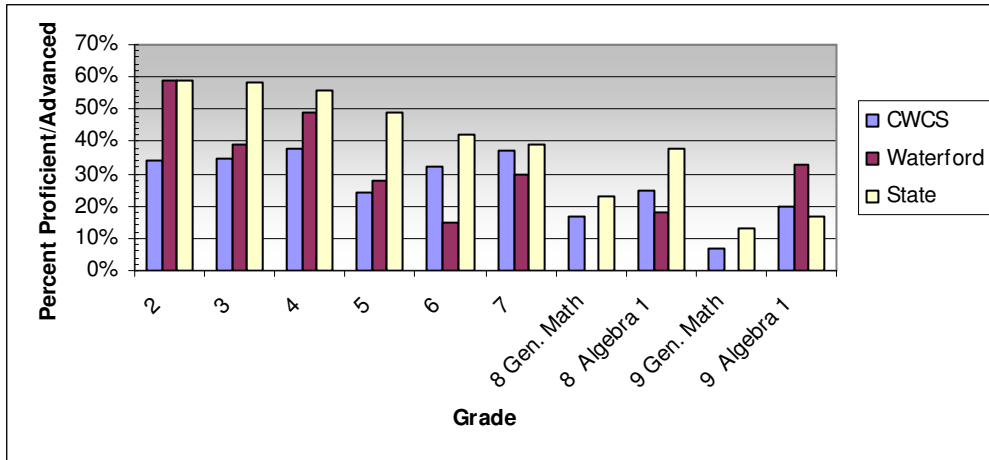
California Standards Tests: English-Language Arts BASIC

Grade	2010			2009			2008			2007		
	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA
2	32	30	26	21	33	26	31	36	29	25	26	26
3	23	37	32	25	36	28	27	41	34	33	40	32
4	29	37	23	24	27	24	33	40	29	25	31	29
5	25	32	27	31	38	29	32	43	33	27	44	32
6	26	43	29	26	35	30	30	43	31	35	43	31
7	20	29	27	22	34	27	27	38	27	26	30	28
8	24	28	27	35	35	30	27	30	29	29	34	31
9	26	24	25	26	36	27	32	32	27	32	33	26
10	26	30	29	34	36	29	29	38	28	25	41	29
11	32	32	27	28	31	25	21	33	26	29	29	24

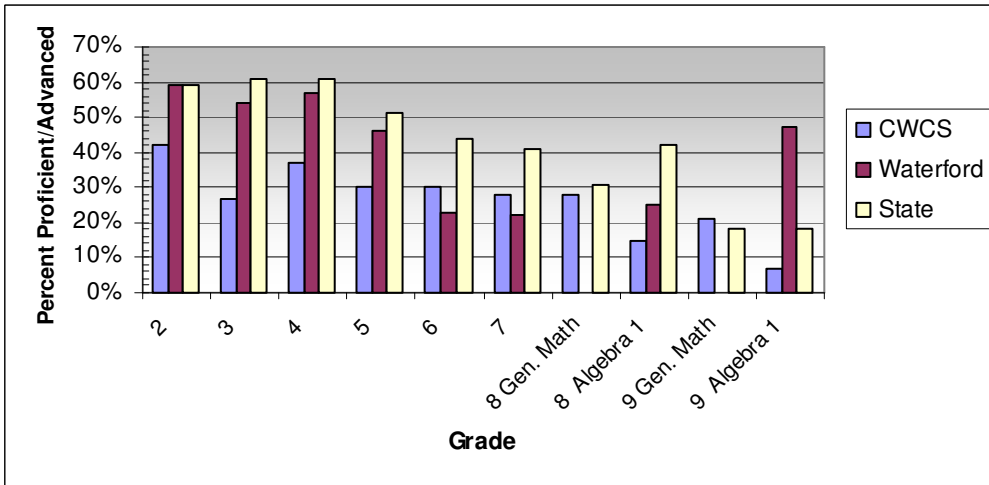
California Standards Tests: English-Language Arts BELOW and FAR BELOW BASIC

Grade	2010			2009			2008			2007		
	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA
2	33	23	21	35	21	21	36	19	24	41	25	26
3	30	29	25	35	31	29	38	27	28	35	38	32
4	21	15	14	12	18	14	17	15	16	20	24	20
5	16	22	15	18	23	17	16	18	19	22	32	23
6	18	14	16	19	19	18	24	22	21	14	32	26
7	20	15	18	15	15	18	18	27	25	22	25	26
8	18	18	19	11	15	22	19	21	25	26	25	27
9	16	11	21	20	11	23	29	19	25	23	21	26
10	21	13	26	28	13	27	35	14	31	41	19	34
11	31	20	30	31	21	35	44	21	37	54	39	34

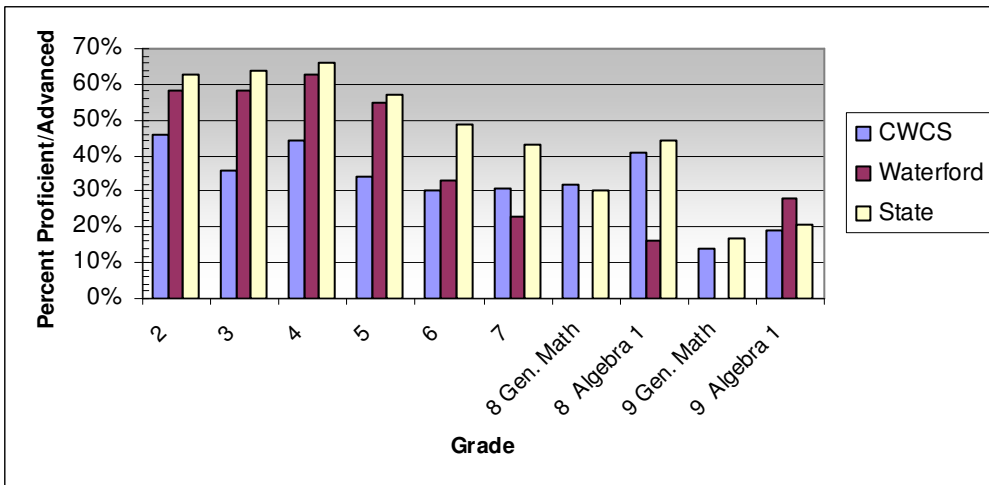
Math 2007 Percent Proficient or Advanced



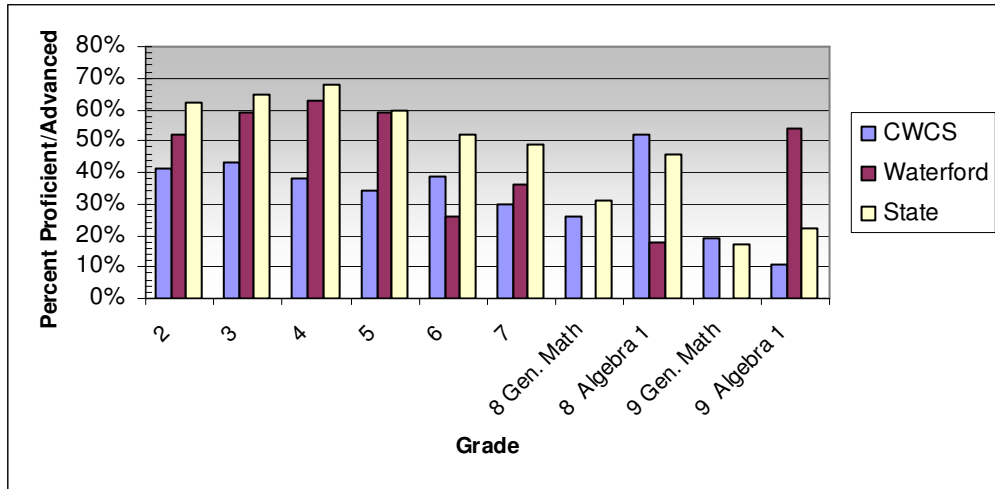
Math 2008 Percent Proficient or Advanced



Math 2009 Percent Proficient or Advanced



Math 2010 Percent Proficient or Advanced



California Standards Tests: Mathematics ADVANCED and PROFICIENT

Grade	2010			2009			2008			2007		
	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA
2	41	52	62	46	58	63	42	59	59	34	59	59
3	43	60	65	36	58	64	27	54	61	35	39	58
4	38	64	68	44	64	66	37	57	61	38	49	56
5	34	59	60	34	55	57	30	46	51	24	28	49
6	39	26	52	30	33	49	30	23	44	32	15	42
7	30	36	49	31	23	43	28	22	41	37	30	39
Gen. math 8	26	*	56	32	0	30	28	*	31	17	0	23
Gen. math 9	19	0	42	14	*	17	21	*	18	7	*	13
Alg. 1 8	52	18	46	41	16	44	15	25	42	25	18	38
Alg. 1 9	11	54	22	19	28	21	7	47	18	20	34	17
Alg.1 10	7	45	12	7	22	11	3	29	9	0	29	8
Alg.1 11	4	23	9	4	65	8	3	0	5	0	15	5

California Standards Tests: Mathematics BASIC

Grade	2010			2009			2008			2007		
	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA
2	29	30	20	31	25	20	28	23	21	26	25	22
3	19	32	20	22	27	19	25	26	21	20	30	21
4	26	29	19	24	23	20	24	32	23	28	30	23
5	23	27	20	20	27	21	23	33	24	26	27	22
6	20	51	26	33	43	26	24	42	29	30	34	29
7	30	42	28	34		31	41	39	29	22	35	29
Gen. math 8	33	*	31	40	0	31	20	*	29	31	17	36
Gen. math 9	28	7	27	24	9	28	18	*	29	27	*	32
Alg. 1 8	24	39	24	33	32	24	50	36	27	33	22	27
Alg. 1 9	28	20	26	27	37	25	24	31	28	22	38	28
Alg.1 10	17	18	23	14	28	22	17	40	24	18	30	25
Alg.1: 11 th	11	31	19	25	18	18	10	45	20	17	18	20

California Standards Tests: Mathematics BELOW and FAR BELOW BASIC

Grade	2010			2009			2008			2007		
	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA
2	30	19	18	23	16	17	30	18	19	41	17	26
3	38	8	14	42	15	16	48	19	17	45	30	32
4	36	8	13	32	14	14	38	11	16	34	22	20
5	44	14	19	46	19	22	47	21	25	51	46	23
6	42	23	22	37	24	25	45	34	28	39	50	26
7	40	21	23	35	25	26	31	39	30	41	35	26
Gen. math 8	41	*	38	28	100	39	69	*	41	58	83	41
Gen. math 9	53	93	56	61	91	56	61	*	56	65	*	55
Alg. 1: 8 th	24	43	29	26	53	32	35	38	31	41	59	34
Alg. 1: 9 th	61	26	52	54	36	53	69	21	53	58	30	54
Alg.1: 10 th	76	36	65	78	53	67	80	32	67	82	43	67
Alg.1: 11 th	85	46	72	71	32	74	87	54	74	83	68	74

The CST math results reveal that mathematics is an area that Connecting Waters Charter School needs to focus on improving.

ALGEBRA BY GRADE LEVEL

The three tables below give various breakdowns of the number of students taking algebra courses. Table 1 shows the number of students in grades 8-12 earning high school credits for the range of algebra courses from Pre-Algebra to “a-g” Algebra 2. Table 2 and the accompanying graph gives a total enrollment in “a-g” algebra courses for the years 2005-2009. Table 3 and the accompanying graphs display the enrollment numbers in “a-g” algebra courses of students in our three sub-groups—Hispanic/Latino, White, and Socioeconomically Disadvantaged.

Table 1

Students Receiving Algebra Credits by Grade Level (2009)					
Grade	Pre Algebra	Algebra 1 Regular	A-G Algebra 1	Algebra 2 Regular	A-G Algebra 2
8	0	0	4	0	1
9	42	62	36	4	10
10	15	46	12	16	17
11	1	38	5	18	16
12	3	19	1	4	7
Totals	61	165	58	42	51

Table 2

students Enrolled in A-G Algebra by Year

Year	2005			2006			2007			2008			2009		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
A-G Alg. 1	8	8	2	34	37	4	70	59	7	49	50	2	49	40	3
A-G Alg. 2	13	12	3	10	8	1	25	27	3	26	27	0	44	36	4
Total	21	20	5	44	45	5	95	86	10	75	77	2	93	76	7

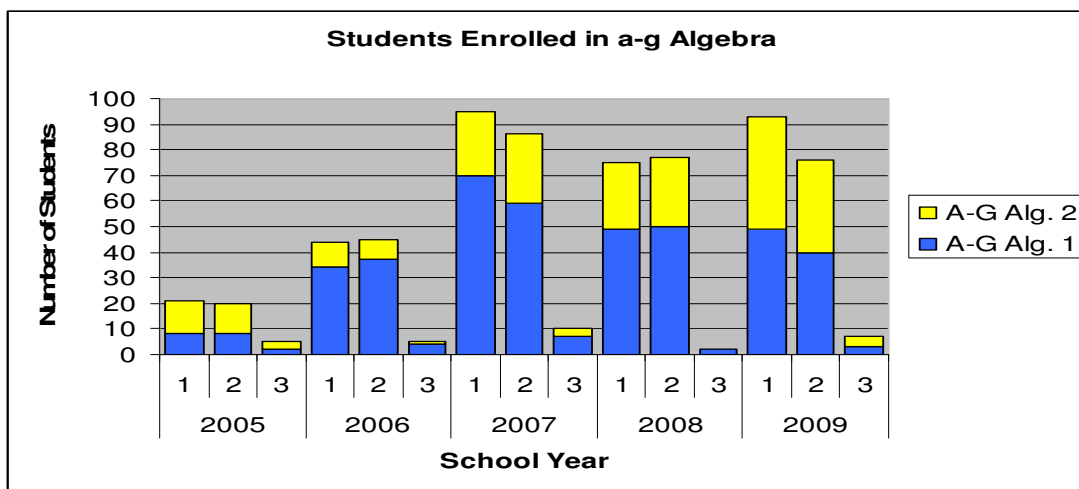


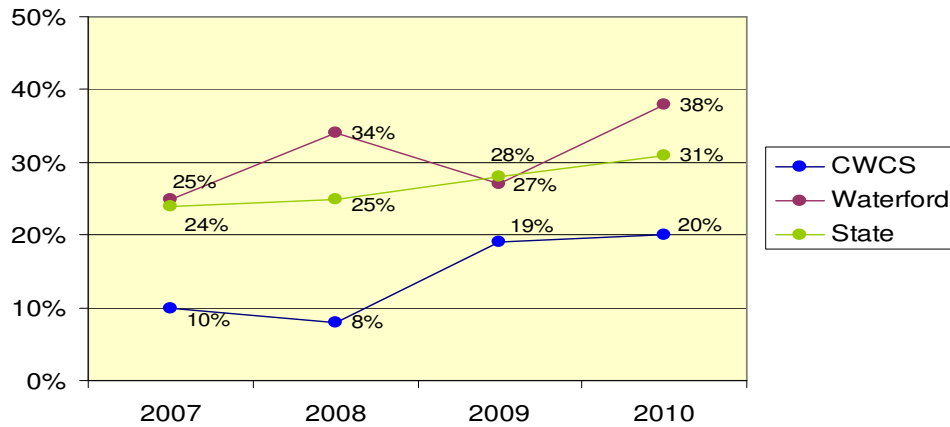
Table 3

Students Enrolled in A-G Algebra by Year and Sub-Group

Year	2005			2006			2007			2008			2009		
Semester	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
A-G Alg. 1															
Hispanic/Latino	1	1	1	9	11	2	23	17	2	18	18	1	14	8	1
White	3	5	0	22	22	2	37	35	4	31	29	2	44	36	3
Socioeconomically Disadvantaged	2	2	0	1	1	1	7	3	0	5	6	0	10	7	0
A-G Alg. 2															
Hispanic/Latino	3	4	0	0	1	0	7	9	2	4	3	0	7	7	0
White	5	3	2	7	7	1	16	14	1	20	21	0	31	24	1
Socioeconomically Disadvantaged	0	1	0	0	0	0	2	2	0	3	3	0	4	4	1

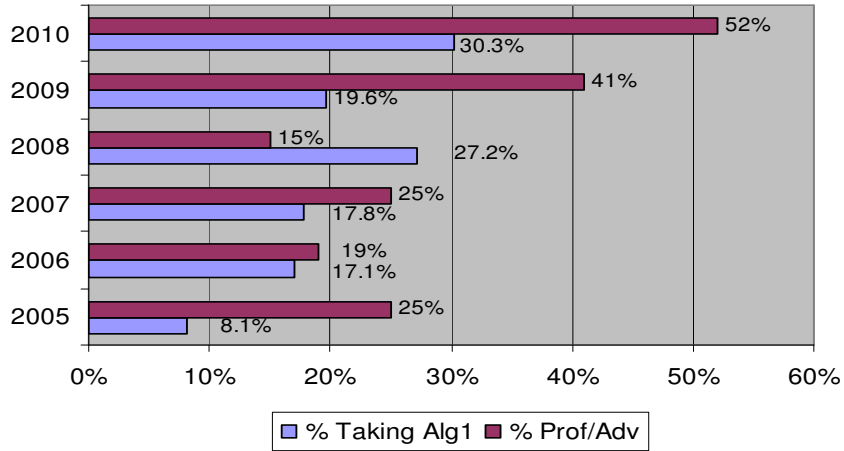
ALGEBRA I

The table below shows four years of algebra proficiency data for CWCS students in grades 7-11 compared with Waterford Unified and California. It demonstrates our scores are currently lower than that of Waterford and California students, yet shows CWCS students have made significant improvement since 2007, in comparison to Waterford Unified and overall California proficiency levels.

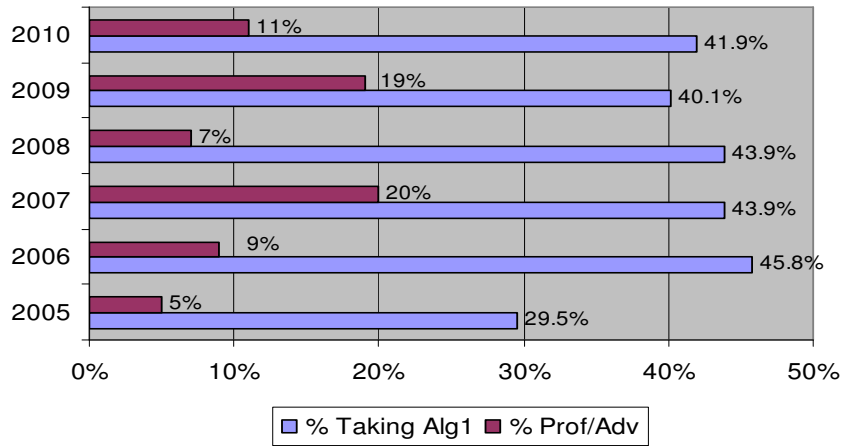


The tables on the next two pages further disaggregate overall Algebra 1 performance. All grade level graphs demonstrate positive growth over the last six years. We attribute growth to better student placement, alignment of instruction to grade level standards, clarification of curriculum standards alignment, and creation of intervention programs.

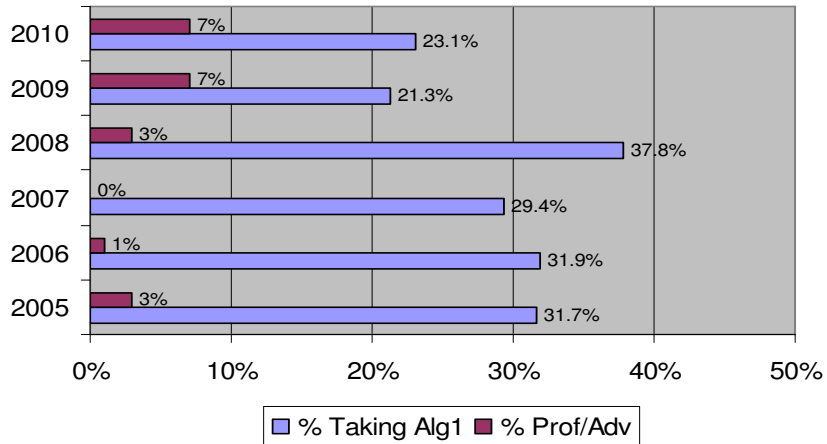
Math-8th Grade Algebra 1 CST



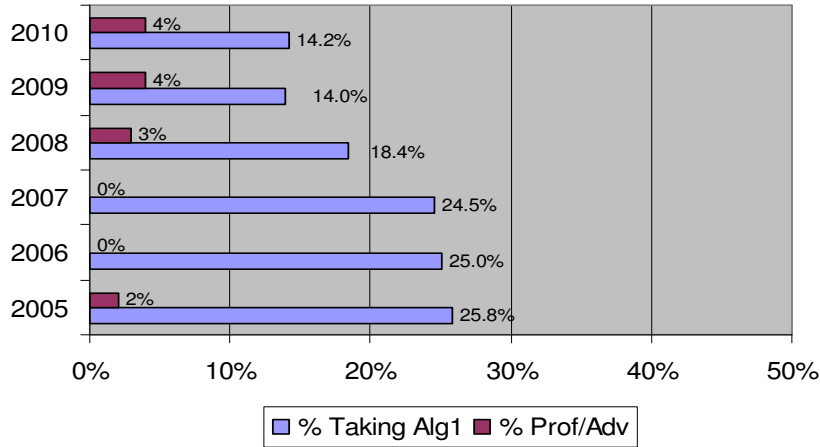
Math-9th Grade Algebra 1 CST



Math-10th Grade Algebra 1 CST



Math-11th Grade Algebra 1 CST

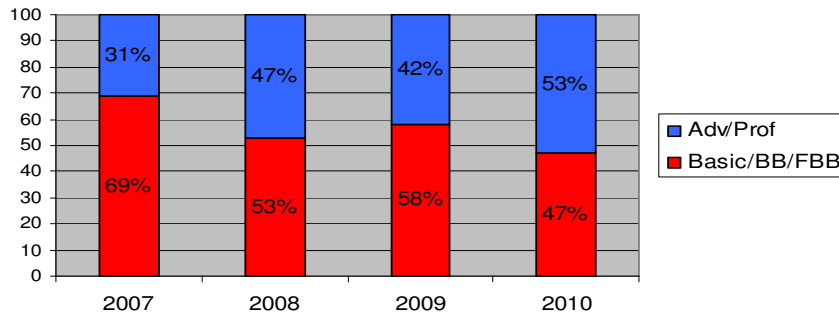


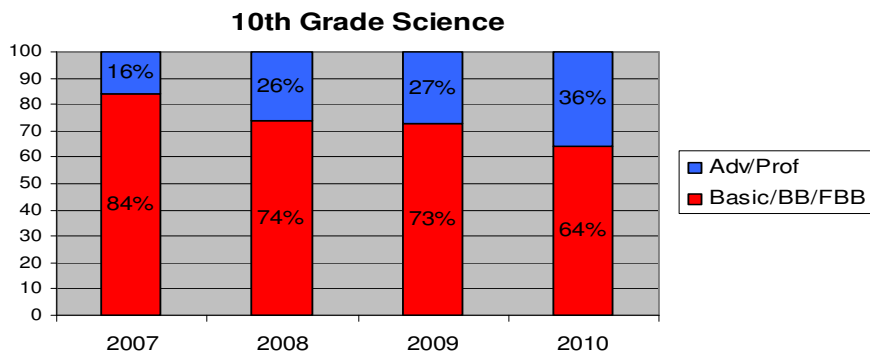
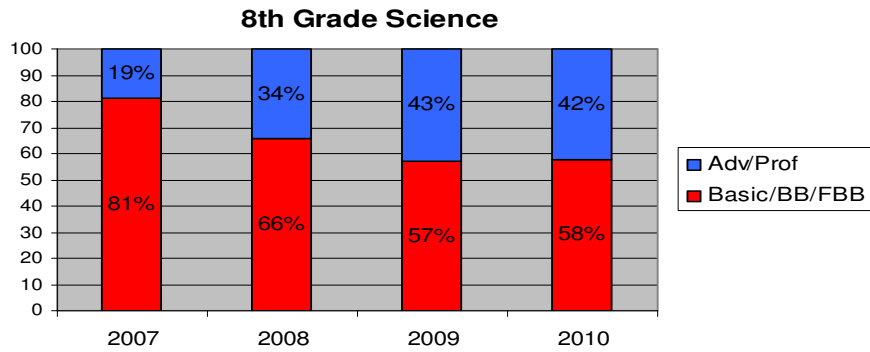
CST ~ SCIENCE & HISTORY

These graphs show the embedded eighth and eleventh grade U.S. History CST proficiency rates over a four-year period. For history, the four-year aggregate for both grade level graphs demonstrates overall improvement. For science, the four-year aggregate for all grade levels demonstrates overall improvement.

We attribute growth to aligning instruction to grade level standards, use of standards-based curriculum (especially for students working at lower reading levels), and mandatory test prep.

5th Grade Science





Science: Advanced and Proficient (Grade 5, Grade 8, Grade 9 Earth Science, Grade 10 Life Science)

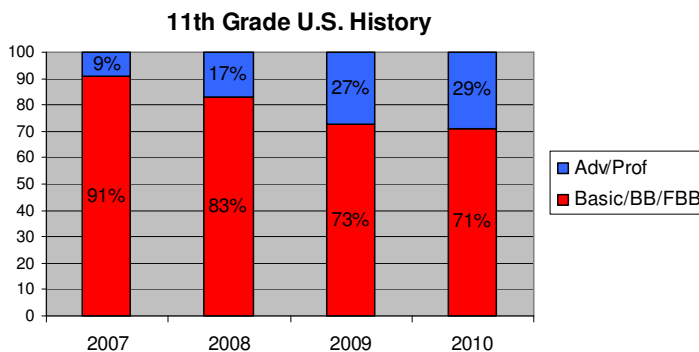
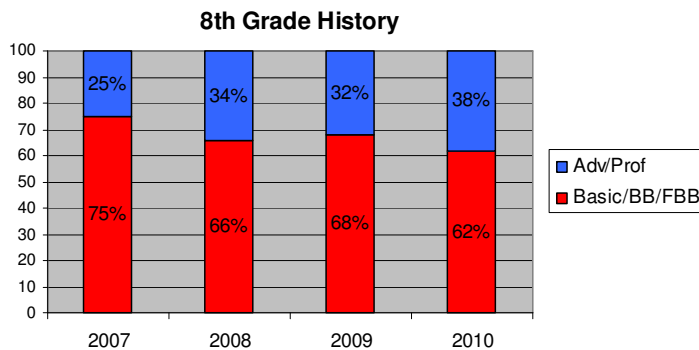
Grade	2010			2009			2008			2007		
	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA
5	53	58	56	42	49	49	47	42	46	31	17	37
8	42	65	59	43	57	56	34	51	52	19	39	42
9	33	58	35	21	60	29	16	63	31	21	13	27
10	36	59	46	27	62	44	26	58	40	16	52	35

Science: Basic (Grade 5, Grade 8, Grade 9 Earth Science, Grade 10 Life Science)

Grade	2010			2009			2008			2007		
	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA
5	25	25	24	32	36	30	33	36	31	41	39	37
8	24	20	19	26	21	17	32	24	20	31	25	24
9	35	29	37	40	35	40	42	30	38	33	48	39
10	38	27	29	33	23	27	27	26	27	34	31	28

Science: Below Basic and Far Below Basic (Grade 5, Grade 8, Grade 9 Earth Science, Grade 10 Life Science)

Grade	2010			2009			2008			2007		
	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA	CWCS	WUSD	CA
5	22	16	20	25	17	21	22	22	22	28	44	26
8	35	14	22	31	22	27	34	25	28	50	35	33
9	31	13	28	43	5	31	42	7	31	56	39	33
10	26	14	25	40	16	30	48	17	33	50	16	37



CST ~ ELA and MATH

Please see Assessment section.

GENERAL FINDINGS AND CONCLUSIONS:

Based on these findings, we recommended that all incoming CWCS tenth through twelfth grade high school students be screened via a CAHSEE assessment, e-Path Diagnostic Assessment (not STAR scores), to determine CAHSEE Intensive placement requirement (a score of Basic or Above in a Algebra EOC [only] and ELA will waive this requirement). All current tenth graders who have been chosen CAHSEE Intensive may opt out by passing the CAHSEE Assessment (e-Path). The e-Path must be proctored at a learning center (parents may not proctor at home). Any student that has ever failed a CAHSEE (at any school) MUST enroll in CAHSEE Intensive.

In looking at CST proficiency in Life Science and World History, we found it worthwhile to remind ESs that those subjects are not EOCs and remind parents not to sign students up for U.S. History until eleventh grade and Life Science until tenth grade, where possible, and to remind students to review subject test prep in those years.

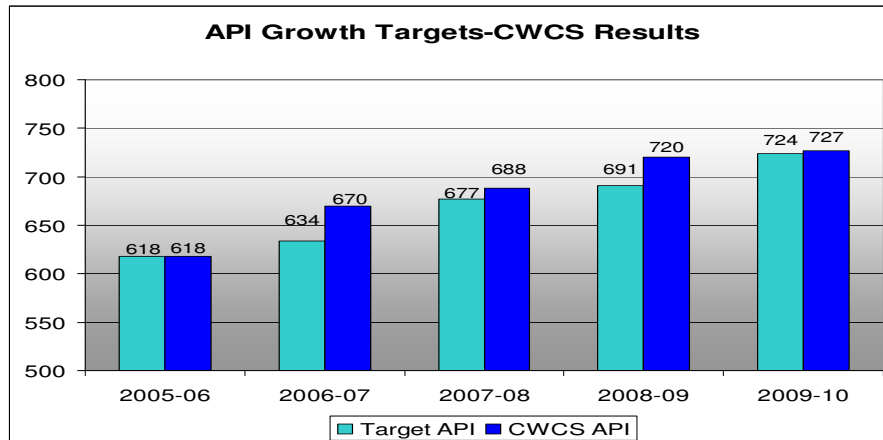
We feel it might be important to present some of the overall findings from this year that the DDI (Data Driven Instruction) Team has gleaned:

- 2-year PLIP students were same for math and ELA
- No correlation between proficiency and curriculum
- Strong correlation between parent education and performance
- Need accurate and complete data from ESs
- No strong correlation between CAHSEE pass rates and mobility
- ELA strands need to be broken out (Writing, L&R, GUM) and additional parent education and awareness needed for three components of ELA
- Strong correlation between first-year CWCS students and CAHSEE pass rate
- Need for intensive instruction in math (not hitting targets)
- Hitting targets in ELA
- Found a need for math placement
- Found a need to modify CAHSEE Intensive placement requirements for first-year students
- Need for ES and parent awareness that Life Science and U.S. History subtests are embedded in tenth and eleventh grades respectively, not EOCs.
- Found it useful for ESs to look at individual student groups and network regarding strategies for performance improvement based individual success

ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) was the cornerstone of California's Public Schools Accountability Act of 1999. It measures the academic performance of schools on a variety of academic measures and is calculated for schools and school districts. API results are reported twice a year. The base year is reported after the first of the calendar year, and growth reports are reported each fall. After the first calendar year, an API base is established. Results of three test components of the Standardized Testing and Reporting (STAR) Program, as well as the CAHSEE, are used in calculating the API Base. The fall of each progressive year indicates the API growth rate. The scores range from 200-1000. The assessment results are weighted differently by content area, grade level and test type in the calculation. Generally, the indicator weights change from one API reporting cycle to another if new tests are added to the API.

Connecting Waters Charter School continues to exceed growth targets each year.

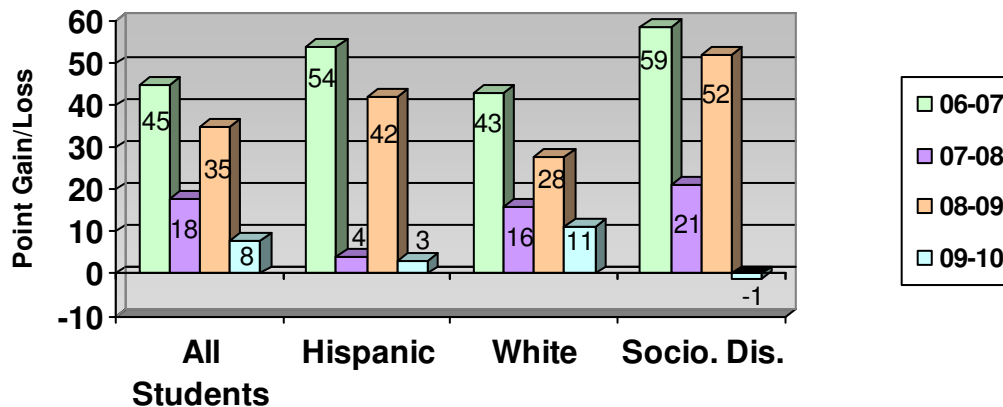


API Growth by Student Group—Four-Year Comparison

This table displays, by student group, the actual API base to growth change in points for the past three years, and the most recent API score.

	06-07	07-08	08-09	09-10	2010 Growth API
All Students	+45	+18	+35	+8	727
Hispanic/Latino	+54	+4	+42	+3	647
White	+43	+16	+28	+11	752
Socioeconomically Disadvantaged	+59	+21	+52	-1	641

API Change by Subgroup



Statewide and Similar Schools Ranking

A school's API base score is used to determine a rank compared to schools statewide and to schools with similar demographic characteristics. The API scores are ranked in 10 categories from 0-10, referred to as deciles. The school is in the second decile statewide and in the first decile with similar schools. The similar schools group index is determined by demographic characteristics over which the school has no control.

	2007	2008	2009
Statewide Rank	4	4	5
Similar Schools Rank	1	1	1

ADEQUATE YEARLY PROGRESS (AYP)

The No Child Left Behind Federal Act of 2001 (NCLB) requires school academic performance results to be reported each year. The objective for schools under NCLB is for 100 percent of students to achieve proficiency in English-language arts and mathematics by 2013–14. Each year, schools must meet four sets of criteria to make AYP. The requirements include student participation rate on statewide tests, percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests (Annual Measurable Objectives/AMOs), growth API, and high school graduation rate. Numerically significant subgroups must also meet participation and percent proficient requirements in order for a school to make AYP.

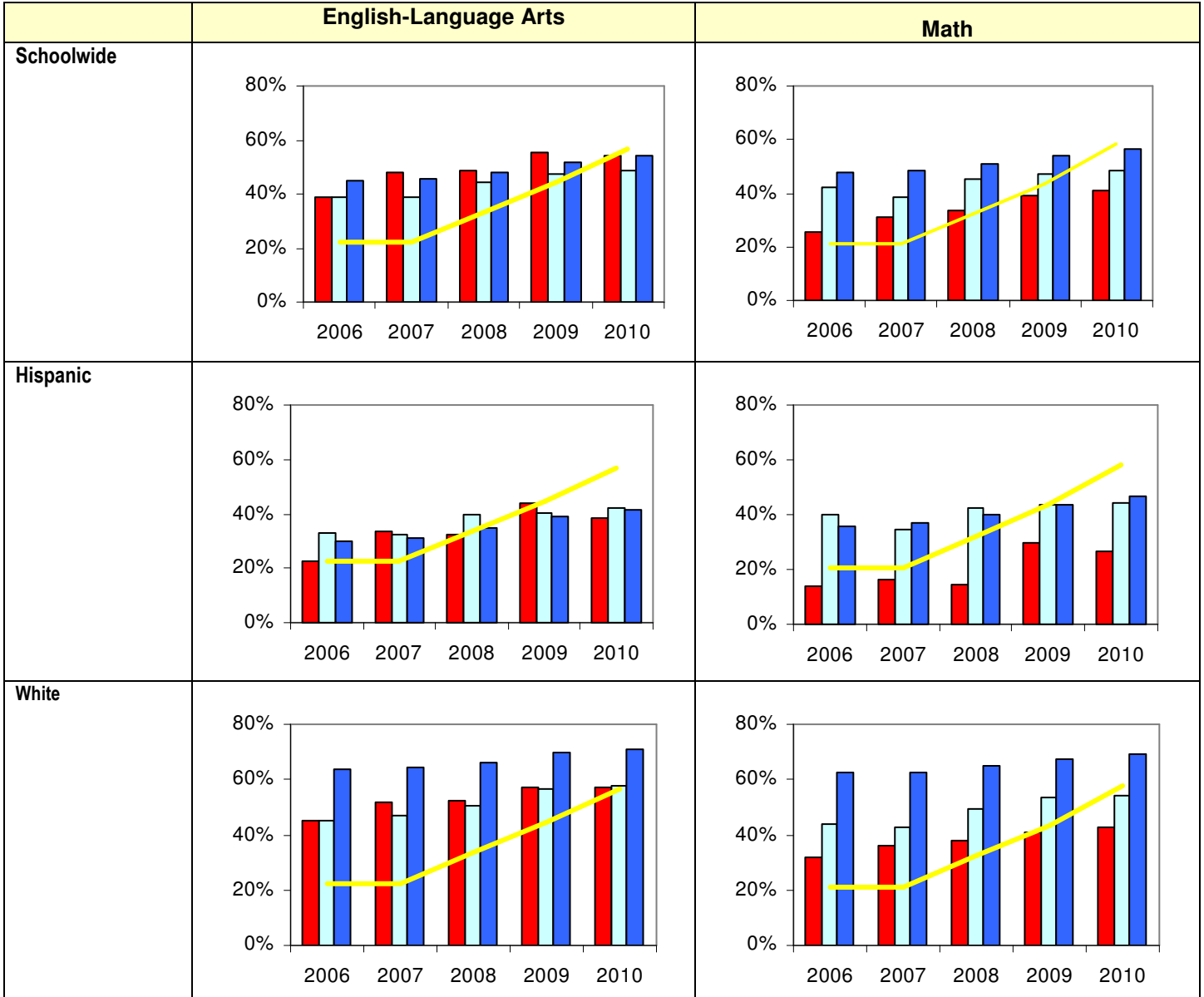
Connecting Waters Charter School met 11 out of 18 of its AYP criteria for the most recent reporting period. CWCS is not a Title 1 school; therefore it is not identified for Program Improvement.

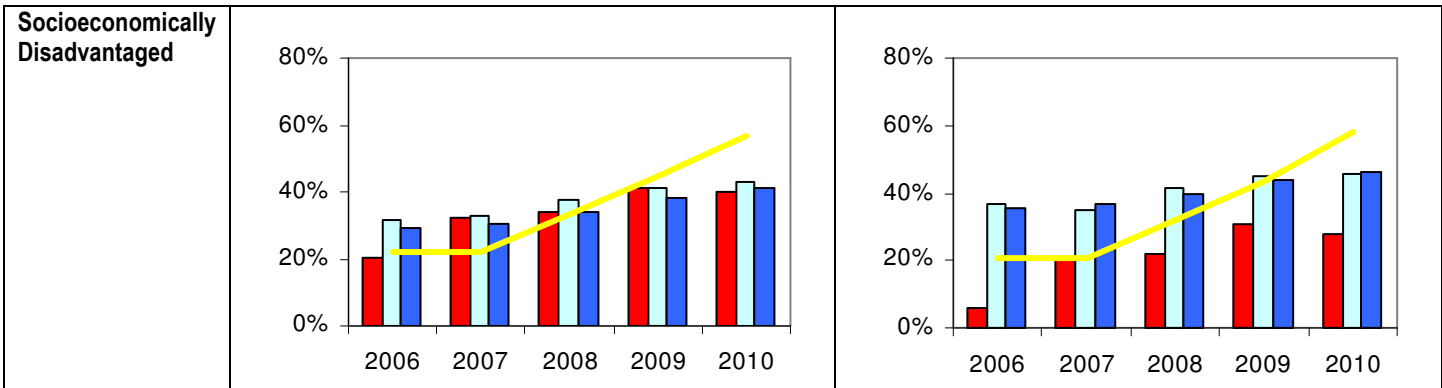
	2007	2008	2009	2010
Made Overall AYP	No	No	No	No
Schoolwide Participation Rate Met (ELA)	Yes	Yes	Yes	Yes
Schoolwide Participation Rate Met (Math)	Yes	Yes	Yes	Yes
Schoolwide Percent Proficient Met (ELA)	Yes	Yes	Yes	No
Schoolwide Percent Proficient Met (Math)	Yes	Yes	Yes*	No
API Met	Yes	Yes	Yes	Yes
Graduation Rate Met	No	No	Yes	Yes

** Safe Harbor- This objective was met through Safe Harbor. If a school or subgroup does not meet the percent proficient rate, they can meet the objective by showing a decrease in the percentage of students below proficient by 10% over the prior year.*

Schoolwide and Subgroup Annual Measurable Objectives (AMOs)- AYP

■ CWCS Percent Proficient
 ■ Waterford Percent Proficient
 ■ Statewide Percent Proficient
 —◆— CWCS Target

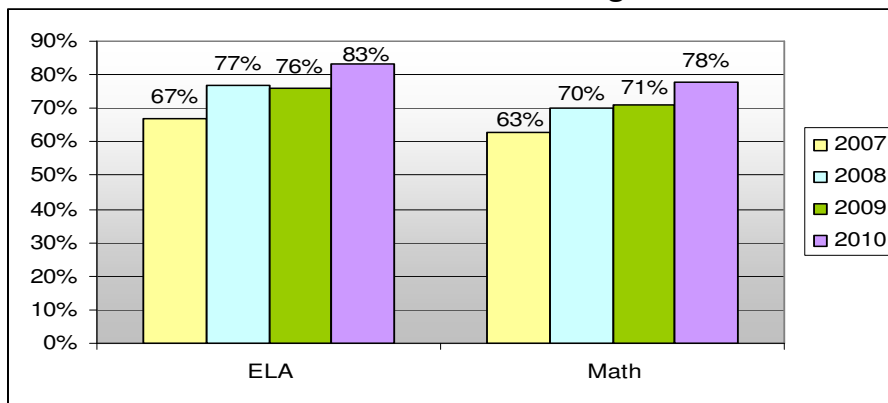




CAHSEE DATA

The data below shows an increase in the number of students passing both the ELA and math portions of CAHSEE over the years. Data charts further indicate an increase in the number of passing scores for students in the subgroups of Hispanic ethnicity and Socio-Economically Disadvantaged.

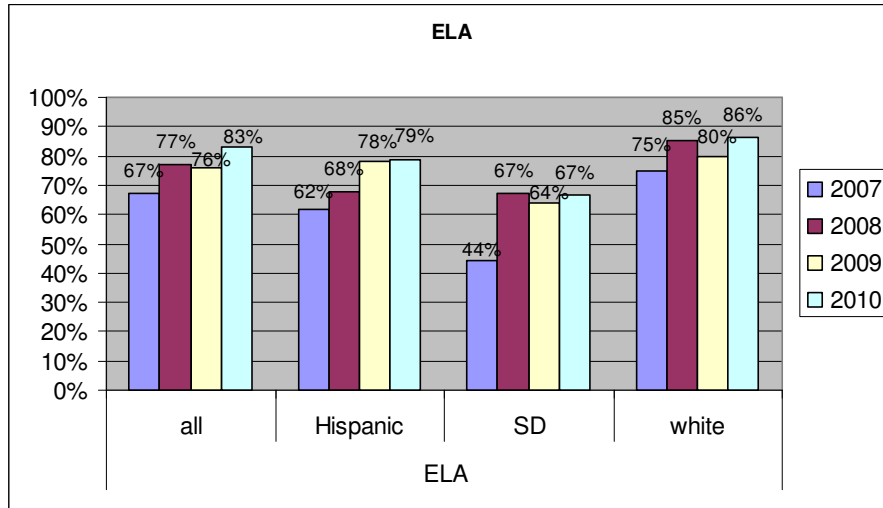
Percent of 10th Graders Passing CAHSEE



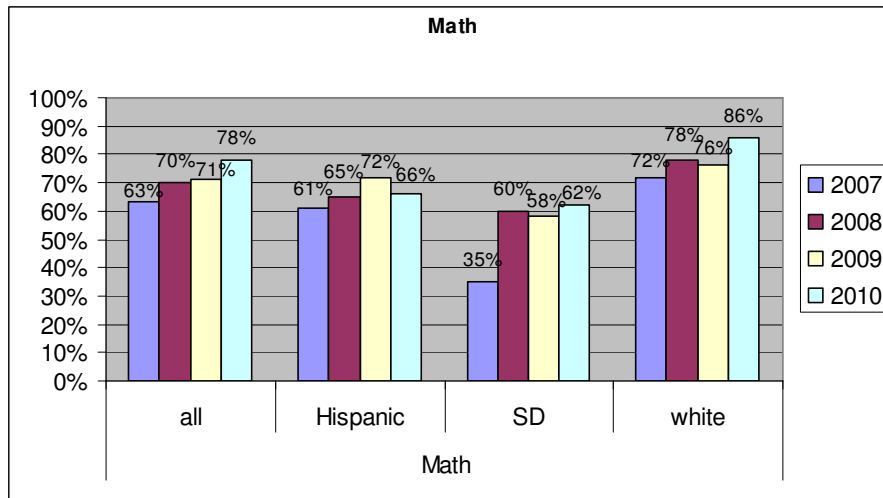
Percent of 10th graders passing CAHSEE

	ELA tested	ELA passed	Math tested	Math passed
2007	187	126/67%	192	120/63%
2008	186	144/77%	191	133/70%
2009	183	139/76%	185	131/71%
2010	185	153/83%	186	146/78%

10th Grade CAHSEE Subgroup DATA



ELA						
	all	Hispanic	SD	white	EL	SpED
2007	67%	62%	44%	75%	4/11	2/2
2008	77%	68%	67%	85%	0/8	1/1
2009	76%	78%	64%	80%	0/9	3/7
2010	83%	79%	67%	86%	1/10	4/10



Math						
	all	Hispanic	SD	white	EL	SpED
2007	63%	61%	35%	72%	4/11	2/2
2008	70%	65%	60%	78%	1/9	1/1
2009	71%	72%	58%	76%	0/9	3/5
2010	78%	66%	62%	86%	1/10	4/10

CAHSEE English/Language Arts- Percent Passed by Subgroup District and State Comparison

	2007			2008			2009			2010		
	CWCS	Dist.	State	CWCS	Dist.	State	CWCS	Dist.	State	CWCS	Dist.	State
Grade 10 Total	67%	89%	77%	77%	88%	79%	76%	83%	79%	83%	74%	81%
Hispanic	62%	86%	66%	68%	82%	70%	78%	82%	71%	79%	87%	73%
White	75%	91%	89%	85%	92%	90%	80%	85%	91%	86%	69%	91%
Non Socio. Dis.	74%	93%	88%	85%	94%	90%	85%	87%	90%	92%	76%	91%
Socio. Dis.	44%	88%	65%	67%	81%	69%	64%	79%	70%	67%	73%	72%
Male	69%	85%	72%	75%	85%	75%	74%	77%	76%	82%	63%	77%
Female	66%	93%	81%	79%	91%	83%	77%	89%	83%	83%	88%	84%

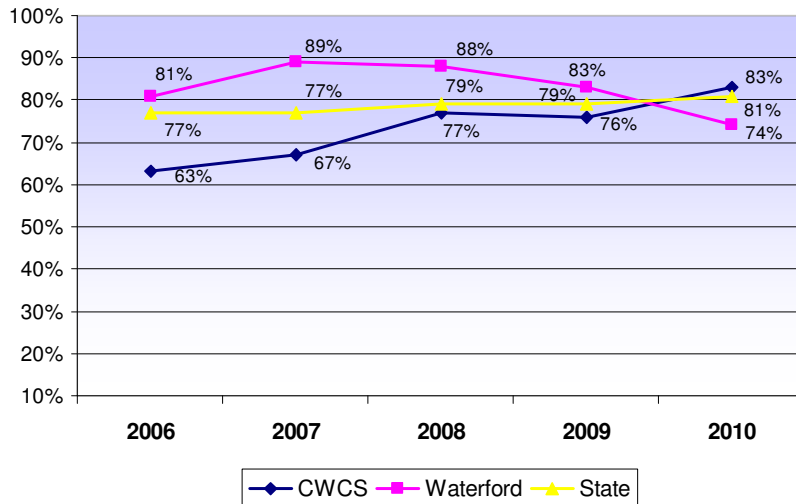
CAHSEE Math- Percent Passed by Subgroup District and State Comparison

	2007			2008			2009			2010		
	CWCS	Dist.	State	CWCS	Dist.	State	CWCS	Dist.	State	CWCS	Dist.	State
Grade 10 Total	63%	87%	76%	70%	91%	78%	71%	85%	80%	78%	80%	81%
Hispanic	61%	88%	66%	65%	92%	70%	72%	83%	72%	67%	92%	74%
White	69%	87%	88%	78%	91%	89%	76%	89%	90%	86%	73%	91%
Non Socio. Dis.	70%	90%	86%	77%	91%	88%	81%	93%	89%	88%	86%	90%
Socio. Disadv.	35%	85%	65%	60%	90%	69%	58%	79%	72%	63%	76%	73%
Male	74%	83%	75%	75%	90%	78%	73%	85%	79%	79%	73%	80%
Female	54%	93%	76%	66%	92%	79%	69%	87%	80%	78%	88%	81%

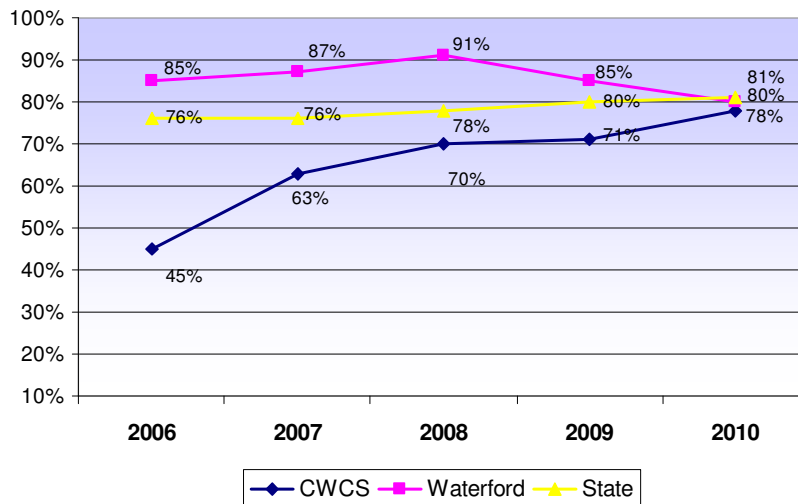
CAHSEE

The charts below show the five year CAHSEE Passing Rate data for CWCS students in tenth grade compared with Waterford Unified and California. The tenth grade graphs demonstrate an increased achievement trend in both ELA and math.

English-Language Arts



Mathematics



CAHSEE INTENSIVE PLAN

The CAHSEE Intensive Plan is an intervention program set up to help all CWCS students pass the CAHSEE in order to earn their diploma. Earning the diploma is the first priority in a student's educational endeavors and therefore will take precedence over other elective activities when planning the instructional funds budget.

All twelfth graders who have not passed either section of the CAHSEE and all tenth graders who score Far Below Basic or Below Basic on their ninth grade STAR test for math (general and algebra) or language arts are required to participate in the CAHSEE intensive plan. Our eleventh graders who have not passed either section of the CAHSEE are not required to participate in an intensive course. They must have a CAHSEE PLIP, however, which could include tutoring, enrollment in courses and/or independent work using test prep materials such as Measuring Up or online test prep such as Study Island. Each student participating in CAHSEE Intensive must choose a direct instruction HQT (highly qualified teacher) option that has been set up and attend all sessions.

10th Grade CAHSEE Intensive Spring 2010 Results

Subject	Total # Tested	Passed	Passed %
10th Grade ELA	69	44	64%
10th Grade Math	71	39	55%

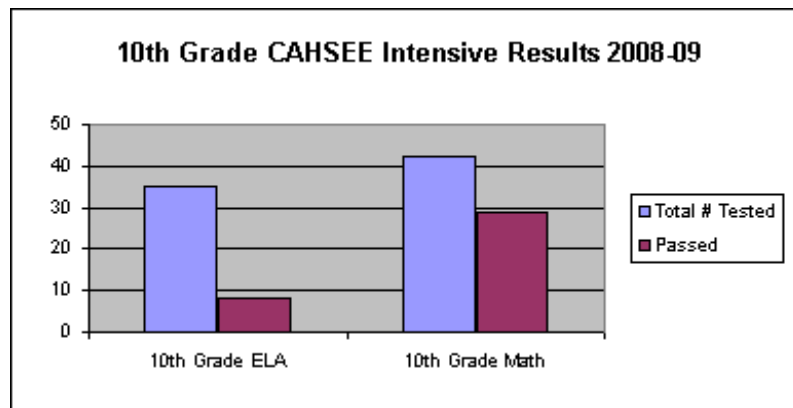
12th Grade CAHSEE Intensive Fall 09 Results

Subject	Total # Tested	Passed	Passed %
10th Grade ELA	22	8	36%
10th Grade Math	32	9	28%

CAHSEE Intensive Results 2009

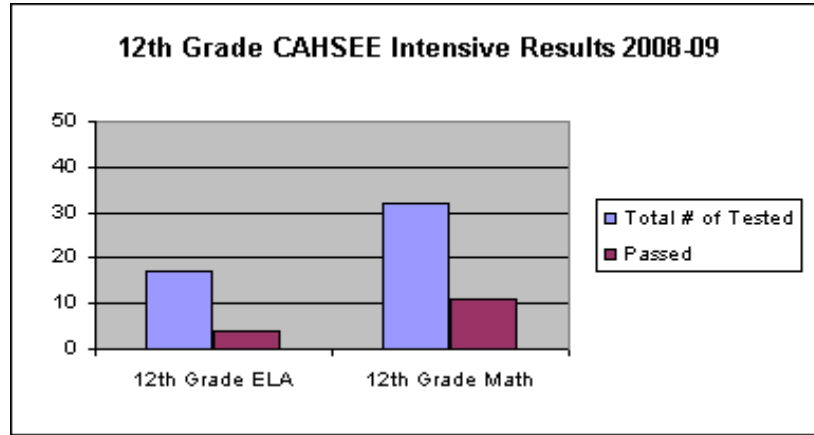
10th Grade 2008-2009 February CAHSEE Intensive Results

Subject	Total # Tested	Passed	Passed %
10th Grade ELA	35	8	23%
10th Grade Math	43	29	47%
Total	77.5	37	70%



12th Grade 2008-2009 February CAHSEE Intensive Results

Subject	Total # of Tested	Passed	Passed %
12th Grade ELA	17	4	24%
12th Grade Math	32	11	34%
Totals	49	15	58%

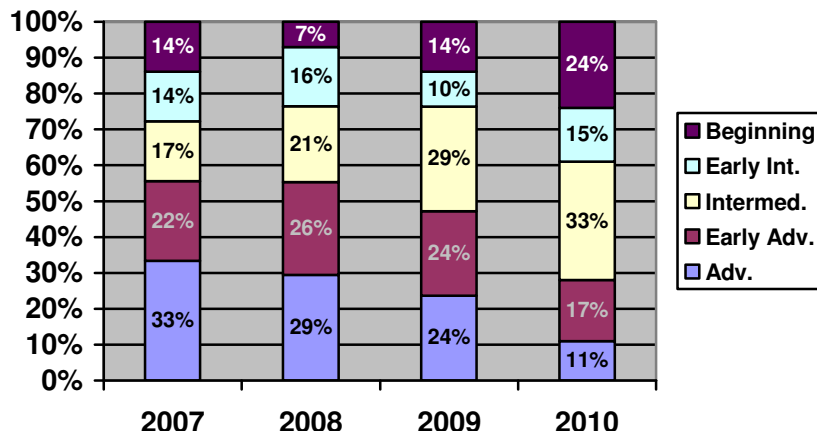


ENGLISH LEARNERS

The California English Language Development Test (CELDT) is used when a student application is completed and the home language survey does not have English as a response to one or more of the first three questions. Once a student is tested and raw scores are converted to scaled scores, student results fall into one of five major categories: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

English Learners (EL) who qualify for extra help fall into the categories of beginning level through intermediate, and all EL students are assigned to an ES with a CLAD credential. Students may be reclassified as Fluent English Proficient if criteria on the CWCS Reclassification Decision Guide are met.

Four-year CELDT proficiency levels:



DATA TEAM

The data team formed in the 2008-2009 school year for the purpose of meeting the goal of the mid-term WASC visiting team which was to “disaggregate local and state assessment data to improve instructional practices.”

The data team is comprised of administrators and education specialists who meet six to eight times during the year to analyze data. The team began by asking each teacher to analyze their student’s STAR data for areas of improvement or decline.

The data has comprised of: curriculum used in mathematics and English-language arts, time on task, test prep material, instructional method, and parental involvement.

PERSONALIZED LEARNING TEAM

CWCS offers a three-tiered Response to Instruction program to individual students and their parents. The program involves meeting to determine an appropriate individualized learning plan for students who are challenged academically. The team offers support to students with mild academic issues in a tier-two level of instruction. Tier-three instructional level is reserved for students who have intensive academic needs. The personalized learning team (PLT) is a general education function designed to prevent learning difficulties. Team meetings are held for students and parents who believe their child may have a learning concern. The PLT is comprised of the parent(s) or guardian(s), the student’s education specialist, the general education teacher, other relevant staff who work with the student, and a school administrator. Currently, the literacy director facilitates this team.

Personalized learning team meetings are held in person, or when demographics make this impossible, they are conducted via teleconference. A recommended personalized action plan is developed at each meeting for parents and ESs to follow with the student. Progress is monitored through the PLT process. If progress is not shown to be adequate after documenting the use of scientifically research based curriculum and instruction over a sufficient amount of time, the school psychologist becomes involved in

the meetings, and in some instances, students may be referred for a full psycho-educational evaluation to determine qualification for special education services. This program was piloted during the 2008-2009 school year and completely replaced the existing student study team in the 2009-2010 school year.

IMPLEMENTING AND MONITORING THE SCHOOL ACTION PLAN

The executive director facilitates the implementation of and monitors the school action plan with the assistance of the leadership team and education specialists. The leadership team consisting of the school administrators includes the ES advisors, assessment team guidance team, learning center coordinators, special education director, curriculum director, literacy director, math specialists, and the department chairs. The team meets monthly to share new programs and assess school progress in meeting the school goals.

PROGRESS TOWARDS FULFILLING THE ACTION PLAN GOALS

Our goal has been to increase student achievement in mathematics, English, and writing. To this end we have followed the NCLB federal mandates and provided our students with highly qualified instructors. We have increased our core course offerings at each learning center, provided more tutoring options, encouraged students to attend community colleges, developed English-language arts study guides, and developed our own online classes. We have also discussed the importance of mastery of the state standards with our ESs and parents. Our electronic record of our students' learning or ESLRs has been correlated with the state standards. All of these improvements have created a community learning environment among our staff and families.

We have also focused on implementing strategies and programs to ensure that our students pass the CAHSEE. Many of our students enroll from other schools and have not passed the CAHSEE prior to entering CWCS. To ensure that our students are successful, CWCS has developed our CAHSEE Intensive plan.

Since many of our families were resistant to state assessments, we created the Assessment Confirmation to provide common assessment language for our ESs and understanding for our families. For a complete list of strategies, please see Chapter III of the report.

TEACHER EXPERIENCE

Currently all of our ESs are NCLB compliant. We are currently only hiring new education specialists who have a NCLB certified multi-subject credential to serve our K-12 self-contained classrooms. Teachers with single subject credentials teach department classes.

NCLB Certification Data 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010
Total Teachers	64	59	78	88	89	89	88	88
Teachers with Full Multiple Subject Credential	58	54	75	83	89	89	88	88
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0	0	0	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0	1	0	0	0	0
Pre-Internship	0	0	0	2	2	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	6	5	3	2	0	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0	0	0	0	0	0
Teachers with English NCLB Certification				8	12	12	12	16
Teachers with Math NCLB Certification				4	4	4	4	5
Teachers with Science NCLB Certification				8	8	8	8	9
Teachers with Social Science NCLB Certification				4	7	8	8	10
Teachers with VPA NCLB Certification				4	4	4	4	4

Our education specialists' (teachers') average number of years experience working for CWCS (or for a similar IEM school prior to the chartering of CWCS) is six years. 11 percent have worked for CWCS three years or less. 68 percent have worked for five or more years. 51 percent of our ESs have bilingual or English language development credentials.