



CITIZENS OF THE WORLD CHARTER SCHOOL (CWC) NEW PARENT INFORMATION

Thank you for choosing Citizens of the World Charter School! CWC opened its doors to its first class of 100 Kindergarten and First Grade students in September 2010. It is modeled after some of the most acclaimed public and private schools in the nation.

CWC provides a socio-economically, culturally and racially diverse community of students in the heart of Hollywood with an intellectually challenging, experiential learning environment that develops each individual student's confidence, potential and individual responsibility as citizens of the world in which we live. The cornerstone of our educational program is to give students authentic opportunities to learn and think critically in a real-world context and from one another as peers. We are proud to offer this innovative program within a new, vibrant public school setting.

Our model includes a 20:1 student to teacher ratio along with a Teaching Assistant in every class. We also offer music, art, and physical education multiple times a week and an affordable healthy school lunch program and after school program until 6pm every day.

Educational Program

CWC's curriculum is based on three of the leading strategies in education:

- **Constructivism:** This theory, based on research about how people learn, focuses on active, hands-on learning in which students "construct" their own knowledge. Constructivism also emphasizes that teaching and learning must be "differentiated" or individually tailored for each student, beginning with each learner's level of understanding and guiding students in building upon their prior knowledge.
- **Project-Based Learning:** In this framework, students are involved in planning, problem-solving, decision-making, and investigation around a central theme. They work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, receive feedback and incorporate the

feedback; they are guided by teachers' facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals based on the state standards.

- **Multiple Intelligence Theory:** First detailed by Harvard professor Howard Gardner in 1983, Multiple Intelligence theory rejects the notion that intelligence is a single, fixed measurement. Rather, Gardner argues - in a theory that has since had a major impact on education around the world - "I believe that human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which I call intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination ... [I]ntelligences always work in concert, and any sophisticated adult role will involve a melding of several of them." (Gardner, Multiple Intelligences: New Horizons, 2006.)

These theories all support the belief that CWC embraces: a relevant education that best prepares Americans for today's global economy emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Friedman, 2007.)

We believe an educated person in the 21st century strives to grow in all possible ways. An educated person can work independently and also work within a group, cooperatively at times as a member of the group, or at other times as a leader. An educated person thinks creatively and critically. Respectful of this nation's - and our City's - remarkable cultural and social diversity, an educated person participates thoughtfully and effectively in our democratic society. Cognizant of our ties as human beings on the planet, and as individuals in an increasingly digital, fast-paced world, an educated person seeks to be a productive, caring and responsible citizen of the world.

CWC's Goals

OVERALL OBJECTIVE
ACADEMIC EXCELLENCE:
<ul style="list-style-type: none">- All students (at least 90%) will be proficient or advanced in math- All students (at least 90%) will be proficient or advanced in English Language Arts- All students (at least 90%) will be proficient or advanced for their grade level in English language development/acquisition (if applicable)- No achievement gap - there will be no more than a 10% gap between any significant subgroups (more than 5% of total student population) in achievement levels- All students (at least 90%) of students will be meeting or exceeding the understanding goals of each trimester's Teaching For Understanding unit as authored by teachers at the onset of each unit

- All students with special needs (at least 90%) will be meeting the annual goals of their Individualized Education Plans

*To date 89% of students are proficient or advanced in ELA, 90% of students are proficient or advanced in math, all students with IEPs meeting their goals, 90% or more of all students meeting TfU goals, areas of focus include accelerating achievement for English Learners (ELs).

COMMUNITY IMPACT:

- All parents engaged and satisfied with quality of education - parent satisfaction surveys (90+% participation and attainment of 75%+ satisfaction rates)
- All families involved in supporting our school - significant parent volunteerism levels (average of 40hrs/yr per family minimum)
- All families contributing at a meaningful level to support child's education -parent giving (90+% participation and attainment of fundraising goal)
- Positively impacting the world around us - service learning projects and community partnerships (at least 5 service projects over the course of the year with positive impacts reported externally)

*To date more than 90% of families completed the parent survey and more than 95% said they were satisfied with the quality of the education CWC is providing. 88% of families have volunteered more than 1000 hours to date and more than 75% of families participated in the pledge drive and over 90% have participated in school wide fundraising.

DIVERSITY

- Ensure diversity into the future - recruitment and lottery composition for 2011 (goal = at least 50% non white and 50% FRL)

*CWC's applicant pool was 40% FRL for K, 55% FRL for 1st grade and 59% for 2nd grade.

FINANCIAL/ORGANIZATIONAL HEALTH

- Ensure enrollment and ADA levels (95%+) are maintained for revenue predictability
- Operate within budget (ensuring any transfers within line items are cost neutral and keep operational costs at the same level)
- Attain fundraising goal of \$130,000 for 2010-2011
- Positive staff satisfaction surveys and retention
- Positive external reviews (charter office, Cambridge, WASC, etc.)

*CWC has maintained enrollment and ADA at 95%+ and has operated within budget. CWC has raised approximately \$90,000 of its \$130,000 goal for the year. Staff satisfaction surveys have not yet been conducted. External reviews by the LAUSD's Charter Division have been positive.

Yearly Schedule:

The tentative start date for the 2011-2012 school year is September 7th, 2011. The first three days of school for incoming Kindergarten (and potentially second grade) students will rotate through all three teachers' rooms to be able to assess students and ensure classes are balanced. CWC is on a traditional school year calendar (mostly aligned to LAUSD's) with a 2 week winter break and 1 week spring break and school ending in June. Our school year is divided in to three trimesters with progress reports sent every trimester and parent conferences occurring twice a year.

Monthly Schedule:

Every four to eight weeks CWC has Family Council Meetings which are open to all families to attend. The topics and format range depending on school and community needs but there are often potlucks and great opportunities to learn more about the school's program and give input on the future of the school. Additionally there are monthly Principal's Council and board meetings which are open to the public.

Weekly Schedule:

- Wednesdays - Early release at 1:30pm weekly
- Art – Twice weekly
- Physical Education – Twice weekly (plus 2 structured recesses daily)
- Music – Once a week
- After school program – Daily Monday through Friday

Daily Schedule

Activity	Time
Arrival at school	8:15am-8:30am
Beginning of School	8:30am
Snack	9:55am-10:20am
Lunch	12:30pm-1:20pm
End of School	3:15pm
After School Program	3:15pm-6:00pm

Drop Off and Pick Up and Parking

- Drop Off – The first few days of school parents park nearby and walk students in to school. Once settled in, drop off occurs daily on Bronson Ave. beginning at 8:15am with parents pulling up in front of our gate and teachers' assistants and parent volunteers ushering students back to campus.

- Pick Up – Parents pick students up at 3:15pm at the interior gate off of Bronson. Students can be picked up from After School Program (ASP) any time between 3:15 and 6pm.
- Parking – There is street parking on Fountain, Bronson and La Mirada. Due to extremely limited parking (there is insufficient parking to accommodate all staff) parents are asked to not park in the CWC parking lot off of Fernwood Ave.

School Lunch

We contract with Revolution Foods for our school lunch program. The food is fresh, healthy with a lot of organic and locally grown ingredients and accommodations for students with allergies or food insensitivities. The cost of lunch is \$3.75 daily currently (the cost may increase for 2011-2012), \$.37/day for reduced price eligible families and free for families who qualify. The menu is sent home monthly for parents to select which days they would like to receive lunch and submit payment if applicable for the following month.

After School Program

The After School Program is currently run in house and staffed by CWC staff members. The program consists of snack, homework help, exercise, and often times a themed day (Theater Thursday, Fun Food Friday, etc.). The cost of the program is currently \$5/day or \$100/month (likely to increase for 2011-2012). Forms are sent home monthly for parents to sign their students up for whatever days are desired for the following month and then returned to the office.

Volunteering

CWC Parents volunteer in lots of ways. We ask that families volunteer 40 hours a year and to date families have typically doubled that. Parents volunteer to help with drop off, lunch, in the classroom and office, on committees, with outreach, fundraising, and in our after school program.

Fundraising

CWC depends on significant support from families to sustain our program of small class sizes, teachers' assistants for every class, art, music and p.e. CWC asks all families to pledge at whatever level they can. CWC depends on an average family contribution of \$1,300 a year per child recognizing that some families have the ability to give substantially more and others are not able to make a pledge of this size. Contributions occur largely through monthly recurring donations made online as part of our pledge drive as well as participation in our annual walkathon and silent auction.