



Choices Charter School SELF-STUDY REPORT

**4425 Laurelwood Way
Sacramento, CA 95864**

www.choicescharter.org

Chartered by the San Juan Unified School District

March 12-14, 2018

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition**

TABLE OF CONTENTS

Preface	3
Chapter I: Progress Report	4
Chapter II: Student/Community Profile and Supporting Data and Findings	41
Chapter III: Self-Study Findings	80
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	80
B: Standards-based Student Learning: Curriculum	94
C: Standards-based Student Learning: Instruction	101
D: Standards-based Student Learning: Assessment and Accountability	108
E: School Culture and Support for Student Personal and Academic Growth	115
Prioritized Areas of Growth Needs from Categories A through E	124
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs	125
Chapter V: Schoolwide Action Plan	134
Appendices	181



Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

Choices Charter School's School Wide Action Plan ("SWAP") goals are focused primarily on student learning of the Common Core Standards and the school's Student Learner Outcomes. Each goal is achieved through the completion of tasks. The plan forecasts the execution of tasks across three academic years. All tasks in the SWAP are transferred to a spreadsheet (SWAP Action Items Spreadsheet) where they are organized by annual time period (i.e. Fall vs. Spring semester, in-service, summer). This spreadsheet is used as a to-do list that ensures that all tasks that support the school's primary goals are carried out in a timely fashion. The SWAP and the SWAP Action Items Spreadsheet are updated at least twice a year to reflect changes in direction or strategy.

The Self-Study document, which describes the foundation on which the SWAP is created and comments on the execution of the SWAP, is authored by the Self-Study Coordinator, with input from and review by the Staff, Leadership Team, and Advisory Council. The document is written during the school year prior to the WASC visit; data and analysis is updated just before the document's submission to WASC.



Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

In 2012, a WASC Visiting Committee evaluated the Choices Charter School program through a review of the school's Self-Study Report and a site visit. In 2015, a WASC Visiting Committee came to the campus again and reviewed the school's Three-Year Term Revisit Report. Each visiting committee identified several strengths of the program and provided a list of recommended Critical Areas for Follow-Up.

In 2012, a WASC Self-Study Visiting Committee commended the school on its:

- dedication to student success
- enthusiasm by all stakeholders
- high-level commitment to the program
- safe and clean facility
- measurement and communication of the CCS Student Learner Outcomes
- respectful and positive learning environment
- strong rapport between faculty, students, and families
- ability to combine nurturing and high expectations
- high level of staff collaboration and professionalism
- highly qualified faculty
- variety of instructional options
- effective implementation of the independent study model (facilitating students' independence while providing necessary support)
- technology programs available to students for remediation and extension of material
- growing graduation rate and graduate enthusiasm for post high school education

In 2015, a WASC Three-Year Term Revisit Committee complimented CCS's program on its:

- thoroughness in addressing all Critical Areas for Follow-up that were identified by the 2012 WASC Visiting Team
- professionalism demonstrated by all staff members
- dedication to the independent study model
- celebration of individual students' successes
- increase in tutorial services offered to students for free
- growth in the number of students who graduate and move on to postsecondary education opportunities
- development of student confidence needed for successful adulthood
- students' positive attitude toward learning
- tremendous growth in student test scores, attendance, graduation, curriculum guidelines, and learning
- focus on professional development
- staff collaboration about formative assessment data that informs changes in instructional methodology and promotes learning
- differentiated instruction that allows faculty to meet the learning, emotional, and motivational needs of students
- year-round collection of data about student learning and satisfaction
- constant analysis of school processes and ongoing efforts to improve the program's ability to maximize students' potential

The 2012 and 2015 WASC Visiting Committees' Critical Areas for Follow-Up (in bold print throughout this section) have been addressed as explained in detail below. In the case that the Critical Area for Follow-Up has been addressed through the inclusion of goals or tasks in the WASC School Wide Action Plan, the number of the goal is noted. (Please see Chapter 5 of this report to reference the complete School Wide Action Plan.) For each Critical Area for Follow-Up, a brief summary is provided to explain how Choices has acted to respond to the committee's recommendation. Recent program developments- such as the redefinition of the Student Learner Outcomes, a significant expansion of elective courses and extracurricular activities, a notable increase in technology resources available to students, and a new marketing program- have contributed to the addressment of each Critical Area for Follow-Up and are referenced in the following summaries.

Summary of Response to 2012 WASC Visiting Committee's Critical Areas for Follow-Up

- **Work with other Charter Schools to recruit students. (SWAP Goal 4)**

The relationships formed with other charter schools in the San Juan Charter Coalition facilitate referrals from one school to another when students are struggling or simply need a change. To build and maintain connections with other schools in the coalition, the CCS Director attends monthly San Juan Charter Coalition Meetings and communicates even more regularly with the Director of Visions in Education ("Visions"), a very similar but much larger independent study program chartered by SJUSD that is also part of the coalition. In some cases, particularly when Visions has been enrolled at capacity, students interested in enrolling at Visions have been referred to Choices.

Choices also works with district schools that are not charters but may provide referrals when students are struggling. The CCS Counselor regularly communicates via phone and email with the Counselors at other SJUSD schools in an effort to strengthen relationships that result in student referrals. In 2016-17, CCS hosted an "Open House" lunch on campus for all SJUSD school Administrators and Counselors. The Leadership Team met with the Counselors who attended to explain the benefits of the Choices program and to provide a tour of the site, in order to encourage more frequent referrals when students are not thriving in traditional schools.

Also in 2016-17, Choices reached out to schools and families in the Montessori school community. Choices participated in a Montessori High School Fair with its new trade show booth, seeking to network with Montessori school Administrators and Counselors and to attract families who are interested in alternative education programs.

In 2014-15, just 7% of students reported that they were referred to Choices by a school counselor. This statistic included many students who were referred by Visions when it was temporarily enrolled to capacity. In 2016-17, 19% of new enrollees stated that they were referred to Choices by a school counselor. This growth is attributed to the additional efforts made in recent years to increase awareness of the program within the charter, SJUSD, and Montessori school communities. These efforts will continue in 2017-18 and beyond.

- **Employ Additional Marketing strategies. (SWAP Goal 4)**

In 2015-16, after years of relying primarily on student referrals and largely ineffective print and radio ads to attract new students, Choices contracted a locally-based marketing and branding organization, Manon Marketing, to help the school to increase school brand awareness and to conduct more effective marketing practices that would result in growth in new student enrollment. An intensive process of interviewing all school stakeholders to reveal the perceived needs and strengths of the program resulted in a clear sense of identity and marketing strategy, which included a new logo, tagline, print materials, logo wear, website,

trade show booth, and social media presence (Facebook, Twitter). Improvements to the school website were significant; the new site showcases a modern, professional style and more sophisticated content, including video testimonials from CCS Staff, Students, and Parents, staff biographies, links to college and career resources, and 24/7 accessible portals to online grades and curriculum. Choices' phenomenal levels of student and parent satisfaction are now communicated to prospective families through the video testimonials and inclusion of School Satisfaction Survey data on the site. The new school trade show booth provided a professional presentation of the school in 2015-16 and 2016-17 at the Montessori High School Fair and Sacramento County Fair. Occasional print advertisements in local neighborhood publications support brand awareness in the community.

In 2016-17, APLUS+, The Association of Personalized Learning Schools and Services, trained the CCS Staff on terminology to use in discussions with prospective families, in order to encourage a sense of unity and clarity in the way that the school is defined and presented by its employees. CCS is officially considered a "Personalized Learning Public Charter School" and is now consistently presented using this term.

Marketing data is collected from students upon enrollment and reviewed by the Leadership Team each semester. This data, which helps the school to understand which marketing efforts have been most effective, drives decisions regarding future methods of marketing.

The success or failure of marketing efforts is ultimately decided by growth or lack of growth in student enrollment. Total enrollment at Choices, which was 197 at the time of CBEDS in 2013, has grown to 263 in October of 2017. This tremendous growth, in spite of an increasing number of local competitors offering independent study models, reflects the effectiveness of the marketing program implemented in recent years.

- **Provide ongoing staff development based on formative assessment data-driven identified needs of students. AND**
 - **Develop a cohesive plan for targeted professional development. AND**
 - **Measure the effect of professional development.**
- (All SWAP Goal 5)**

After years of attempting several topics of professional development each year, with little time available to implement new strategies, CCS revised its approach to professional development to provide a data-based, more manageable process of addressing the school's greatest needs. In response to the 2012 WASC Visiting Committee's recommendation to prioritize professional development activities that would target student needs as reflected by formative assessments, CCS decided to streamline its approach. CCS would attempt just two school-wide professional development topics per year that would be decided upon by staff analysis of all school data (formative and summative assessment and survey data), but with significant emphasis on the recommendations from the Math and ELA Departments that are based on their formative assessment data from the previous year. Though Math and ELA Faculty (like faculty from all other departments) attend subject-specific trainings and conferences each year, their formative assessment data, which they collect individually and discuss as a department each semester, often points to student needs that span all or most subject areas. In recent years, standardized formative assessment tools NWEA MAP and SBAC Interim have provided useful formative assessment data to Math and ELA teachers, as they adjust in real time to meet student needs and also look forward to curriculum and instructional strategy changes in subsequent terms. The data from these standardized formative assessments, online curriculum assignments, and internally-developed assessments point to overarching "themes" of need that can be addressed through professional development.

The following are the all-staff professional development topics addressed in each year since the last Self-Study in 2012:

2012-13:

- *Analysis of Standardized Assessment Data/ Translation into Meaningful Program Changes* (Training from SJUSD Department of Evaluation and Assessment)
- *Common Core Curriculum & Assessments* (Training provided by SCOE & CSUS)

2013-14:

- *Working with Students in Emotional Distress* (Foster Youth Training)
- *Common Core Curriculum & Assessments* (Training provided by SCOE, CSUS, & SJUSD)

2014-15:

- *Building Student Motivation/ Engagement in the Learning Process* (Training from SJUSD Department of Technology Resources on Schoology & Google Docs; study of book on grading strategies that motivate students, Grading Smarter, Not Harder, and training from Buck Institute of Project-Based Learning)

2015-16:

- *Student Engagement/ Motivation* (Staff review of Dueck's Grading Smarter Not Harder leads to school-wide "retesting" as a motivating technique, school-wide implementation of Sarah Brown Wessling's strategies in Effective Feedback, Team Teaching share-outs, Foster Youth Training on Working with Students with Anxiety/ Adverse Childhood Experiences)
- *Common Core Curriculum/ Instruction/ Assessments* (GradPoint Training & Pilot, SJUSD Training on interpretation of SBA data, SJUSD Training on SBAC Interim Exam)

2016-17:

- *Student Engagement/ Motivation* (Team Teaching share-outs, GradPoint/ School Pathways Training focused on effective use of engaging online curriculum, Special Education Training centered on effective modifications to curriculum and instruction)
- *Common Core Curriculum/ Instruction/ Assessments* (GradPoint Training, SJUSD Training on SBAC Interim Exam, SJUSD Training on effective use of summative assessment data provided through new Illuminate Data & Assessment program, Training for ELA Department on Common Core Writing Standards, Training of Math Department on Integrated Math 1 & 2, SJUSD Training on administration of CAASPP)

In 2017-18, professional development will be focused in the areas of 1) Student Engagement/ Motivation and 2) Working with Students with Anxiety and Learned Helplessness. Both topics have been significant areas of concern in recent years and point to needs that affect academic performance across all subject areas.

- *Student Engagement/ Motivation* will be addressed through Team Teaching (and staff sharing of what works), GradPoint/ School Pathways training (centered on effective use of engaging curriculum options and optimization of communication with students and families), and training provided by experts outside of the organization. Academic Motivation levels are tracked on the California Healthy Kids Survey, given every other year.
- *Student Anxiety and Learned Helplessness* will be addressed through training from outside experts in the field. Students with anxiety comprise a growing percentage of the student population; a new Marketing survey and new questions on the Student School Satisfaction Survey track the percentage of students who enroll with anxiety and the percentage of students who feel that their anxiety levels have decreased since enrollment at CCS.

The CCS Director observes classes each year and looks for evidence of effective new strategies that have been adopted as a result of professional development activities.

- **Frequently use a variety of formative and summative assessments results to drive curriculum and instructional changes. (SWAP Goal 5)**

The Choices Charter School Staff is highly committed to continuous program improvements that are based on school data. Several sources of data are collected and analyzed by school stakeholders each year, to determine the school's areas of strength and greatest need. Where need exists, additional supports are implemented. The efficacy of curriculum, instruction, and program changes are evaluated by comparing data across school years.

Upon enrollment at CCS, students take *diagnostic tests* in Reading (*Renaissance STAR Reading*) and Mathematics (*internally-developed Algebra Readiness Exam*), to assist in appropriate class placement and to inform faculty members of individual students' skills.

Formative assessments are used by all faculty members throughout each semester and include *homework assignments, classroom observation, quizzes, tests, midterms, and, in grades 6-8 & 11, the standardized SBAC Interim*. [Previously (2012-13 through 2015-16), the NWEA MAP was used as the school's standardized formative assessment in Math and English Language Arts.] Formative assessment data allows teachers to adjust curriculum and instruction in real time to meet student needs immediately, whether through re-teaching or utilizing new instructional tools and methods. Mathematics and English Language Arts Departments meet each semester to review their formative assessment data and to collaborate on strategies to target areas of need. At the end of each school year, both departments submit a report about their formative assessment data and analyses and recommend professional development topics for the following school year, based on their findings.

Summative assessments are standardized tests, such as the *CAASPP tests (the SBA piloted in 2013-14 and officially administered in 2014-15 and beyond; the CAST piloted in 2016-17), CELDT, and AP Exams, as well as course final exams*. (The STAR/CST and CAHSEE exams were administered previously but have been phased out over the last three years.) Standardized exam results are disaggregated where possible to show the academic achievement of significant student subgroups at CCS: Socioeconomically Disadvantaged Students and Students with Disabilities. Each year, CCS Students are also evaluated by their teachers, on their level of accomplishment of the school's Student Learner Outcomes ("SLOs"), using a *Student Learner Outcomes Rubric*. Individual students also evaluate themselves using the SLO Rubric at both the beginning and the end of the school year; they ultimately discuss their self-evaluations and perceived growth with their Supervising Teachers. Class averages of faculty-completed evaluations using the rubric are tracked over the years to determine if students are making progress in the four SLO categories as they move from grade-to-grade, which reflects the effectiveness of the program's curriculum in developing SLO skills.

All summative assessment data is analyzed at least once per year by all school stakeholders. Data is shared with stakeholders through Staff Meetings, Leadership Team Meetings, Advisory Council Meetings, and sometimes, through email. The new California School Dashboard provides the public with information about student achievement in academic standards and college- and career-readiness standards. Key data points are tracked year-to-year, through the WASC School Wide Action Plan ("SWAP") and Local Control Accountability Plan ("LCAP"); all data analyses by school stakeholders drive decisions about program changes, curriculum modifications, professional development, and/or marketing/outreach. When goals have not been met, additional measures are put into place to further support growth in specific areas of need. These measures become new "tasks" within the SWAP. They are carried out in a timely fashion and evaluated for effectiveness, annually, through tracking of data that is associated with each School Wide Action Plan goal.

- **Consistently implement research-based instructional strategies. (SWAP Goal 5)**

Each year, CCS Faculty members seek professional development from experts in education and implement their research-based instructional strategies, either schoolwide or in specific academic departments. For example, since the last Self-Study in 2012, CCS Faculty members have participated in training from/ based on methodology of the following organizations:

- SJUSD [Naviance, SEIS, CAASPP, WIAT, Working with Students with Anxiety & Childhood Trauma, Illuminate Data & Assessments, Mathematical Modeling, Integrative Math, Grade-Level Math Workgroup, Summer Math]
- California State University Sacramento (Character Development & Leadership, Math/ Common Core in the Classroom, Expository Reading & Writing)
- Buck Institute of Project-Based Learning
- Schoology
- Google Docs
- Grading Smarter, Not Harder (staff review of book by Myron Dueck)
- Effective Feedback (staff review of book by Sarah Brown Wessling)
- Sacramento County of Education (Common Core)
- GradPoint
- School Pathways
- AP Institute
- California Consortium for Independent Study (various conference presenters)
- Development Resources (Asperger's Syndrome)
- National Association of Peer Program Professionals (Teen Suicide)
- Sacramento Area Mathematics Educators
- Placer County Office of Education (Peg Smith: Research-Based Teaching Practices Essential for High Quality Mathematics Education)
- The Association of Personalized Learning Schools and Services (various conference presenters)
- Wellness Together/ CA Department of Education (California Student Mental Wellness Conference)

Thanks to professional development from organizations like those above, teachers have developed their ability to educate students through effective use of Common Core online curriculum and instructional strategies that support and extend upon it, administration of and use of data from standardized assessments, motivational techniques such as re-testing and feedback, and connection with students who are often struggling to overcome academic and/or personal challenges.

- **Document evidence that supports student interventions and decisions made regarding changes to instruction and curriculum. (SWAP Goal 5)**

Prior to the school-wide adoption of School Pathways in 2016-17, teachers corresponded with one another on an as-needed basis when they noticed that a student was struggling. They reached out to the student and family to provide support, answer questions, and communicate about course expectations. Teachers would each document their communications with families on an individual basis. When a student's Supervising Teacher become aware of a chronic problem that was not resolved through multiple attempts on the part of the Faculty, he or she would contact the Community Outreach Worker/ Interventionist to request that he work to resolve the problem. The Interventionist would then reach out to the student's teachers, requesting background information. He would then follow up with the student and family and would document all details in an intervention spreadsheet. Resolution

status was recorded and aggregate statistics were tracked at the end of each semester. For example, at the close of the Fall 2014 semester, the Community Outreach Representative summarized the Fall 2014 Intervention Success Rate as follows:

- 14% of the students had found success at CCS since their intervention (submitting quality work in all courses)
- 43% of the students were doing much better than prior to the intervention but still had room for improvement
- 43% of the students were completing more work than prior to the intervention but were still failing one or more of their classes.

With the retirement of CCS's longtime Interventionist came a shift in the position's responsibilities, in conjunction with a transition to a new student database system. In this intermediary period, teachers began to document their interactions with students and families in a central "Discipline" file on School Pathways that facilitates communication between all staff members regarding struggling students. Teachers and Administrators can see a history of interventionary actions that have been taken by all of a student's teachers in both current and past years. Because this has been empowering to teachers, fewer official interventions have been necessary. When they have been needed, teachers have communicated with the Director, Assistant Director, Counselor, or Community Outreach Worker, who have provided assistance in working with students and families.

In 2017-18, in an effort to resume a system of efficiently tracking the progress and effectiveness of official interventions when they do occur, a system that supplements the documentation in School Pathways has been developed. At weekly Attendance Meetings, teachers recommend students for intervention, students are entered into a Google Spreadsheet and are assigned an "interventionist" who may be any staff member that seems most connected to the student, next steps are defined, and intervention status of all students on the spreadsheet is updated. Modifications in curriculum, instruction, or expectations are often made to accommodate student needs, as appropriate, while ensuring that grade-level standards are still met. In conversations with parents, CCS Staff members strongly encourage weekly, if not daily, participation in their children's school work and status as a critical element to student success. At the close of each semester, interventions will be tracked by level of resolution and the effectiveness of interventionary techniques will be evaluated.

Summary of Response to 2015 WASC Visiting Committee's Critical Areas for Follow-Up

In 2015, a WASC Three-Year Term Revisit Committee was impressed with the school program and its dedication to continuous improvement and follow-through on the 2012 WASC Committee's suggestions. The team summarized their report with the following additional areas for improvement, which are each followed by a brief explanation of how Choices has responded to the recommendation:

- **The Schoolwide Learner Outcomes (SLO's) often reflect the schools intent to focus on the four Cs skills. It is important that Choices Charter School incorporate the 21st century skills which are critical thinking and problem solving, communication, collaboration, creativity and innovation. This should include University entrance standards. (SWAP Goal 3)**

Immediately following the 2015 WASC Three-Year Term Revisit, the CCS Staff significantly revised its Student Learner Outcomes to align with the Common Core Four Cs. At Choices, students are now guided through Common Core curriculum and classroom instruction in developing their skills of *Critical Thinking, Communication & Collaboration, Creativity, and Commitment*.

In 2015-16, the CCS Faculty presented the new SLOs to students for the first time, began the process of officially incorporating them into their lesson objectives, and evaluated students, using a new Student Learner Outcomes Rubric. Proficiency levels were calculated and recorded by graduating class so that the staff will be able to track annual progress of students as they become gradually more accomplished in each of the SLO categories.

In 2016-17, as the entire staff adopted GradPoint curriculum and/or the School Pathways database system, the learning curve was steep and the faculty did not have the capacity to simultaneously incorporate SLOs into their new curriculum and track student progress in a meaningful way. The Student Learner Outcomes were posted throughout the school and discussed in class, but students were not evaluated in this year. During the Spring semester, teachers began the process of ensuring that the opportunity to practice the CCS SLOs was provided to students through the new curriculum and/or classroom instruction in each of their classroom-based courses.

In 2017-18, the CCS Faculty will be providing the WASC Visiting Committee with samples of student assignments that demonstrate student practice in each of the Four C categories. Students have resumed the process of self-evaluation using the Student Learner Outcomes Rubric at both the beginning and the end of the school year. Teachers will evaluate their students at the close of the Fall semester. Student data will be collected and recorded for annual tracking purposes.

- **Choices Charter School Staff should continue with their past endeavors which have shown measurable improvement in student learning, individual student maturity and have set the stage for positive post-secondary successes for each individual enrolled at Choices. The following endeavors include:**

- **Encourage future student enrollment at Choices through multiple marketing strategies. (SWAP Goal 4)**

Recent Marketing efforts were explained in detail above, as a response to the 2012 Visiting Committee's recommendation that CCS should employ additional marketing strategies. In fact, most of the progress made in this area was brought about in response to the 2015 Visiting Committee's recommendation to build enrollment through multiple marketing strategies. In 2015, CCS decided to work with a marketing expert who would help to more effectively communicate the benefits of the CCS program to potential "clients". Student enrollment has grown steadily as a result of greater brand awareness in recent years.

- **Provide ongoing staff development based on assessment data-driven identified needs of individual students. This includes revamping instructional strategies based obtained research. (SWAP Goal 5)**

The CCS Staff reviews formative assessment, summative assessment, and survey data annually and decides on professional development topics based on this student data, in combination with knowledge of current educational research. Strong emphasis is given to the professional development recommendations made by the Math and English Language Arts Departments; these recommendations are based on their collaborative analysis of formative assessment data in their subject areas. Classroom observations by the Director provide insight into the extent to which new strategies from professional development have been implemented effectively. This process was described in greater detail in the section above, as a response to the 2012 Visiting Committee's recommendation that CCS frequently use formative and summative assessment data to drive curriculum and instructional changes.

- **Continue to document evidence that supports student interventions and decision made regarding changes to instruction, curriculum, student attitudes and learning needs. (SWAP Goal 5)**

This was addressed above under the same recommendation by the 2012 Visiting Committee. Following the 2015 WASC Visit, CCS's long-time Interventionist retired and the staff's interventionary process experienced a period of flux. The adoption of School Pathways allowed several teachers to document interactions with students and parents, facilitating a unified approach that no longer necessarily required assistance from an Interventionist. However, in times of exceptional need, Interventionists are now assigned to struggling students and activity is tracked weekly at Attendance Meetings. Modifications in instruction, curriculum, or expectations are documented. Resolution will be recorded at the close of each semester.

- **Consider designing a Vision Statement, which is of a few words, and provides a clear picture of the purpose of Choices Charter School. A Vision Statement is a mental image of where you hope the school is heading.**

Immediately following the 2015 WASC Visit, the CCS Staff created a Vision Statement, in response to the committee's recommendation. The Vision Statement was presented to and approved by the CCS Advisory Council. CCS's new Vision Statement defines the purpose of the school and where it is headed. CCS's vision is:

To create an extraordinary learning environment for students to acquire the knowledge and 21st century skills necessary for living a meaningful life through responsible citizenship, lifelong learning, and productive employment.

- **Consider implementing a Plan-of-Action format which simplifies the decision making format utilized by the entire staff. Each P-O-A should include a mission statement, goal and rationale statements which can be measurable. This format will simplify being able to have tasks, activities, persons responsible, resources needed, time lines and means of assessment.**

The CCS Leadership Team carefully considered this recommendation but ultimately believed that the current School Wide Action Plan, supported by the SWAP Action Items Spreadsheet, provides an effective tool and process of accomplishing tasks and measuring progress. Further recommendations in this area are welcome and appreciated.

- **The school will continue to engage new technologies, equip students with academic coursework and foster innovation and creativity.**

This recommendation has been addressed through the 2016-17 school-wide adoption of GradPoint online curriculum, which provides rigorous and engaging Common Core-based coursework that is delivered through a variety of technology-based formats. Students and their families communicate with the CCS Staff through the use of other online systems, School Pathways (adopted in 2016-17) and ParentSquare (adopted in 2017-18). Students are supported in the use of online tools through a remodeled and more spacious computer lab, as well as with classroom sets of laptops. Individual laptops are available for loan for families who do not have computers at home. Families who qualify for Free & Reduced Lunch through the SJUSD online survey, administered upon enrollment and then at Fall Orientation each year, are encouraged to apply for reductions in home internet service costs.

Student creativity is encouraged through a growing number of on-campus and online electives and extracurricular groups and events, including class field trips. The expanding Visual and Performing Arts Department provides students with opportunities to sing, play several instruments, and create visual artwork. Their finished products are showcased in a

Celebration of the Arts performance each semester. With the adoption of the new Student Learner Outcomes in 2015-16, the CCS Faculty was challenged to ensure that all classroom-based courses would guide students in developing skills in creativity, through coursework that requires students to “think outside of the box”.

Summary of Progress on School Wide Action Plan Goals 1-6

The Choices Charter School School Wide Action Plan (“SWAP”) is divided into six goals, each of which addresses CCS Student Learner Outcomes and/or WASC Critical Areas for Follow-Up. In this section, each goal is stated and followed by an explanation of the associated tasks that have been completed and the impact that they have had on student learning, as reflected by the growth targets that have been achieved in recent years.

Since Choices’ last Self-Study, the program has experienced a period of dramatic transition in curriculum and assessments:

- The CAHSEE and STAR/CST (ELA & Math) assessments were discontinued.
- The Smarter Balanced Assessments (“SBA”) were first piloted (2014) and then adopted (2015).
- New Common Core online curriculum from GradPoint was first piloted (2015-16) and then adopted (2016-17), school-wide.
- Choices administered the NWEA MAP and then moved to the SBAC Interim pilot in 2016-17.
- The CAST (Science) is currently in the piloting stage (2016-17 and 2017-18).
- The CCS Student Learner Outcomes were redefined in 2015. In 2016-17, tracking of Student Learner Outcome data was suspended during the school-wide adoption of GradPoint and will resume in 2017-18.

Because of these many transitions, as faculty and students have been adjusting to new curriculum and assessments, many SWAP Growth Targets have not yet been met. More progress is expected in the next few years, as curriculum, instruction, and assessments become more closely aligned through data-driven adjustments and supplementation.

Goal 1: *Improve student problem-solving ability and conceptual understanding of key math concepts by targeting areas of specific need, expanding opportunities for students to build basic skills, and effectively engaging students in the learning process. Target students who perform significantly below grade level in Math through implementation of best practices strategies and collaboration among faculty.*

CCS Student Learner Outcomes:

Students practice **Critical Thinking, Communication & Collaboration, Creativity, and Commitment** through completion of Math program courses.

WASC Critical Areas for Follow-Up:

None in Goal 1. All WASC Critical Areas for Follow-Up were incorporated into Goals 3, 4, & 5.

Accomplishment of Goal 1 Tasks:

In each year since the last WASC Self-Study, the CCS Math Department has worked collaboratively to analyze diagnostic, formative, and summative Math assessment data and to customize Math curricula, instructional strategies, and course offerings to meet students’ academic needs. Diagnostic and formative tests continue to point to fundamental deficiencies

in basic Math skills upon enrollment. To address this problem, some Math classes (6th and 7th grades) are now offered twice weekly or for longer instructional periods (some high school courses), once a week. Class instruction and expanded availability of free tutoring target basic Math skills. The use of Math XL allows students to complete work and seek online help on a regular basis from their homes. Additional courses, Pre-Algebra for High School Students, Algebra 1A/1B for Students with Disabilities, and Transition to Algebra 2, have been added to build Algebra skills. A highly-qualified Math teacher provides Math tutoring five days a week. This tutor collaborates with the Math teachers regarding student progress. Math tutoring workshops following class have been either required or strongly encouraged for Middle School Students. An additional part-time Math tutor serves Students with Disabilities five days a week. Math Faculty are available to provide assistance to students during their weekly office hours.

The Math Faculty has attended Common Core training and has updated curriculum to satisfy new requirements. Standardized formative assessments, NWEA MAP and SBAC Interim, have been administered each year. Following each test administration, faculty members have met together to analyze student performance data. This data has helped teachers to further refine their Common Core curriculum to match the content of these formative assessments and the Smarter Balanced Assessment, given in spring. The Math Faculty has attended Professional Development on effective practices in teaching Math and has shared findings with the entire staff. Math teachers collaborate with other faculty members weekly, in an effort to share what works and doesn't work at various levels of Math competency. Math concepts have been incorporated into Earth Science, Physical Science, and Chemistry courses to reinforce concepts learned in their Math classes. Summer School, available for the first time in 2017, offered students the opportunity to catch up in Math course credits by taking Integrated Math, Pre-Algebra, or Algebra 1. On-campus tutoring provided during the new Fall Break (instituted for the first time in 2017) and during the December/January break has supported students in completing all required school work for the Fall 2017 semester.

Student achievement is supported through the enforcement of the Master Agreement and is rewarded through programs such as the Character Board, Math Stars program, Honor Roll, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and the Scholarship Program. To more effectively engage students in learning, the Math faculty uses online resources, connects Math class content to students' futures, and encourages student collaboration in the classroom. School-wide efforts to motivate students, such as retesting, team teaching, and effective feedback, engage students in Math studies.

2014-2018 Growth Targets:

Student learning in Math is measured primarily through the analysis of proficiency data from the standardized Smarter Balanced Assessment ("SBA"). The SBA was piloted at CCS in 2013-14; the first official data was recorded in 2014-15 and served as a baseline on which to build. During this transition time in assessments, CCS modified and supplemented existing curriculum available through the online curriculum system, Math XL, to ensure that it would be aligned with Common Core standards and assessments. Students have been adjusting to new online testing and Common Core question format. This state of flux in curriculum and assessments has made it difficult to authentically track student progress from one year to the next, which is already an ever-present challenge in CCS's program, given the high rate of student turnover each year. Students often enroll at Choices mid-year, after having experienced difficulty in their previous schools, or leave mid-year to return to the traditional school format when they feel capable. Most students (63% of SBA testers in 2017) report on CCS's CAASPP Student Survey that they have been enrolled at Choices for two or fewer semesters. Comparing aggregate test results from year to year involves comparing relatively small sample sizes of significantly changing groups of students, who typically enroll at Choices deficient in basic Math skills, and who have often been enrolled at Choices for less than one

school year. The size of significant student subgroups is sometimes so small that results are not published.

In 2017, Students with Disabilities did achieve its group growth targets in the School Wide Action Plan, with both a lower percentage of students scoring "Not At Standard" (73%, a drop from 2016's 90%) and a higher percentage of students scoring "At or Exceeding Standard" (13% vs. 5% in 2016) on the Math SBA. Also in 2017, a higher percentage (8% vs. 4% in 2016) of Socioeconomically Disadvantaged Students scored "At or Exceeding Standard" on the Math SBA. Both of these areas of success may be attributed to additional services employed in recent years to serve disadvantaged student subgroups. Some of these services include augmented and dedicated tutoring services, on-campus food and clothing donations, and laptops on loan.

In an effort to collect data that directly correlates to student learning of Mathematics while enrolled at Choices, a new system of pre- and post-tests was piloted in Pre-Algebra and Algebra 1 classes in 2016-17. Only data from students enrolled at the time that both tests were administered is calculated into class averages to measure growth. This system was tested and then modified and will be officially implemented in 2017-18.

Goal 1 Growth Targets: ("•" indicates that the objective has been achieved)

Annual Objective	2014-15	2015-16	2016-17	2017-18
Decrease percentage of students scoring "Not At Standard" on the Math SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline			TBD
Students with Disabilities	Baseline	I*	•	TBD
Increase percentage of students scoring "At or Exceeding Standard" on the Math SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline		•	TBD
Students with Disabilities	Baseline	I	•	TBD

Annual Objective	2014-15	2015-16	2016-17	2017-18
Increase average course growth score on standards-based pre- and post-tests by a minimum of 10% points annually. Semester 1 data tracked in SWAP.	(Implemented in 2016-17)			
Pre-Algebra			Baseline	TBD
Increase percentage of 10th Grade students who pass the CAHSEE Math during their 10th grade year by at least 3% points annually		(CAHSEE Suspended)		
All 10th Grade Students				
Socioeconomically Disadvantaged 10th Grade Students				
10th Grade Students with Disabilities	I			
Based on analysis of SBA data, Math Pre-vs. Post-Test growth data, and data from formative assessments such as SBAC Interim testing and teacher-made exams, in conjunction with an analysis of school survey results and marketing data, WASC Home and Focus Groups will review the effectiveness of current strategies and revise the School Wide Action Plan each year. (LCAP)	•	•	•	TBD

***I = Inconclusive**

Each year, the WASC Home and Focus Groups review Math proficiency data, decide upon the effectiveness of current strategies based on this data, and revise the School Wide Action Plan, accordingly. In 2018-19, current Goal 1 Tasks will likely continue to be implemented (pending staff review of 2017-18 data), and mandatory twice-weekly Math courses at the high school level will be considered.

Goal 2: *Further develop students' English Language Arts skills of writing, vocabulary development, and literary analysis across all grade levels by targeting areas of specific need, expanding opportunities for students to build basic skills, and effectively engaging students in the learning process.*

CCS Student Learning Outcomes:

The CCS English curriculum evolves each year to ensure that all Student Learner Outcomes are addressed through completion of ELA assignments. Students are required to develop their SLO skills of **Critical Thinking, Communication & Collaboration, Creativity, and Commitment.**

WASC Critical Areas for Follow-Up:

None in Goal 2. All WASC Critical Areas for Follow-Up were incorporated into Goals 3, 4, & 5.

Accomplishment of Goal 2 Tasks:

In each year since the last WASC Self-Study, the CCS English Language Arts Department has worked collaboratively to analyze diagnostic, formative, and summative ELA assessment data and to customize ELA curricula, instructional strategies, and course offerings to meet the academic needs of students. Diagnostic and formative tests continue to point to deficiencies in CCS students' reading levels and basic writing skills at the time of enrollment. According to diagnostic testing of new students at the time of enrollment during the Fall 2017 Semester (through November 30, 2017), CCS students arrive at Choices performing at an average reading grade level of 7.4. 76% of new students during this time frame tested with 8th grade or lower ELA skills, while approximately 77% of CCS students were enrolled in grades 9-12. These deficiencies interfere with achievement in more advanced ELA coursework. To address deficiencies in reading skills, assigned reading selections are often read aloud in class, and most required reading material is available to students in dictated form through CCS's online curriculum provider, GradPoint. In all English classes, curriculum and instruction is designed to build writing skills through inclusion of supplementary lessons on vocabulary and grammar. Students are also regularly asked to work collaboratively on Daily Oral Language and peer editing of writing assignments. Students complete formal writing assignments at each grade level and are guided by the San Juan Unified School District's writing rubric. Writing, vocabulary, and grammar are a focus in each core subject- not just in English. All instructors realize that they must focus on these areas. Sixth and Seventh Grade ELA courses require class attendance twice weekly (previously once weekly) in order to provide additional instructional time and frequency to younger students. GradPoint ELA curriculum is based on Common Core standards and effectively prepares students for success on the SBA exam. In 2017, 85% or more (varied by grade level) of grade-level students who were earning As or Bs in their English classes scored "Near, At, or Exceeding Standard" on the 2017 ELA SBA.

Summer School (new in 2017) allowed students to catch up on ELA credits by taking English 1-4. Fall Break (also new in 2017) provided students with a new opportunity to catch up on coursework, with the support of on-campus tutors. Tutoring was also available during the December/ January break.

NWEA MAP and SBAC Interim assessments have provided teachers with data that allows them to adjust ELA curriculum in real time to respond to the needs of their current students. Sixth through ninth and eleventh grade faculty members meet together following each standardized formative assessment test administration to collaboratively analyze data.

School-wide motivational strategies, such as re-testing, team teaching, and effective feedback encourage student achievement in English Language Arts, as do rewards programs such as the Character Board, Honor Roll, Middle School Promotion Subject-Area Awards,

Senior Breakfast Subject-Area Awards, and Scholarship Program. Field trips to a creative writing studio, 916 Ink, in 2017, promoted creativity and joy in writing.

2014-18 Growth Targets:

Student learning of English Language Arts is customarily measured by proficiency on the standardized Smarter Balanced Assessment ("SBA"). The SBA was piloted at CCS in 2013-14; the first official data was recorded in 2014-15 and served as a baseline on which to build. During this transition time in assessments, CCS first modified existing curriculum to ensure that it would be aligned with Common Core standards and assessments, then piloted and adopted a new online Common Core curriculum product, GradPoint, in 2015-16 and 2016-17. Teachers have been adjusting to the new content and delivery methods in GradPoint courses, while also discovering areas where supplementation is needed. Students have been adjusting to new online testing and Common Core question format. This state of flux in curriculum and assessments has made it difficult to authentically track student progress from one year to the next, which is already an ever-present challenge in CCS's program, given the high rate of student turnover each year. Students often enroll at Choices mid-year, after having experienced difficulty in their previous schools, or leave mid-year to return to the traditional school format when they feel capable. Most students (63% of SBA testers in 2017) report on CCS's CAASPP Student Survey that they have been enrolled at Choices for two or fewer semesters. Comparing aggregate test results from year to year compares relatively small sample sizes of significantly changing groups of students, who typically enroll at Choices deficient in basic reading and writing skills, and who have often been enrolled at Choices for less than one school year. The size of significant student subgroups is sometimes so small that results are not published. In order to capture data that more accurately reflects the learning that takes place while students are enrolled at Choices, the ELA Department looks forward to implementing a system of pre- and post-tests like has been piloted and is being administered in Math for the first time in 2017-18.

In 2017, both Socioeconomically Disadvantaged Students and Students with Disabilities experienced growth in the percentages of students who scored "At or Exceeding Standard" on the ELA SBA exam. (Socioeconomically Disadvantaged Students: 31% vs. 28% in 2016; Students with Disabilities: 20% vs. 14% in 2016.) This is consistent with growth in these subgroups that was seen in Mathematics in the same year, which is further evidence that augmented supplemental services for disadvantaged subgroups in recent years has been effective in supporting learning.

Goal 2 Growth Targets: (“•” indicates that the objective has been achieved)

Annual Objective	2014-15	2015-16	2016-17	2017-18
Decrease percentage of students scoring “Not At Standard” on the ELA SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline			TBD
Students with Disabilities	Baseline	I*		TBD
Increase percentage of students scoring “At or Exceeding Standard” on the ELA SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline		•	TBD
Students with Disabilities	Baseline	I	•	TBD
Increase percentage of 10th Grade students who pass the CAHSEE ELA during their 10th grade year by at least 3% points annually		(CAHSEE Suspended)		
All 10th Grade Students				
Socioeconomically Disadvantaged 10th Grade Students				
10th Grade Students with Disabilities	I			

Annual Objective	2014-15	2015-16	2016-17	2017-18
Based on analysis of SBA data, Math Pre-vs. Post-Test growth data, and data from formative assessments such as SBAC Interim testing and teacher-made exams, in conjunction with an analysis of school survey results and marketing data, WASC Home and Focus Groups will review the effectiveness of current strategies and revise the School Wide Action Plan each year. (LCAP)	•	•	•	TBD

*I = Inconclusive

Each year, the WASC Home and Focus Groups review English Language Arts proficiency data, decide upon the effectiveness of current strategies based on this data, and revise the School Wide Action Plan, accordingly. In 2018-19, current Goal 2 Tasks will continue to be implemented (pending staff review of 2017-18 data), and mandatory twice-weekly ELA courses at the high school level will be considered.

Goal 3: Guide students to the accomplishment of the Choices Charter School Student Learner Outcomes ("SLO"s) through curriculum that reaches all students and through the consistent school-wide use of the Student Learner Outcomes Rubric as an assessment tool.

CCS Student Learner Outcomes:

All CCS classroom-based coursework provides students with opportunities to practice the SLOs. Students are regularly required to develop their Student Learner Outcomes skills of **Critical Thinking, Communication & Collaboration, Creativity, and Commitment.**

WASC Critical Areas for Follow-Up:

2015 WASC Visiting Committee Critical Area for Follow-Up:

The Schoolwide Learner Outcomes (SLO's) often reflect the schools intent to focus on the four Cs skills. It is important that Choices Charter School incorporate the 21st century skills which are critical thinking and problem solving, communication, collaboration, creativity and innovation. This should include University entrance standards.

Accomplishment of Goal 3 Tasks:

In each year since the 2012 Self Study, student accomplishment of Student Learner Outcomes has been supported by carefully crafted assignments embedded throughout curriculum, school-wide. In 2015, in response to the 2015 WASC Visiting Committee's recommendation (Critical Area for Follow-Up), the CCS Student Learner Outcomes were revised to more closely align with the Common Core's "Four Cs." The Student Learner Outcomes Rubric was updated to reflect the changes. In the years leading up to and including 2014-15, first English Teachers, and then Supervising Teachers, evaluated their students, using the SLO Rubric. Each student was evaluated by just one teacher. In 2015-16, in order to increase the accuracy of student evaluations, ALL teachers evaluated ALL of their students using the SLO Rubric. Student scores were calculated as averages of the scores received from all of their teachers. The percentages of students scoring "At or Exceeding Standard" in each SLO category, each year, by graduating class was documented and will be tracked annually to assess growth. Ideally, all twelfth grade students will score "At or Exceeding

Standard” in all SLO categories. Due to a high percentage of turnover in student enrollment on an annual basis, CCS’s goal is for 80% or more of seniors to score as “At or Exceeding Standard” in each SLO category. In the late winter of 2016, the following percentages of seniors scored “At or Exceeding Standard” in each of the four SLO categories:

- Critical Thinking: 57%
- Communication & Collaboration: 58%
- Creativity: 50%
- Commitment: 52%

Because the Student Learner Outcomes were new to the school in 2015-16, the percentages above are significantly below the 80% target for each SLO. It is encouraging, however, that all baseline figures were already at 50% or above in the first year. As faculty works to more closely align coursework with the development of the SLO skills, and returning students are exposed to consecutive years of practice, these percentages will grow.

In order to ensure that all CCS Students are provided with opportunities to develop the CCS Student Learner Outcomes skills, classroom teachers are required to document examples in their curriculum and/or classroom instruction plans that demonstrate student practice of each of the Four Cs/ Student Learner Outcomes. This documentation, along with samples of student work associated with each SLO category will be available for review by the 2018 WASC Visiting Committee.

During each four-week attendance log period, all CCS Faculty Members focus classroom discussions on one of the four Student Learner Outcomes. This process is continued through the school year so that each Student Learner Outcome is discussed at length during two months of instruction, each year.

In order to promote student awareness of the Student Learner Outcomes and their levels of progressing ability associated with each of them, students are required to evaluate themselves using the Student Learner Outcomes Rubric each fall. Then, at the close of the year, they are asked to repeat this evaluation, comparing their current rubric ratings to those that they chose at the beginning of the year. Supervising Teachers discuss evaluations with students and sometimes assign reflective writing pieces to add emphasis to this activity.

At the close of each fall semester, *all* teachers evaluate *all* of their students, by subject area, using the SLO Rubric and record their evaluations in a central spreadsheet. Data is tracked in the School Wide Action Plan and reported to all school stakeholders.

2015-2020 Growth Targets:

The following table is designed to track annual growth in each SLO category, by graduating class. Teachers’ SLO Rubric evaluations in late Winter 2018 will reveal growth for the first time. The data collected in 2015-16 served as baseline figures. In 2016-17, CCS suspended the process of SLO Rubric evaluations due to a school-wide transition to new GradPoint curriculum and the need to take time to adjust and ensure that opportunities to practice the CCS SLOs were appropriately embedded in the curriculum.

Goal 3 Growth Targets: ("•" indicates that the objective has been achieved)

Annual Objective	2015-16	2016-17*	2017-18	2018-19	2019-20
3% points or greater annual growth in percentage of students scoring "At or Exceeding Standard" in each category of SLOs at 11th and 12th grade levels:					
Class of 2018					
Critical Thinking	Baseline	NA	TBD		
Communication & Collaboration	Baseline	NA	TBD		
Creativity	Baseline	NA	TBD		
Commitment	Baseline	NA	TBD		
Class of 2019					
Critical Thinking	Baseline	NA	TBD	TBD	
Communication & Collaboration	Baseline	NA	TBD	TBD	
Creativity	Baseline	NA	TBD	TBD	
Commitment	Baseline	NA	TBD	TBD	
Class of 2020					
Critical Thinking	Baseline	NA	TBD	TBD	TBD
Communication & Collaboration	Baseline	NA	TBD	TBD	TBD
Creativity	Baseline	NA	TBD	TBD	TBD
Commitment	Baseline	NA	TBD	TBD	TBD

Annual Objective	2015-16	2016-17*	2017-18	2018-19	2019-20
80% or more of seniors score "At or Exceeding Standard" in all SLO categories					
Critical Thinking		NA	TBD	TBD	TBD
Communication & Collaboration		NA	TBD	TBD	TBD
Creativity		NA	TBD	TBD	TBD
Commitment		NA	TBD	TBD	TBD
Revise School-Wide Action Plan annually, based on analysis of data derived from the implementation of the SLO Rubric as an assessment tool. (LCAP)	•	•	TBD	TBD	TBD

*In 2016-17, the CCS Faculty did not formally track student progress using the SLO Rubric, as the focus was on transitioning, school-wide, to new GradPoint curriculum. In 2017-18, faculty members will seek to incorporate the SLOs into the new GradPoint curriculum where they do not already naturally exist, and will resume evaluation of students, using the SLO Rubric in the early spring. Documentation of SLO inclusion in curriculum, accompanied by student work samples, will be available for WASC Visiting Committee Review in 2018.

Goal 4: Build enrollment through outreach (marketing efforts and partnerships). Maintain enrollment through school community enhancements (additional course offerings and extra-curricular social activities; augmented involvement of all school stakeholders in school events; additional services that support the needs of students in disadvantaged subgroups; support to students as they pursue timely high school completion, college, and career; and continuing efforts to ensure a safe learning environment).

CCS Student Learning Outcomes:

Attracting, engaging, and retaining students contributes to CCS's ability to educate students with respect the CCS SLOs. All SLOs are addressed through CCS courses. Students are regularly required to develop their SLO skills of **Critical Thinking, Communication & Collaboration, Creativity, and Commitment.**

WASC Critical Areas for Follow-Up:

Goal 4 addresses the following 2012 & 2015 WASC Visiting Committees' Critical Areas for Follow-Up:

- *Work with other Charter Schools to recruit students. (2012)*
- *Employ Additional Marketing strategies. (2012)*
- *Encourage future student enrollment at Choices through multiple marketing strategies. (2015)*

Accomplishment of Goal 4 Tasks:

Since the 2015 WASC Visit, CCS has taken great strides to build enrollment, both through the development of relationships with other schools and through new school branding and marketing activities. This effort to attract new students to Choices has been supported by numerous actions to maintain enrollment through school community enhancements that more effectively meet student needs and preferences.

The relationships formed with other charter schools in the San Juan Charter Coalition facilitate referrals from one school to another when students are struggling or simply need a change. To build and maintain connections with other schools in the coalition, the CCS Director attends monthly San Juan Charter Coalition Meetings and communicates even more regularly with the Director of Visions in Education ("Visions"), a very similar but much larger independent study program chartered by SJUSD that is also part of the coalition. In some cases, particularly when Visions has been enrolled at capacity, students interested in enrolling at Visions have been referred to Choices.

Choices also works with district schools that are not charters but may provide referrals when students are struggling. The CCS Counselor regularly communicates via phone and email with the Counselors at other SJUSD schools in an effort to strengthen relationships that result in student referrals. In 2016-17, CCS hosted an "Open House" lunch on campus for all SJUSD school Administrators and Counselors. The Leadership Team met with the Counselors who attended to explain the benefits of the Choices program and to provide a tour of the site, in order to encourage more frequent referrals when students are struggling in traditional schools.

Also in 2016-17, Choices reached out to schools and families in the Montessori school community. Choices participated in a Montessori High School Fair with its new trade show booth, seeking to network with Montessori school Administrators and Counselors and to attract families who are interested in alternative education programs.

In 2014-15, just 7% of students reported that they were referred to Choices by a school counselor. This statistic included many students who were referred by Visions when it was temporarily enrolled to capacity. In 2016-17, 19% of new enrollees stated that they were referred to Choices by a school counselor. This growth is attributed to the additional efforts made in recent years to increase awareness of the program within the charter, SJUSD, and Montessori school communities. These efforts will continue in 2017-18 and beyond.

In 2015-16, after years of relying primarily on student referrals and largely ineffective print and radio ads to attract new students, Choices contracted a locally-based marketing and branding organization, Manon Marketing, to help the school to increase school brand awareness and to conduct more effective marketing practices that would result in growth in new student enrollment. An intensive process of interviewing all school stakeholders to reveal the perceived needs and strengths of the program resulted in a clear sense of identity and marketing strategy, which included a new logo, tagline, print materials, logo wear, website, trade show booth, and social media presence (Facebook, Twitter). Improvements to the school website were significant; the new site showcases a modern, professional style and more sophisticated content, including video testimonials from CCS Staff, Students, and Parents, staff biographies, links to college and career resources, and 24/7 accessible portals to online grades and curriculum. Choices' phenomenal levels of student and parent satisfaction are now communicated to prospective families through the video testimonials and inclusion of School Satisfaction Survey data on the site. The new school trade show booth provided a professional presentation of the school in 2015-16 and 2016-17 at the Montessori High School Fair and Sacramento County Fair. Occasional print advertisements in local neighborhood publications support brand awareness in the community.

In 2016-17, APLUS+, The Association of Personalized Learning Schools and Services, trained the CCS Staff on terminology to use in discussions with prospective families, in order to encourage a sense of unity and clarity in the way that the school is defined and presented

by its employees. CCS is officially considered a “Personalized Learning Public Charter School” and is now consistently presented using this term.

Marketing data is collected from students upon enrollment and reviewed by the Leadership Team each semester. This data, which helps the school to understand which marketing efforts have been most effective, drives decisions regarding future methods of marketing.

The success or failure of marketing efforts is ultimately decided by growth or lack of growth in student enrollment. Total enrollment at Choices, which was 197 at the time of CBEDS in 2013, has grown to 263 in October of 2017. This tremendous growth, in spite of an increasing number of local competitors offering independent study models, reflects the effectiveness of the marketing program implemented in recent years.

Though student satisfaction rates are already extremely high at Choices, in order to retain new students for longer periods of time, CCS has continued to work in recent years to provide programs and services that meet the needs of all students. Choices has expanded its breadth of elective course offerings and extracurricular activities; invited all school stakeholders to partake in school events; expanded its many student services that serve *all* students, particularly Socioeconomically Disadvantaged Students, Students with Disabilities, and English Learners; supported students in college and career preparation; and provided a learning environment where all students feel safe.

CCS is committed to adding a minimum of one elective course and one extracurricular activity or club each year. Since 2012-13 Choices has added elective courses Drama, Innovation & Cash Creation Through Entrepreneurship, Student Leadership, Percussion & Drums, Yearbook, Peace & Unity, Film & Media, Astronomy, Creative Writing, Robotics, Introduction to Business, Medical Office Management, and Consumer Math. Since 2015-16, CCS has expanded its extracurricular activities to include The Game Club, Minute to Win It, Sacramento Speaker Series, CCS Garden Maintenance, Student Government, Daily Bread Baking, Intramurals, School Dance, Dance Club, and the Gay Straight Alliance Club. AP courses have grown to now include AP Spanish Language and Culture, AP Calculus AB, AP English Literature, and AP Language and Composition. Grade-level field trips have brought students to the CA State Capitol Building and a creative writing workshop, 916 Ink. In 2018-19, the sixth grade class will attend outdoor education at Sly Park.

In order to build a cohesive and supportive community, Choices encourages participation in school activities by all school stakeholders. The CCS Staff consistently communicates to parents that their participation in their students’ educational experience through the regular use of GradPoint and School Pathways is essential to student success. This communication begins at new student Information Sessions and additional support is provided annually at Fall Orientation. When teachers notice that parents have not been active on GradPoint and School Pathways, they contact parents and offer assistance. Parents and other family members are also invited to join students, staff, and local community members at several annual school events. School stakeholders are encouraged to attend the Advisory Council Meetings (3X a year), Career Fair (biennial event), Fall Orientation, Back to School Night, Parent Information Nights (2X a year), Celebrations of the Arts (2X a year), College Night (SJUSD event), Student Honor Roll Celebrations (2X a year), Talent Show/ Open House, Family Focus Group Meetings, Middle School Promotion Ceremony, Senior Breakfast, and High School Graduation Ceremony.

Many miscellaneous services are provided to students, to be sure that *all* students, particularly those who are disadvantaged, are supported as they learn. Services specifically designed to serve Socioeconomically Disadvantaged Students include transportation assistance, food donations, clothing donations, holiday gifts, field trips, invitations to volunteer at graduation, scholarships, priority consideration for attendance at the Sacramento Speaker Series, invitation to attend an annual Family Focus Group event, and assistance in acquiring affordable in-home internet services. Services provided primarily to Students with Disabilities include modified curriculum and instruction, Arts electives that promote self-

expression and the development of self-esteem, SJUSD-contracted specialists (nurse, psychologist, and speech therapist), and a dedicated tutor.

English Learners, who make up a very small percentage of overall student enrollment (1% of CAASPP testers in 2017), are encouraged to enroll in electives and to participate in extracurricular activities as a means of developing English Language skills.

Services that meet the needs of all students, particularly those with disadvantages, include full-time, free tutoring services; new technology purchases annually; development of a tutoring system that targets students' individual needs; a flexible program and compassionate staff that is focused on effectively serving students with anxiety through modifications and counseling support; loaner laptops; and on-site tutoring during a new Fall Break (2017) and the December/ January break.

The CCS Staff supports students in timely high school completion and the pursuit of post-secondary academic and career interests by encouraging students to remain enrolled, complete work on time, and plan for next steps. Each semester, the Leadership Team reviews Student Exit Data in order to understand and prevent student turnover. Summer School (new in 2017) provides students with the opportunity to catch up on credits. Students who are struggling at CCS are swiftly assisted by teachers and interventionists. Excellence is rewarded through the Character Board, Math Stars Program, Student Honor Roll, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and Scholarship Program. Parent Information Nights, FAFSA workshops, and individualized counseling support assist families in college and career planning. On-site PSAT exams and assistance in signing up for SAT and ACT exams keep university-bound students on track. Students who are eager to move on from high school may take the HiSET, administered on campus three times per year. A CTE Pathway in Business is planned for a Fall 2018 debut.

The Choices Staff recognizes that a sense of safety is essential to the learning process. The respectful faculty appreciates student differences and seeks to "meet students where they are". Course schedules are carefully designed to manage the flow of students on campus. The staff implements the SJUSD Safe Schools Plan and consistently enforces school rules, which include no tolerance of bullying, profanity, drugs, or violence. Student Shadowing welcomes students' supportive peers into the school community. On the 2017 Student School Satisfaction Survey, 99% of surveyed students indicated that they feel safe at CCS.

2013-2018 Growth Targets:

As shown in the following Goal 4 Growth Targets table, since 2013-14:

- Enrollment has grown steadily, satisfying the SWAP growth target of 3% points growth annually in 2014-15, 2016-17, and 2017-18.
- The Graduation Rate has grown steadily, satisfying the 3% point annual growth target in 2014-15 and 2015-16.
- In 2017, all Student and Parent School Satisfaction Survey results showed satisfaction rates are at 90% or above in all areas, satisfying SWAP growth targets.
- 100% of graduates in years 2014-2017 stated that they would recommend the Choices Charter School program to other students (Senior Exit Interview), exceeding the 90% or higher SWAP growth target.
- 36% of 2017 graduates stated on the Senior Exit Interview that they would not have graduated from high school at all, had they not enrolled at Choices.
- 53% of 2017 graduates reported that they planned to continue their education, attending college or trade school in the coming year.

Goal 4 Growth Targets: ("•" indicates that the objective has been achieved)

Annual Objective	2013-14	2014-15	2015-16	2016-17	2017-18
3% annual growth in CBEDS Enrollment		•		•	•
3% points annual growth in Graduation Rate		•	•	TBD	TBD
All Student Satisfaction Survey %s in Supporting Data/ Evidence table remain at 90% or above	•	•	•	•	TBD
All Parent Satisfaction Survey %s in Supporting Data/ Evidence table remain at 90% or above		•	•	•	TBD
All Students with Disabilities Survey %s in Supporting Data/ Evidence table remain at 90% or above		NA			TBD
Percentage of graduating seniors who would recommend CCS to other students remains at 90% or above	•	•	•	•	TBD
Annual Objective	2013-14	2014-15	2015-16	2016-17	2017-18
The Leadership Team reviews Marketing Data (collected upon enrollment) each semester in order to evaluate the effectiveness of various marketing strategies and to make decisions about future allocation of Marketing resources.	•	•	•	•	TBD
The Leadership Team reviews the reasons that students leave CCS (collected at the time of student check-out) each semester in order to identify ways that the program may be improved to more effectively meet student needs. This information supports decisions about program changes. (LCAP)	•	•	•	•	TBD

Goal 5: Develop more formalized processes to facilitate:

- **collection and tracking of student data via additional formative assessments and surveys,**
- **professional development,**
- **organizational decision making,**
- **implementation of new ideas, curriculum, instructional techniques, and changes in program format.**

CCS Student Learning Outcomes:

Data-driven organizational processes allow CCS to effectively meet the needs of its students and engage them in the learning process. All SLOs are embedded in CCS courses. Students are regularly required to develop their SLO skills of **Critical Thinking, Communication & Collaboration, Creativity, and Commitment.**

WASC Critical Areas for Follow-Up:

Goal 5 addresses the following 2012 and 2015 WASC Visiting Committees' Critical Areas for Follow-Up:

- *Provide ongoing staff development based on formative assessment data-driven identified needs of students (2012)*
- *Develop a cohesive plan for targeted professional development (2012)*
- *Measure the effect of professional development (2012)*
- *Frequently use a variety of formative and summative assessments results to drive curriculum and instructional changes (2012)*
- *Consistently implement research-based instructional strategies (2012)*
- *Document evidence that supports student interventions and decisions made regarding changes to instruction and curriculum (2012)*
- *Provide ongoing staff development based on assessment data-driven identified needs of individual students. This includes revamping instructional strategies based obtained research. (2015)*
- *Continue to document evidence that supports student interventions and decision made regarding changes to instruction, curriculum, student attitudes and learning needs. (2015)*

Accomplishment of Goal 5 Tasks:

Since 2012, in order to more effectively identify program strengths and weaknesses, CCS has expanded its collection, analysis, and tracking of formative assessment, survey, and student intervention data.

Formative assessments have been expanded to now include rubrics used school-wide (Student Learner Outcomes, Citizenship, Physical Education, Website Evaluation, and SJUSD Writing), all course assignments and assessments, Item Analysis (tracking of student achievement on specific standards-based questions within assignments), and standardized NWEA MAP and SBAC Interim testing. Formative assessment data drives real-time modifications in curriculum and instruction, as well as decisions about professional development topics.

Survey data drives changes to tasks within the School Wide Action Plan and is used in marketing materials. Surveys have been expanded to include the Parent and Student School Satisfaction Surveys, CAASPP Student Survey, Students with Disabilities Attitude Survey, Senior Exit Survey, SJUSD Free & Reduced Lunch Survey, Socioeconomically Disadvantaged Students Family Focus Group Survey, New Student Survey, Student Exit Survey (part of Student Check-Out Form), and California Healthy Kids Survey.

When students are struggling, CCS Faculty and Interventionists document interactions with students and families in School Pathways (accessible by all teachers and administration), in order to ensure that Choices approaches families in an informed and unified manner. When

students continue to struggle in the program, despite assistance from teachers, Interventionists are assigned to their cases. Interventionists may be any faculty member who knows the student or family well and who may be most effective working with them. Student intervention documentation, kept in a Google Spreadsheet, contains notes of measures taken to support students and is reviewed at Attendance Meetings each week. Intervention resolution data collected at the end of each semester helps the CCS Staff to understand which measures have been most successful in supporting students within the independent study model.

After years of attempting several topics of professional development each year, with little time available to implement new strategies, CCS revised its approach to professional development to provide a data-based, more manageable process of addressing the school's greatest needs. In response to the 2012 WASC Visiting Committee's recommendation to prioritize professional development activities that would target student needs as reflected by formative assessments, CCS decided to streamline its approach. CCS would attempt just two school-wide professional development topics per year that would be decided upon by staff analysis of all school data (formative and summative assessment and survey data), but with significant emphasis on the recommendations from the Math and ELA Departments that are based on their formative assessment data from the previous year. Though Math and ELA Faculty (like faculty from all other departments) attend subject-specific trainings and conferences each year, their formative assessment data, which they collect individually and discuss as a department each semester, often points to student needs that span all or most subject areas. In recent years, standardized formative assessment tools NWEA MAP and SBAC Interim have provided useful formative assessment data to Math and ELA teachers, as they adjust in real time to meet student needs and also look forward to curriculum and instructional strategy changes in subsequent terms. The data from these standardized formative assessments, online curriculum assignments, and internally-developed assessments point to overarching "themes" of need that can be addressed through professional development.

In 2017-18, professional development will be focused in the areas of 1) Student Engagement/ Motivation and 2) Working with Students with Anxiety and Learned Helplessness. Both topics have been significant areas of concern in recent years and point to needs that affect academic performance across all subject areas.

- *Student Engagement/ Motivation* will be addressed through Team Teaching (and staff sharing of what works), GradPoint/ School Pathways training (centered on effective use of engaging curriculum options and optimization of communication with students and families), and training provided by experts outside of the organization. Academic Motivation levels are tracked on the California Healthy Kids Survey, given every other year.
- *Student Anxiety and Learned Helplessness* will be addressed through training from outside experts in the field. Students with anxiety comprise a growing percentage of the student population; a new Marketing survey and new questions on the Student School Satisfaction Survey track the percentage of students who enroll with anxiety and the percentage of students who feel that their anxiety levels have decreased since enrollment at CCS.

The CCS Director observes classes each year and looks for evidence of effective new strategies that have been adopted as a result of professional development activities.

In order to formalize decision making at Choices, the CCS Staff developed an official process that helps to ensure the flow and follow-up of topics between discussions that occur amongst the CCS Staff and the CCS Leadership Team in separate meetings. When building Leadership Team Meeting agendas, minutes from both recent Leadership Team Meetings and Staff Meetings are referenced. Topics that were not completely addressed in recent Leadership Team Meetings are placed again on the new agenda. Items from Staff Meetings that have been discussed and passed to Leadership for resolution in a smaller decision-making

body are also added to the new agenda. When building Staff Meeting agendas, minutes from both recent Staff Meetings and Leadership Team Meetings are referenced. Topics that were not sufficiently addressed in recent Staff Meetings are revisited on the new agenda. Decisions that have been made in Leadership, or topics that were raised in Leadership but require all-staff discussion, feed into subsequent Staff Meetings as announcements or questions to tackle. Attendance Meetings occur weekly; all Supervising Teachers attend, and some topics of interest that do not require all-staff input are discussed. All-Staff Meetings take place once a month. Leadership Team Meetings, previously held once a month, are now held twice a month, to ensure the ability to act swiftly when necessary.

Because the CCS Staff has sometimes struggled in past years to complete an unrealistic set of demands generated by special projects and program changes, greater care is now taken to request feedback from the staff regarding the timeframe and resources necessary to execute improvements in the CCS program. Based on the feedback received, the Director and/or Leadership Team decide upon a realistic schedule for each new undertaking. Projects and program changes are added to the WASC School Wide Action Plan. Projects are managed by the Leadership Team through follow-up on meeting agendas and oversight of the School Wide Action Plan and SWAP Action Items Spreadsheet.

The WASC School Wide Action Plan and SWAP Action Items Spreadsheet are each reviewed at least once per year by all school stakeholders. Both documents are carefully maintained year-round by the Self-Study Coordinator.

2013-2018 Growth Targets:

Goal 5 Growth Targets are centered on the consistent implementation of formalized processes that are defined in the School Wide Action Plan. All Goal 5 Growth Targets have been met since the 2012 WASC Self Study.

Goal 5 Growth Targets: ("•" indicates that the objective has been achieved)

Annual Objective	2013-14	2014-15	2015-16	2016-17	2017-18
Collection and tracking of student data:					
Formative Assessments:					
<ul style="list-style-type: none"> Rubrics: Student Learner Outcomes, Citizenship, Physical Education, Website Evaluation, SJUSD Writing 	•	•	•	•	TBD
<ul style="list-style-type: none"> Homework Assignments, Midterms, Unit Tests, Final Exams 	•	•	•	•	TBD
<ul style="list-style-type: none"> Item Analysis (connected to CA State Content Standards)-implemented regularly in Math and ELA; data compiled to identify professional development needs 	•	•	•	•	TBD
<ul style="list-style-type: none"> NWEA MAP Testing 	•	•	•	(Discontinued)	
<ul style="list-style-type: none"> SBAC Interim Testing 	(2016-17 Start)			•	TBD
Surveys:					
<ul style="list-style-type: none"> Parent/ Student School Satisfaction Survey 	•	•	•	•	TBD
<ul style="list-style-type: none"> STAR/ CAASPP Student Survey 	•	•	•	•	TBD
<ul style="list-style-type: none"> Senior Exit Survey 	•	•	•	•	TBD
<ul style="list-style-type: none"> Students with Disabilities-Attitude Survey 	•	•	•	•	TBD
<ul style="list-style-type: none"> SJUSD Free & Reduced Lunch Survey 	(2016-17 Start)			•	TBD

Annual Objective	2013-14	2014-15	2015-16	2016-17	2017-18
Surveys (continued):					
<ul style="list-style-type: none"> Socio-economically Disadvantaged Students- Family Focus Group Survey 	(2015-16 Start)		•	•	TBD
<ul style="list-style-type: none"> New Student Survey (Marketing & Enrollment Information) 	•	•	•	•	TBD
<ul style="list-style-type: none"> Reasons for exit data collected when students leave program 	•	•	•	•	TBD
<ul style="list-style-type: none"> California Healthy Kids Survey 	(2016-17 Start)			•	NA
Student Intervention Log:					
<ul style="list-style-type: none"> Intervention spreadsheet- updated each week by interventionists/ faculty, details all student interventions 	•	•	•		TBD
Professional Development:					
<ul style="list-style-type: none"> More focused approach, addressing two topics per year. 	•	•	•	•	TBD
<ul style="list-style-type: none"> The Director will decide upon professional development direction based on student achievement data from both formative and summative assessment results, school survey results, and current educational research. 	•	•	•	•	TBD
<ul style="list-style-type: none"> Ample professional development time will be dedicated to training and implementation of strategies. 	•	•	•	•	TBD

Annual Objective	2013-14	2014-15	2015-16	2016-17	2017-18
Organizational Decision Making:					
<ul style="list-style-type: none"> Minutes will be taken at all meetings and catalogued chronologically for reference. 	•	•	•	•	TBD
<ul style="list-style-type: none"> Agendas for meetings will be created with consideration of unresolved items from previous meetings. 	•	•	•	•	TBD
<ul style="list-style-type: none"> The School-Wide Action Plan will be reviewed by the staff at least once each year, as a means of encouraging ongoing discussion about the status of projects and the efficacy of programs/processes currently in place. 	•	•	•	•	TBD
<ul style="list-style-type: none"> Revisions and updates to the School-Wide Action Plan can be suggested by all staff members and decided upon officially by the Leadership Team. 	•	•	•	•	TBD
<ul style="list-style-type: none"> In the event that the staff, as a whole group, is unable to make a decision or execute an idea, the staff will vote to either continue discussion or pass the topic to the Leadership Team for resolution and implementation. 	•	•	•	•	TBD
<ul style="list-style-type: none"> The Leadership Team will continue to meet regularly, and its agendas will include topics tabled at previous Staff Meetings. 	•	•	•	•	TBD
<ul style="list-style-type: none"> The Leadership Team will act as representatives of all staff members in order to ensure swift action in areas of program need. 	•	•	•	•	TBD
<p>All above items will be evaluated annually and may be modified based on what is learned about the effectiveness of the policies and procedures each school year.</p>	•	•	•	•	TBD

Goal 6: *Improve CCS students' ability to perform well on standardized assessments in all subjects by building students' motivation, test-taking skills, and knowledge of content standards.*

CCS Student Learning Outcomes:

Improving student motivation to achieve academically throughout the year in preparation for standardized exams will also result in growth in the areas of the SLOs, as students excel on assignments that are designed to build SLO skills while meeting academic standards. All SLOs are addressed through CCS courses. Students are regularly required to develop their SLO skills of **Critical Thinking, Communication & Collaboration, Creativity, and Commitment.**

WASC Critical Areas for Follow-Up:

None in Goal 6. All WASC Critical Areas for Follow-Up were incorporated into Goals 3, 4 & 5.

Accomplishment of Goal 6 Tasks:

CCS's student population is ever-changing, and most (63% of 2017 CAASPP testers) have been enrolled for just one or two semesters at Choices before taking annual standardized exams. Student performance on the CAASPP exams is arguably not a highly accurate reflection of the education that is provided to students while they are at Choices. However, student achievement on the SBA is currently the primary measure on which the academic performance of a student or school is determined. Therefore, strong performance on the exams must be a priority for students and school staff. The CCS Faculty believes that students perform best on exams when they are well-versed on exam content, practiced in test-taking skills, and motivated to do well.

In order to effectively motivate students to give their best effort on standardized exams, they and their families are reminded on several occasions of the importance of the tests as a reflection of their own ability, as well as the ability of the school to educate them. Strong participation in standardized assessments is encouraged during new student Information Sessions, at Back to School Night, in classes, via the school newsletter, and through notices delivered via ParentSquare. Year round, CCS promotes a culture that celebrates academic achievement through programs, such as the Math Stars Program, Student Honor Roll, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and Scholarship Program. Students are reassured that consistent strong performance on coursework translates to strong performance on the SBA. A 2017 study of "A" and "B" grade-level Choices students in Mathematics and English Language Arts showed a high correlation between students who earned "A"s and "B"s and performances of "Near, At, or Exceeding Standard" on the SBA. Because roughly half (51% in 2017) of CCS's CAASPP testers report that they do not eat breakfast or only sometimes eat breakfast before testing, students are provided with healthy snacks on test days. In 2018, the close of testing will be celebrated with a school barbecue, and students who score "Near, At, or Exceeding Standard" on the SBA will be excused from their final exams in correlating courses. In 2017, 97% of CAASPP testers reported on the CAASPP Student Survey that they took the test seriously and gave their best effort. This statistic reflects that recent efforts to ensure that students are motivated to do their best have been effective.

The CCS Faculty builds student test-taking skills throughout the year by coaching students to perform well on frequent formative assessments, including the SBAC Interim for 6th-8th and 11th grade students. This process includes the development of study skills and test-taking strategies on a regular basis. Math and English teachers also insert sample SBA test questions into course assignments, so that students will be familiar with the style of Common Core assessment questions. In 2017-18, the CCS Math and ELA Departments will

conduct a two-week review of course content and test-taking skills before the administration of the CAASPP.

CCS's Common Core curriculum, provided by GradPoint and Math XL and supplemented by teachers where deemed necessary, develops students' knowledge of academic standards. The CCS Faculty has been learning through professional development and migration of curriculum, technology, and instructional techniques, how to better prepare students for the SBAC Interim and SBA exams. Through the enforcement of the Master Agreement, students are required to complete their Common Core-based coursework in a timely fashion; completing work on time increases the probability of authentic learning, which will translate into higher test scores. Updated Special Education curriculum ensures academic rigor that prepares Students with Disabilities. Tutoring services support student understanding of academic content. The 2018 two-week review of course content before SBA testing will refresh student's understanding of content that will be covered on the standardized exams.

2014-2018 Growth Targets:

Goal 6 Growth Targets review student performance on the NWEA MAP, SBAC Interim, SBA, Science CST, and CAHSEE. California Healthy Kids Survey data will be tracked with respect to students' reported Academic Motivation and High Expectations ratings. Unfortunately, because of a recent period of transition between the NWEA MAP and the SBAC Interim, as well as between the STAR/CST and the CAASPP tests, little data is currently available.

In 2014-15 and 2015-16, NWEA MAP scores did not grow sufficiently to meet growth targets in those years. The SBAC Interim was then piloted in 2016-17; 2017-18 scores will be evaluated for growth.

The SBA was piloted at CCS in 2013-14, baseline data was collected in 2014-15, and growth in scores was evaluated in 2015-16 and 2016-17. The baseline year of 2014-15 coincided with an unusually academically-strong 11th grade class, whose scores raised the school proficiency averages above what is considered to be typical of the CCS student population. Growth in 2015-16 did not meet growth targets. However, in 2016-17, a higher percentage of Students with Disabilities performed "At or Exceeding Standard" on both the Math (13%) and ELA (20%) SBA exams, pointing to success of more rigorous GradPoint curriculum and dedicated tutoring. Also in 2016-17, a higher percentage of Socioeconomically Disadvantaged Students scored "At or Exceeding Standard" on the ELA SBA (31%), suggesting that additional services to support this student subgroup have been helpful.

In the absence of an available CAASPP Science test, the Science CST has been given to CCS students, following the discontinuation of the Math and English CST exams. In 2015-16, a higher percentage of CCS Students scored at "Proficient or Advanced" than in the previous year. In 2016-17, the CAST exam was piloted at CCS. No data was published.

The CAHSEE exam was administered at CCS through 2014-15, when it was discontinued. CAHSEE Prep courses helped students to pass the test. In 2014-15, a higher percentage of 10th Grade Students with Disabilities passed both the CAHSEE ELA and Math than in the previous year.

The California Healthy Kids Survey ("CHKS") is administered every other year. It was administered at CCS for the first time in many years in 2016-17. Because CCS is focused on maintaining academic rigor and student motivation, as key elements to student success on standardized exams, student responses in these areas of the CHKS will be tracked in the SWAP.

At the close of CAASPP testing, students complete an annual survey that solicits feedback about their testing experience. Student perspectives and suggestions inform decisions about what more can be done to optimize exam performance.

Goal 6 Growth Targets: ("•" indicates that the objective has been achieved)

Annual Objective	2014-15	2015-16	2016-17	2017-18
NWEA MAP			(NWEA MAP replaced by the SBAC Interim)	
3% points growth (between Fall and Winter administrations) in percentage of all students grades 6-8 who score at "Proficient or Advanced" on the NWEA MAP exam.				
Mathematics				
Reading				
3% points growth (between Fall and Winter administrations) in percentage of all students in grade 9 who score as "AYP Pass" on the NWEA MAP exam.				
Mathematics		Not Admini-stered		
Reading				

Annual Objective	2014-15	2015-16	2016-17	2017-18
SBAC Interim				
3% points annual growth in % of students who score "At/ Near or Above Standard" on the SBAC Interim- Mathematics (or 100%)			(Interim Pilot)	
Grade 6			Baseline	TBD
Grade 7			Not Tested	Baseline
Grade 8- Geometry			Baseline	TBD
Grade 8- Expressions & Equations			Baseline	TBD
Grade 9			Not Tested	Baseline
Grade 11- Linear Functions			Baseline	TBD
Grade 11- Quadratic Equations			Baseline	TBD
3% points annual growth in % of students who score "At/ Near or Above Standard" on the SBAC Interim- English Language Arts (or 100%)				
Grade 6- Reading Informational Text			Baseline	TBD
Grade 7- Reading Literary Text			Baseline	TBD
Grade 8- Reading Literary Text			Baseline	TBD
Grade 9- Reading Literary Text			Baseline	TBD
Grade 11- Reading Literary Text			Baseline	TBD

Annual Objective	2014-15	2015-16	2016-17	2017-18
SBA				
Increase percentage of students scoring "At or Exceeding Standard" on the Math SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline			TBD
Students with Disabilities	ISS	Incon- clusive	•	TBD
Increase percentage of students scoring "At or Exceeding Standard" on the ELA SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline		•	TBD
Students with Disabilities	ISS	Incon- clusive	•	TBD
STAR/ CST				
Increase percentage of All Students scoring "Proficient or Advanced" on the Science CST by at least 3% points annually		•	(Science CST Discontinued)	

Annual Objective	2014-15	2015-16	2016-17	2017-18
CAHSEE				
Increase percentage of 10th Grade students who pass the CAHSEE ELA during their 10th grade year by at least 3% points annually				
All 10th Grade Students				
Socioeconomically Disadvantaged 10th Grade Students				
10th Grade Students with Disabilities	•			
Increase percentage of 10th Grade students who pass the CAHSEE Math during their 10th grade year by at least 3% points annually				
All 10th Grade Students				
Socioeconomically Disadvantaged 10th Grade Students				
10th Grade Students with Disabilities	•			
CHKS				
Increase percentage of students in each grade surveyed who rate the following categories as "High" by at least 3% points with each survey administration				
CHKS Academic Motivation				*
7th			Baseline	NA
8th			Baseline	NA
11th			Baseline	NA

Annual Objective	2014-15	2015-16	2016-17	2017-18
CHKS High Expectations				*
7th			Baseline	NA
8th			Baseline	NA
11th			Baseline	NA
At the close of CAASPP testing (includes SBA, STAR/CST, and CAST exams), administer a brief survey questioning students about how CCS can improve in its ability to prepare students for CAASPP testing and support them in their quest to perform at their best.	•	•	•	TBD

*CHKS not available for administration in 2017-18

The School Wide Action Plan is updated at least twice yearly, following staff reviews of student assessment and survey data, to document changes made to improve upon existing programs and to address evolving student needs. Most School Wide Action Plan Tasks are duplicated as Action Items in the SWAP Action Items Spreadsheet, which serves as a “to-do list” and is referenced throughout the year, to be sure that all SWAP tasks are completed in a timely manner.



Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary Critical Student Learning Needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.

CHOICES CHARTER SCHOOL

General Description and Background Information

Choices Charter School ("CCS" or "Choices") is a 6-12 Independent Study School that involves parents/guardians as partners in the education of their children. A highly-qualified and motivated faculty educates a diverse population of students, with the great majority being at some level of academic risk ("at risk" students.) Choices students attend small classes and/or meet with a faculty member in a one-on-one setting for two to six hours each week. Students accomplish much of their learning through assignments that are completed independently, most of which are available online, under the supervision of parents/guardians, while they are at home. All Choices curriculum is aligned with California Content Standards and Common Core Standards. Founded in 1999, the school's charter was renewed in 2004, 2009, and 2014 for five-year terms.

Within the Charter Schools Act, the "at risk" student is defined as "a pupil who, because of physical, emotional, socioeconomic, or cultural factors, is less likely to succeed in a conventional educational environment." The expression "at risk," when referring to CCS students, encompasses a wide range of academic difficulty; some students are simply not reaching their greatest academic potential in the traditional school format, while others are failing and/or at risk of dropping out of school altogether. CCS serves at-risk students with the belief that ALL students, given the appropriate tools, can succeed and be educated, contributing members of society. CCS is committed to providing students and parents with educational alternatives not readily available in the traditional public school environment.

CCS offers an alternative educational structure to meet the needs of "at risk" students who:

- were suspended or expelled from a traditional setting.
- were failing or struggling socially and/or academically in the mainstream school setting;
- learn best in a small or independent environment;
- have been disconnected from the mainstream school setting for a length of time;
- want a more personalized education with the opportunity to work at a faster pace, make up units, or graduate early.

CCS often provides a solution for students who have experienced difficulty with regular school attendance, or who have been at risk of dropping out of school altogether.

At the time of charter development in 1998, students interviewed cited the following as reasons for their lack of attendance:

- overwhelming family problems
- lack of support at home
- lack of reading skills
- credit deficiency
- no clear path to graduation
- a disconnect from teachers and curriculum
- health issues
- feeling unsafe in their neighborhood school
- problems relating socially to their peers

These reasons are still commonly referenced during the registration process of new students today.

The Choices staff has also noticed a trend in recent years of a growing number of students who enroll, at least in part, because they are struggling with anxiety. On the Fall Orientation New Student Survey, 27% of new students stated that their struggle with social/ other anxiety was a main reason for enrolling at Choices. Preliminary analysis of New Student Surveys collected during the 2017 Fall Semester indicate that this number is closer to 35% among new students who have enrolled since the beginning of the school year. Effectively meeting the needs of these students is a high priority, and professional development and measures to effectively identify, support, and track progress of students with anxiety are included in the WASC School Wide Action Plan, as well as the Local Control Accountability Plan. On the 2017 Student School Satisfaction Survey, 58% of returning students stated that their anxiety levels were lower since enrolling at Choices. This number will be carefully tracked, annually.

The primary goal of CCS is to offer personalized educational alternatives organized around how students learn best. Thanks to small class sizes and one-on-one instruction, CCS students and faculty members work together in a meaningful way to address personal obstacles and to work effectively with students' learning styles and strengths. CCS teachers utilize subject-specific diagnostic, formative, and summative test data to identify what students have learned and to re-teach to fill the identified gaps in knowledge. Teachers customize curriculum and instruction to fit the needs of the individual, while encouraging all students to utilize and build upon their strengths, in order to meet grade-level standards and progress toward graduation. Teachers engage students in the learning process by providing relevant and memorable classroom learning experiences that involve collaborative conversation among classmates as they seek solutions to academic prompts/problems. Honors and Advanced Placement courses are offered to students who qualify for more challenging academic course work. Remedial courses and modified assignments provide extra help in target areas for students who struggle. A variety of elective courses, offered both online and in the classroom setting, offer students the opportunity to earn credits while exploring individual interests and developing life skills. Of particular note, in recent years, CCS's popular Fine Arts Program has expanded significantly to now include Choir, Piano, Guitar, Percussion, and both Introductory and Advanced Art courses. CCS's personalized educational environment builds students' confidence, interpersonal skills, commitment to school, and engagement in learning, which leads to the accomplishment of high academic standards.

CCS's personalized educational environment builds students' confidence, interpersonal skills, commitment to school, and engagement in learning, which leads to the accomplishment of high academic standards.

With the exception of some Students with Disabilities who require significant modifications to curriculum, all CCS students utilize GradPoint and Math XL for School online curriculum. Both programs were researched extensively and then piloted before adoption. CCS sought curriculum that was aligned with both California Content Standards and Common Core Standards, that would provide a breadth of challenging and engaging course options for students. Both GradPoint and Math XL for School curriculums are aligned with California Content Standards and Common Core Standards and meet iNACOL requirements.

One of CCS's greatest strengths in educating students lies with the program and faculty's ability to "rehabilitate" learners who have lost both confidence in themselves as students and motivation to excel academically. CCS students typically "re-engage" in their education while at Choices, thanks to the guidance and encouragement of faculty members who meet them "where they are" and help them to experience incremental academic successes that build confidence and promote a sense of pride in their accomplishments. Students feel they are both "seen" and respected at CCS, and thrive both academically and socially in a safe environment where student misbehavior and bullying are virtually non-existent. CCS students come to feel empowered and optimistic about education and about their ability to reach academic goals and make positive changes in their lives.

CCS students typically "re-engage" in their education while at Choices, thanks to the guidance and encouragement of faculty members who meet them "where they are" and help them to experience incremental academic successes that build confidence and promote a sense of pride in their accomplishments. Students feel they are both "seen" and respected at CCS, and thrive both academically and socially in a safe environment where student misbehavior and bullying are virtually non-existent.

(Please see a student-created video that demonstrates the impact of the CCS experience on students' lives, through their perspective:

https://photos.google.com/share/AF1QipMRutRfJMDmjM1kKDN6ioTo47iJ7a2D5K_GI7JRjvI9I_FY0LLDrHm9nou4h9KFivA?key=OHBWQ1NOX0hzU3pXU0xGNGVGaDVhNmVianZMY2xn)

Once students find success with their academics at CCS, they are supported in their decision to remain at Choices for the duration of their middle school and/or high school careers, or to return to the traditional school environment. The CCS Staff facilitates students' return to traditional schools when they are ready. This has a negative effect on test scores and data, but shows that CCS's highest priority is to help students to get back on track with their education. Students who remain at Choices are provided a breadth of courses, access to standardized college-entry exams and internship/job opportunities, a supportive staff, and individualized counseling, all designed to prepare students for post-graduation academic and/or professional pursuits. 100% of 2017 graduates stated that they would recommend the program to other students. 36% of the graduates stated that they would not have graduated from high school if they had not attended CCS. 53% of those graduates planned to attend college or trade school in the coming year.

100% of 2017 graduates stated that they would recommend the program to other students.

36% of 2017 graduates stated that they would not have graduated from high school if they had not attended CCS.

53% of 2017 graduates planned to attend college or trade school in the coming year.

Mission, Vision, and Student Learner Outcomes

The following are Choices Charter School's Mission Statement, Vision, and Student Learner Outcomes ("SLO"s.)

Choices Charter School Mission Statement

Choices Charter School is a public educational option for students in grades six through twelve. Our mission is to graduate confident, self-directed students who are contributors to their communities. This is accomplished through a partnership with parents, students, staff, and community in an extraordinary environment where student learning is individualized and relevant to student goals and future plans.

Choices Charter School Vision

To create an extraordinary learning environment for students to acquire the knowledge and 21st century skills necessary for living a meaningful life through responsible citizenship, lifelong learning, and productive employment.

Choices Charter School Student Learner Outcomes ("SLO"s)

The Choices Charter School Student Learner Outcomes are based on the Common Core's 4 Cs. At Choices, all students focus on building skills in the following areas:

Critical Thinking:

Students draw conclusions and make decisions based on research and logic. Conclusions and decisions are supported by evidence from several credible resources. Students apply understanding of concepts to new situations.

Communication & Collaboration:

Students cooperate and compromise with others. Students engage in productive discussions, respect individual contributions, and assume responsibilities of tasks that add value to group endeavors.

Creativity:

Students take risks and engage the interest of others. Students synthesize and build upon the works and ideas of others to develop their own concepts. Students produce results that involve original thought.

Commitment:

Students are dedicated to the completion of projects and will overcome obstacles to reach goals. Students learn from failure and apply new knowledge to subsequent pursuits. Students are dedicated to lifelong learning.

The Mission Statement, Vision, and Student Learner Outcomes are re-evaluated by the CCS Staff on an annual basis and updated when deemed necessary to reflect evolving requirements of an ever-changing student body and world. The Student Learner Outcomes

were recently updated to align more closely with The 4 Cs, upon the suggestion of the 2015 WASC Three-Year Term Revisit Committee.

Local Control Accountability Plan

Each year, CCS updates its Local Control Accountability Plan ("LCAP"), which outlines the ways in which funding will be used to support disadvantaged student subgroups. Like with the WASC Self-Study process, all school stakeholders provide input in the process of defining goals and actions to be taken in pursuit of those goals. Meetings with the Advisory Council, Leadership Team, CCS Staff, Foster Youth Services Department, and Family Focus Groups provide opportunities to review school data and define objectives.

At Choices Charter, Socioeconomically Disadvantaged Students, English Learners, and Foster Youth benefit from enhanced:

- tutoring services,
- college & career planning support,
- school community features,
- technology resources,
- support for students with anxiety, and
- other miscellaneous support services

that are funded by the Local Control Funding Formula.

LCAP tasks are included in the WASC School Wide Action Plan and are labeled for easy identification.

WASC Accreditation & Visiting Committee Feedback

Choices Charter School is currently WASC-Accredited through June 2018 and chartered by the San Juan Unified School District through 2019. Its practices are aligned with the San Juan Unified School District's Strategic Plan. Choices is a member of the San Juan Charter Coalition. A Spring 2016 school audit found no discrepancies in internal accounting processes. Common Core training is ongoing and curriculum has been updated or adopted to correspond to the new national standards. CCS participates in CAASPP testing annually, and began to administer the SBAC Interim exam, as a standardized formative assessment tool, in 2016-17.

In 2012, a WASC Self-Study Visiting Committee commended the school on its:

- dedication to student success
- enthusiasm by all stakeholders
- high-level commitment to the program
- safe and clean facility
- measurement and communication of the CCS Student Learner Outcomes
- respectful and positive learning environment
- strong rapport between faculty, students, and families
- ability to combine nurturing and high expectations
- high level of staff collaboration and professionalism
- highly qualified faculty

- variety of instructional options
- effective implementation of the independent study model (facilitating students' independence while providing necessary support)
- technology programs available to students for remediation and extension of material
- growing graduation rate and graduate enthusiasm for post high school education

In 2015, a WASC Three-Year Term Revisit Committee complimented CCS's program on its:

- thoroughness in addressing all Critical Areas for Follow-up that were identified by the 2012 WASC Visiting Team
- professionalism demonstrated by all staff members
- dedication to the independent study model
- celebration of individual students' successes
- increase in tutorial services offered to students for free
- growth in the number of students who graduate and move on to postsecondary education opportunities
- development of student confidence needed for successful adulthood
- students' positive attitude toward learning
- tremendous growth in student test scores, attendance, graduation, curriculum guidelines, and learning
- focus on professional development
- staff collaboration about formative assessment data that informs changes in instructional methodology and promotes learning
- differentiated instruction that allows faculty to meet the learning, emotional, and motivational needs of students
- year-round collection of data about student learning and satisfaction
- constant analysis of school processes and ongoing efforts to improve the program's ability to maximize students' potential

Choices Charter School Staff

The Choices Charter School staff, a group of highly-educated and motivated professionals, works cohesively and enthusiastically to serve students and their families through education. Staff members are dedicated to the independent study model, and celebrate the individual successes of students working within it.

The 2017-18 Support Staff

<u>Support Staff (2017-18)</u>	<u># of Staff Members by Function</u>
Administrator/ Safe School Plan Administrator	2
Counselor	1
Community Outreach Representative	1
Tutor	1
Clerical	3
Custodian	1
Special Education Administrator/ Tutor	3
Number of Vendors/ Consultants/ Contractors	2

CCS Staff Ethnicity (2017-18)

<u>Ethnicity</u>	<u># of Staff</u>	<u>% of Total</u>
Asian/ Pacific Islander	3	11%
Hispanic	2	7%
African American	0	0%
White	23	82%
Total	28	100%

CCS Faculty Data (2017-18)

<u>Teacher Credentials</u>	<u>2017-18</u>
Total Number of Teachers	18
Full Credentials and Teaching in Subject Area	18
Full Credentials and Teaching Outside Subject Area	0
Number of Teachers with Advanced Degrees (<i>1 Ph.D., 9 Masters Degrees</i>)	7
Emergency Credentials (includes District & University Internships, Pre-Interns, and Emergency Permit)	1
Teachers with Waivers (does not have credential and does not qualify for Emergency Permit)	0
Number of Teachers in Specialized Training/Intern Programs	0
Number of Teachers in an Intern Program	0
Number of Teachers Who Have Met the Highly Qualified Teacher Requirement of NCLB	18
Number of Paraprofessionals Who Have Met the requirements of the Every Student Succeeds Act (ESSA):	5
Average Years of Educational Experience Within the District (as of June 2017)	15+
Average Total Number of Years in Education (as of June 2017)	15+
Number of Teachers Who Are Male	3
Number of Teachers Who Are Female	15

Choices Charter School teachers are experienced in the area of Independent Study and highly dedicated to CCS. As of December 2017, CCS faculty members had, on average, 15+ years of experience teaching in the San Juan Unified School District. Despite the allure of higher salaries offered in other area schools, CCS Staff members tend to stay at Choices for several years. More than half of the faculty has taught at Choices for more than ten years. CCS Faculty members typically report that they feel a significant sense of satisfaction from working with students at Choices, where the education is personalized and where struggling students typically find academic success. Please “meet” the Choices Charter School Staff at:

<http://choicescharter.org/who-we-are/our-staff/>.

Each year, CCS Faculty members seek professional development from experts in education and implement their research-based instructional strategies, either schoolwide or in specific academic departments. For example, since the last Self-Study in 2012, CCS Faculty members have participated in training from/ based on methodology of the following organizations:

- SJUSD [Naviance, SEIS, CAASPP, WIAT, Working with Students with Anxiety & Childhood Trauma, Illuminate Data & Assessments, Mathematical Modeling, Integrative Math, Grade-Level Math Workgroup, Summer Math]
- California State University Sacramento (Character Development & Leadership, Math/ Common Core in the Classroom, Expository Reading & Writing)
- Buck Institute of Project-Based Learning
- Schoology
- Google Docs
- Grading Smarter, Not Harder (staff review of book by Myron Dueck)
- Effective Feedback (staff review of book by Sarah Brown Wessling)
- Sacramento County of Education (Common Core)
- GradPoint
- School Pathways
- AP Institute
- California Consortium for Independent Study (various conference presenters)
- Development Resources (Asperger’s Syndrome)
- National Association of Peer Program Professionals (Teen Suicide)
- Sacramento Area Mathematics Educators
- Placer County Office of Education (Peg Smith: Research-Based Teaching Practices Essential for High Quality Mathematics Education)
- The Association of Personalized Learning Schools and Services (various conference presenters)
- Wellness Together/ CA Department of Education (California Student Mental Wellness Conference)

Thanks to professional development from organizations like those above, teachers have developed their ability to educate students through effective use of Common Core online curriculum and instructional strategies that support and extend upon it, administration of and use of data from standardized assessments, motivational techniques such as retesting and feedback, and connection with students who are often struggling to overcome academic and/or personal challenges.

Choices Charter School Students

Choices Charter School students, most of whom were struggling socially and/or academically in the traditional school environment, come to CCS looking for a different academic environment in which they will succeed. Though the reasons for students' difficulties in school vary greatly, some face challenges such as bullying, social distractions in large classes, learning disabilities, or issues with health. According to diagnostic testing of new students at the time of enrollment during the Fall 2017 semester (through November 30, 2017), CCS students arrive at Choices performing at an average reading grade level of 7.4. 76% of new students during this time frame tested with 8th grade or lower English Language Arts skills, while approximately 77% of CCS students were enrolled in grades 9-12. Though CCS students enroll with below-grade-level skills, most students who remain at Choices find that they are able to build skills, improve their GPAs, and graduate from high school. Over half (53% in 2017) report that they plan to pursue subsequent academic endeavors immediately following graduation. For many of them, this academic success represents a significant turning point in their lives.

Student and Parent Satisfaction Rates

A Fall 2017 survey of returning students indicated that students are highly satisfied with the program at Choices. The following table indicates the percentage of students surveyed who agreed with the following statements.

2017 Student School Satisfaction Survey

Statement	% Agree
I feel safe at CCS.	99%
My education has become more personalized at CCS.	99%
I feel that the CCS staff is caring and responsive to student needs.	98%
My feelings about my education have become more positive since attending CCS.	95%
I am satisfied with the social opportunities and sense of community at CCS.	91%
I had a positive experience at CCS last year.	97%

Choices' parents report high levels of satisfaction with the program, as well, as is shown in the following table, which lists the percentage of returning parents who agreed with the following statements in Fall 2017.

2017 Parent School Satisfaction Survey

Statement	% Agree
The social environment at CCS is positive and supportive.	95%
The facility meets the needs of the school.	99%
The educational program at CCS met my expectations last year.	99%
I have opportunities to provide input about the school program.	95%
Overall, CCS provides a positive educational experience.	100%

Nearly all of the satisfaction percentages in both surveys above grew in 2017. All School Satisfaction Survey data points tracked in the school's WASC School Wide Action Plan have met the defined target of 90% or above satisfaction in years 2015-2017.

Student Enrollment

Since 2013-14, as seen in the following table, CCS has experienced an upward trend in enrollment and is currently enjoying a significant increase in Fall 2017.

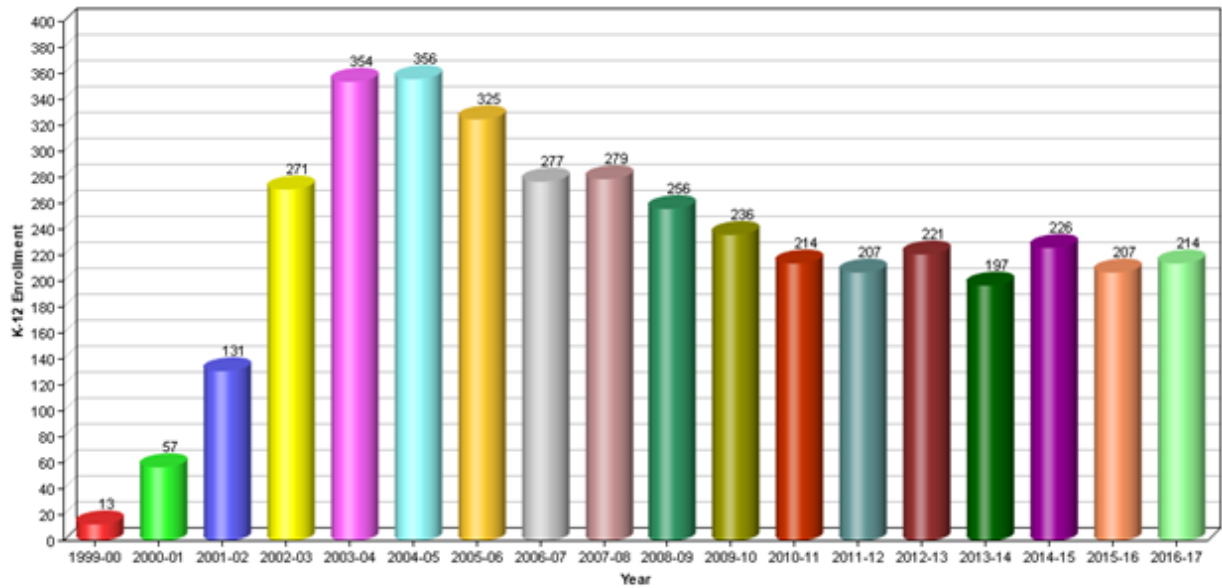
Choices Charter School Total Student Enrollment by Year 2013-14 through 2017-18 (Dataquest)

	2013-14	2014-15	2015-16	2016-17	2017-18
Total Enrollment	197	226	207	214	263*

*2017-18 data from school records (not yet published on Dataquest)

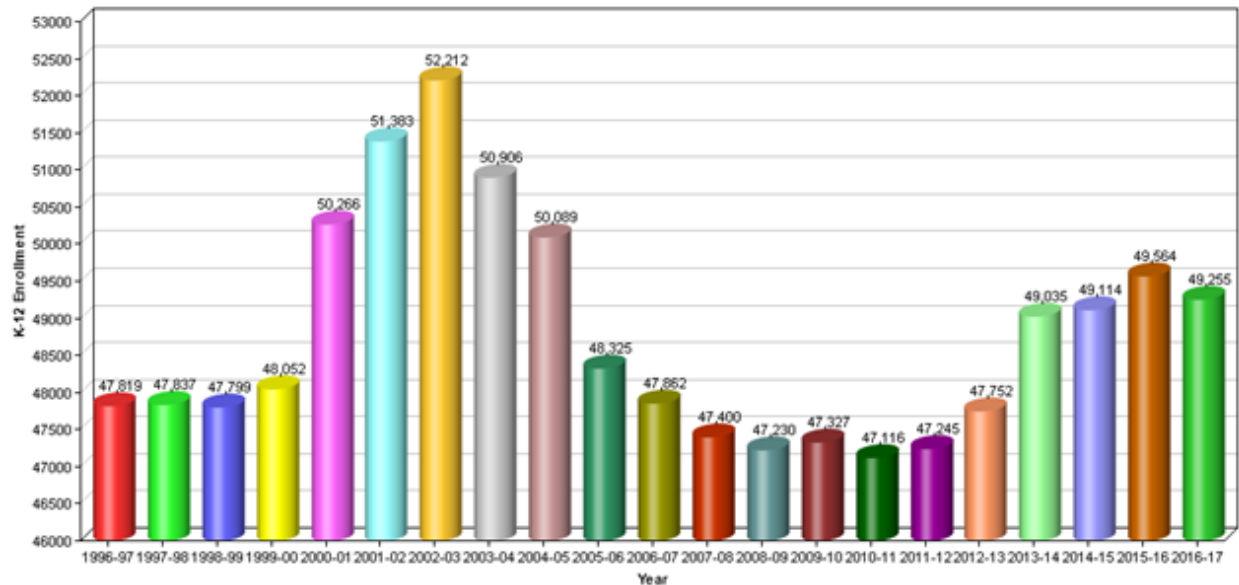
Enrollment declined between 2007-08 and 2011-12 and then began to build again in 2012-13, mirroring the enrollment trends of the San Juan Unified School District, where Choices resides. As district schools strive to maintain their own enrollment numbers, Choices' relationship with the San Juan Unified School District, with respect to student referrals, has sometimes transitioned from collaborative to competitive, as both entities seek to attract and retain the same students. The establishment of many new local charter schools during this same period has also intensified the competition that Choices faces in attracting students. Recent growth in enrollment may be attributed to augmented marketing efforts, which have included a new school logo, suite of marketing materials, and website, as well as to referrals from an increasingly satisfied client base.

Choices Charter School Enrollment by Year (Dataquest)



ChartDirector (unregistered) from www.advsofteng.com

San Juan Unified School District Enrollment by Year (Dataquest)



ChartDirector (unregistered) from www.advsofteng.com

Student Enrollment by Grade

Enrollment at most grade levels has fluctuated through the years. When comparing 2013-14 enrollment levels to those of 2016-17, the largest net drops in grade-level enrollment have been in 10th and 11th grades. Enrollment has remained essentially constant in 9th grade, while it has grown significantly in 6th, 7th, 8th, and 12th grades.

Choices Charter School Enrollment by Grade Level and by Year (Dataquest)

<u>Grade</u>	2013-14	2014-15	2015-16	2016-17
6th	2	4	5	13
7th	9	14	14	17
8th	19	15	24	26
9th	21	19	15	20
10th	34	50	27	27
11th	49	56	59	41
12th	63	68	63	70
Total	197	226	207	214

In 2012, CCS added a 6th grade program, which offers a middle school option to students who finish elementary school in 5th grade and need a place to start in 6th. Enrolling students at the 6th grade level has allowed CCS to build enrollment in its middle school program, overall, as many students, once enrolled in 6th grade, decide to stay at CCS for their entire middle school careers. In 2013-14, the middle school program accounted for 15% of CCS total enrollment. In 2016-17, middle school students weighed in as 26% of total enrollment.

Student Enrollment by Gender

The school population, as a whole, has remained consistent and balanced throughout the years at about 50% Male and 50% Female.

Percentage of Students Enrolled by Gender and by Year (CDE/Dataquest)

	2013-14	2014-15	2015-16	2016-17
Male	51%	50%	51%	49%
Female	49%	50%	49%	51%

Student Enrollment- Students with Disabilities

In 2016-17, 15% of CCS students were officially designated as Students with Disabilities. This percentage is 150% of what it was in 2007 (10% of 2007 STAR testers were Students with Disabilities). The percentage of Students with Disabilities has grown gradually over the past decade. The percentage of CCS Students with Disabilities has plateaued across the last three school years; based on a snapshot of enrollment numbers in November 2017, for the third year in a row, 15% of enrolled students are designated as Students with Disabilities.

CCS Students with Disabilities Data by Year (Dataquest 2016 Accountability Transition Report)*

Year	Percentage of CAASPP Test Population with Disabilities
2016-17	15
2015-16	15
2014-15	9

*No directly comparable data available for 2013-2014 due to suspension of API Reports during transition to CAASPP testing.

CCS serves Students with Disabilities with all services afforded by the San Juan Unified School District, and students thrive in CCS's small, safe environment, where they receive individualized modifications and support from faculty, SJUSD Special Education personnel (Counselor, Psychologist, Speech Therapist, and Nurse), and tutors.

Student Enrollment- Socioeconomically Disadvantaged Students

The percentage of Socioeconomically Disadvantaged Students at CCS has grown significantly in recent years and in 2016-17 was reported as 57% of the CCS student population, as of Census Day. This percentage is more than ten times what it was in 2007 (just 5% of 2007 STAR testers were Socioeconomically Disadvantaged).

CCS Socioeconomically Disadvantaged Students Data by Year (CDE Dataquest)*

Year	Percentage of Student Population who are Socioeconomically Disadvantaged (on Census Day)
2016-17	57
2015-16	38
2014-15	46

*No directly comparable data available for 2013-2014 due to suspension of API Reports during transition to CAASPP testing.

In 2012-13, the CCS staff pledged to focus more closely on meeting the needs of Socioeconomically Disadvantaged Students, both in terms of academic needs (such as tutoring) and basic needs, such as nutrition and transportation. For years, the staff suspected

that the percentage of CCS families designated as Socioeconomically Disadvantaged through STAR testing data was outdated and under-representative. In 2013, 2014, 2015, and 2016, various in-house efforts were made to collect more current and accurate information from families about their socioeconomic situations, in order to most effectively target families in need with special services. Students who are Socioeconomically Disadvantaged often receive priority consideration for bus passes, on-campus nutrition, invitations to attend the Sacramento Speaker Series events, holiday giving, scholarships, invitations to volunteer at graduation, offers to subsidize home internet costs, assistance with college planning, loaner laptops, clothing from the on-campus clothing closet, and more. Socioeconomically Disadvantaged families have been invited to attend an annual focus group meeting designed to solicit feedback about CCS services- which are helpful and what more can be done to meet these families' needs.

Due to flaws in internally-developed income surveys and their administration, in 2016-17, CCS began to request that families complete the SJUSD online survey for free and reduced lunch, first upon enrollment at Choices, and then again each year at Fall Orientation. During the 2016-17 school year, 57% of students surveyed qualified for free or reduced lunch. This reported figure is significantly higher than those officially reported in previous years and is helpful in securing additional LCFF funding to be used in addressing this subgroup's specific needs.

Student Enrollment- English Learners

Though English Learners have never yet represented a large percentage of the CCS student population, the number of students in this category did grow significantly in recent years and then dropped again. In 2007, the percentage of CCS STAR testers who were English Learners was just 2%. In 2014-15, 7% of those enrolled at CCS were English Learners. In 2016-17, the percentage of English Learners enrolled at CCS on Census Day was just 1%, representing half of what it was a decade earlier. English Learner Indicator data from LCFF Evaluation Rubrics is not available, for privacy reasons, due to an extremely small sample size.

CCS English Learners Data by Year

(CDE Dataquest)*

Year	Percentage of CAASPP Test Population who are English Learners
2016-17	1
2015-16	2
2014-15	7

*No directly comparable data available for 2013-2015 due to suspension of API Reports during transition to CAASPP testing.

At CCS, Common Core curriculum, in combination with individualized tutoring, supports the development of English Language reading and writing skills. English Learners, specifically, are encouraged to enroll in elective courses and to participate in extracurricular activities that involve a high level of interaction with faculty and other students, in order to expand their ability to speak fluently.

Student Enrollment- Foster Youth

The San Juan Unified School District Foster Youth Services Department is located on the Choices Charter Campus, which encourages student referrals and facilitates collaboration once Foster Youth students are enrolled. Foster Youth Students are frequently visited and provided support by Foster Youth professionals when they are on campus with teachers. Foster Youth enrollment, however, tends to be very low at Choices- accounting for just 1% of enrollment in Spring 2017 and Fall 2017, as reported by the California School Dashboard Equity Report.

Student Enrollment by Ethnicity

The following table details the CCS enrollment by ethnicity for the school years 2013-14 through 2016-17. The vast majority of the student population is White (57%), Hispanic/Latino (22%), or Black/African American (11%). The percentage of students of each ethnicity has remained generally consistent throughout the past four years.

CCS Student Enrollment Percentages by Ethnicity (2013-14 through 2016-17) (Dataquest)

Ethnicity	2013-14	2014-15	2015-16	2016-17
American or Alaskan Indian	4	2	2	1
Asian	1	2	1	1
White	60	54	59	57
Pacific Islander/ Native Hawaiian	0	0	1	3
Filipino	1	1	1	2
Hispanic/ Latino	24	25	22	22
Black/ African American	8	13	13	11
Multiple/ No Response	2	3	1	3
Total Enrollment	100	100	100	100

Student Attendance Rates

The 2017-18 budget is built on P2 enrollment of 224. At the end of the first attendance period of this school year, attendance had already grown to 269 students at 97.03% present. By the end of the second attendance period, 266 students were enrolled and the attendance for the period was at 96.3%. At the close of the third attendance period of the year, 272 students were enrolled at 92.9% present. Strong enrollment and high attendance

rates will grow the 2018-19 budget and allow Choices to provide additional services to its students, particularly those in greatest need.

Once enrolled, some students continue to face the personal struggles that originally brought them to Choices; these challenges tend to affect their attendance at CCS, too. Choices' chronic absenteeism rate was 27.9% in 2016-17:

<https://dq.cde.ca.gov/dataquest/dqcensus/AttChrAbsRate.aspx?cds=34674473430758&aggl=level=school&year=2016-17>.

Measures of Student Learning

Student achievement, though notoriously difficult to define, is measured here in accordance with the LCFF's Eight State Priorities/ Rubrics. CCS tracks student progress using the tools that are used in computing LCFF school status, change, and performance, as well as other measures, including, but not limited to:

- Smarter Balanced Assessment ("SBA" or "SBAC")
- Student Learner Outcomes ("SLO"s)
- California Standards Test in Science ("CST")
- California English Language Development Test ("CELDT")
- Formative Assessments, such as the SBAC Interim
- Math Pre- and Post-Tests
- Honor Roll
- Golden State Seal of Merit
- Advanced Placement Courses/ Exams
- Dual Enrollment in Community College
- A-G Enrollment
- Graduation, Dropout, Suspension, and Expulsion Rates
- Student and Parent School Satisfaction Surveys
- Senior Exit Interview
- CAASPP Student Survey
- ROP/ Workability/ Work Permits
- PSAT/ SAT/ ACT
- HiSET
- California Healthy Kids Survey
- Students with Disabilities Attitude Survey
- Socioeconomically Disadvantaged Students- Family Focus Group Feedback

Smarter Balanced Assessment ("SBA")

Although CCS serves a growing number of gifted students, the majority of students fell behind academically at their previous schools and enroll at CCS with deficiencies in credits, knowledge, and skills. Therefore, a majority of CCS students fall into the "Strategic Learner" (below grade-level standards but with assistance will make progress) category. Many of these students also experience testing anxiety, which tends to detract from optimal results. Most CCS students are socioeconomically disadvantaged, have one or more disability that interferes with academics, and/or are learning English while going to school. Because students who have fallen behind and who are facing these challenges tend to score lower on standardized exams than students at grade level without disadvantages, it is difficult to demonstrate growth in test scores at the highest levels of academic proficiency. This is particularly true in Mathematics, as most CCS Students, after enrolling well behind in math skills, graduate

having completed just Algebra 1. The high school Math SBA tests students on advanced Algebra and Geometry concepts that they have often never before learned.

To make matters more confusing, CCS Students are often not enrolled at CCS for long before taking the SBA at Choices. On the 2017 CAASPP Student Survey, 63% of test takers revealed that they had been enrolled at Choices for just one or two semesters before taking the SBA. SBA test results often do not reflect upon education that students have received at CCS, and comparing results from year to year often involves comparing the achievement of significantly different groups of students.

CCS students piloted the SBA in Spring 2014, the results of which were not officially documented. The following table demonstrates SBA proficiency levels in 2015, 2016, and 2017 for All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities. (The number of students in the English Learner category at Choices each year is so small that the sample size is deemed insufficient to report publicly, in order to protect the privacy of individual students within the group. This is sometimes true of the Students with Disabilities subgroup, also, and is indicated in the following table as "ISS" when this is the case.)

SBA Proficiency Levels for All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities, by Year

	2015	2016	2017
Mathematics			
Percentage of Students Not at Standard			
All Students	60	66	65
Socioeconomically Disadvantaged Students	56	72	75
Students with Disabilities	ISS	90	73
Percentage of Students who Met or Exceeded the Standard			
All Students	16	10	12
Socioeconomically Disadvantaged Students	16	4	8
Students with Disabilities	ISS	5	13

English Language Arts			
Percentage of Students Not at Standard			
All Students	19	31	31
Socioeconomically Disadvantaged Students	23	34	36
Students with Disabilities	ISS	64	73
Percentage of Students who Met or Exceeded the Standard			
All Students	53	41	39
Socioeconomically Disadvantaged Students	53	28	31
Students with Disabilities	ISS	14	20

In 2015, the 11th grade class was unusually academically strong. Because they made up 58% of that year's testing population, overall SBA scores were particularly high and not considered by the CCS Staff to be representative of typical scores at Choices. For this reason, comparison of 2016 and 2017 scores may be a more accurate reflection of student achievement at CCS.

In 2017, a higher percentage of All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities Met or Exceeded Standard on the Math SBA. Also in 2017, a higher percentage of Socioeconomically Disadvantaged Students and Students with Disabilities Met or Exceeded Standard on the ELA SBA.

LCFF Evaluation Rubric data is not available for Students with Disabilities, due to insufficient sample size. Socioeconomically Disadvantaged Students scored "Low" in ELA, which is the same category that All Students scored. Socioeconomically Disadvantaged Students scored "Very Low" in Math, while All Students scored "Low," showing a greater disparity of learning in this area. In order to build Math skills of all students, and particularly those of disadvantaged student groups, tutors are selected with great emphasis on Mathematics skills, and Math students are encouraged, and sometimes required, to seek tutoring support for homework completion.

English LCFF:

<https://www.caschooldashboard.org/#/ReportDetail/34674473430758/3/6>

Mathematics LCFF:

<https://www.caschooldashboard.org/#/ReportDetail/34674473430758/3/7>

The following table shows student achievement by grade on the 2017 SBA. The numbers under each grade level indicate the sample size for the grade, which is often small in grades six through eight.

2017 SBA Proficiency Levels by Grade

	Grade 6	Grade 7	Grade 8	Grade 11
Mathematics	25 s	21 s	35 s	58 s
% of Students who are Not At Standard	56	52	66	72
% of Students who Met or Exceeded the Standard	16	24	12	5
English Language Arts	25 s	21 s	35 s	59 s
% of Students who are Not At Standard	40	33	34	25
% of Students who Met or Exceeded the Standard	24	38	37	40

While the SBA data by grade level shows that Math proficiency on the Math SBA tends to fall as the grades progress, ELA proficiency tends to grow. This may be largely reflective of the extent to which new students have already fallen behind when they enroll at Choices. Because Mathematics is less forgiving when students miss concepts along the way, many CCS students who have run into problems with school attendance in the past struggle more in this area.

In 2015-16 and 2016-17, with the pilot and then school-wide adoption of GradPoint curriculum taking place concurrently with the pilot and then adoption of the SBA, faculty and students alike are in a period of transition and adjustment. As curriculum aligns with test content, teachers learn better how to extend upon and provide instruction for new programs, and students adjust to the new test format, SBA scores should improve in the coming years.

Student Learner Outcomes

In each year since the 2012 Self Study, student accomplishment of Student Learner Outcomes has been supported by carefully crafted assignments embedded throughout curriculum, school-wide. In 2015, in response to the 2015 WASC Visiting Committee's recommendation (Critical Area for Follow-Up), the CCS Student Learner Outcomes were revised to more closely align with the Common Core's "Four Cs." The Student Learner Outcomes Rubric was updated to reflect the changes. In the years leading up to and including 2014-15, first English Teachers, and then Supervising Teachers, evaluated their students, using the SLO Rubric. Each student was evaluated by just one teacher. In 2015-16, in order to increase the accuracy of student evaluations, ALL teachers evaluated ALL of their students using the SLO Rubric. Student scores were calculated as averages of the scores received from all of their teachers. The percentages of students scoring "At or Exceeding Standard" in each SLO category, each year, by graduating class was documented and will be tracked annually to assess growth. Ideally, all twelfth grade students will score "At or Exceeding

Standard” in all SLO categories. Due to a high percentage of turnover in student enrollment on an annual basis, CCS’s goal is for 80% or more of seniors to score as “At or Exceeding Standard” in each SLO category. In the late winter of 2016, the following percentages of seniors scored “At or Exceeding Standard” in each of the four SLO categories:

2015-16 Student Learner Outcome Rubric Data*

Student Learner Outcome Category	% of 12th grade students “At or Exceeding Standard”
Critical Thinking	57%
Communication & Collaboration	58%
Creativity	50%
Commitment	52%

*Student Learner Outcomes were revised in 2015. Data not collected in 2016-17 due to adoption of new curriculum, school wide. 2017-18 data TBD.

Because the Student Learner Outcomes were new to the school in 2015-16, the percentages above are significantly below the 80% target for each SLO. It is encouraging, however, that all baseline figures were already at 50% or above in the first year. As faculty works to more closely align coursework with the development of the SLO skills, and returning students are exposed to consecutive years of practice, these percentages will grow.

In order to ensure that all CCS Students are provided with opportunities to develop the CCS Student Learner Outcomes skills, classroom teachers are required to document examples in their curriculum and/or classroom instruction plans that demonstrate student practice of each of the Four Cs/ Student Learner Outcomes. This documentation, along with samples of student work associated with each SLO category will be available for review by the 2018 WASC Visiting Committee.

During each four-week attendance log period, all CCS Faculty Members focus classroom discussions on one of the four Student Learner Outcomes. This process is continued through the school year so that each Student Learner Outcome is discussed at length during two months of instruction, each year.

In order to promote student awareness of the Student Learner Outcomes and their levels of progressing ability associated with each of them, students are required to evaluate themselves using the Student Learner Outcomes Rubric each fall. Then, at the close of the year, they are asked to repeat this evaluation, comparing their current rubric ratings to those that they chose at the beginning of the year. Supervising Teachers discuss evaluations with students and sometimes assign reflective writing pieces to add emphasis to this activity.

At the close of each fall semester, *all* teachers evaluate *all* of their students, by subject area, using the SLO Rubric and record their evaluations in a central spreadsheet. Data is tracked in the School Wide Action Plan and reported to all school stakeholders.

CST Science

While the new SBA exam measures proficiency in English Language Arts and Mathematics, the CST exam has continued to provide useful feedback to CCS Faculty regarding student proficiency in Science.

The following tables demonstrate student proficiency in Science in grades eight and ten in the testing years of 2014-2016. (The CST was discontinued and replaced with the CAST pilot in 2017- no data released.) Because the sample sizes for each grade are small each year, the number of students in CCS's significant student subgroups within those small sample sizes is insufficient for public reporting and impossible to track while protecting individual students' privacy.

CST Science Proficiency Levels by Grade

Percentage of students scoring Below Basic or Far Below Basic by year and by grade

	2014	2015	2016	2017
8th	37	32	33	CAST Pilot
10th	28	23	19	CAST Pilot

Percentage of students scoring Proficient or Advanced by year and by grade

	2014	2015	2016	2017
8th	42	63	33	CAST Pilot
10th	40	26	38	CAST Pilot

Through recent years, fewer students in 8th and 10th grades have scored Below Basic or Far Below Basic on the Science CST. However, the percentage of students scoring Proficient or Advanced in both grades has vacillated significantly from one year to the next, without a clear trend to note. Small sample sizes and a transition to GradPoint's Common Core Science curriculum confuse the relevance of the test data. With new CAST data available in 2019, the CCS Science Department will be able to begin to evaluate alignment between new GradPoint curriculum (adopted in 2016-17) and new CAST content.

CELDT

CCS's English Learners take the CELDT test each year. The number of students who classify as English Learners at Choices is typically very small. However, their CELDT achievement levels are publicly reported in each year that the number of students is four or greater. CELDT data for 2013-14 through 2016-17 is shown in the following table.

CELDT Data by Year

School Year	2013-14	2014-15	2015-16	2016-17
# of students tested	9	5	2	2
% Advanced	22	20	ISS*	ISS
% Early Advanced	44	40	ISS	ISS
% Intermediate	33	40	ISS	ISS
% Early Intermediate	0	0	ISS	ISS
% Beginning	0	0	ISS	ISS
% of students who met the CELDT Criterion	67	60	ISS	ISS

Due to a small sample size of students, many of whom have been enrolled at Choices for a year or less when they take the CELDT test, it is difficult to show a meaningful correlation between enrollment at CCS and growth in English language proficiency. However, because English Learners are encouraged to enroll in courses that involve reading, writing, and speaking in English in safe environments, the faculty believes that English Learners do progress while at CCS. LCFF indicators are not available for this student subgroup due to insufficient sample size:

<https://www.caschooldashboard.org/#/ReportDetail/34674473430758/3/3>

Smarter Balanced Assessment Consortium Interim Exam ("SBAC Interim")

Following the San Juan Unified School District's lead, Choices decided to move from the NWEA MAP formative assessment tool to the SBAC Interim, a more cost-effective tool that is highly aligned with the SBA summative assessment, given each spring. The SBAC Interim exam was piloted at CCS in 2016-17. The following is the achievement data that faculty and students collected regarding the students' SBA readiness in Mathematics and English Language Arts.

2016-17 Mathematics SBAC Interim

% of students who scored at each proficiency level

Test Name/ Grade	# Tested	% Below	% At/Near	% Above
6th	9	56	44	0
7th	Not Tested			
8th Geometry	2	50	50	0
8th Expressions & Equations	3	33	34	33
9th	Not Tested			
11th Linear Functions	20	55	45	0
11th Quadratic Equations	18	50	50	0

2016-17 English Language Arts SBAC Interim

% of students who scored at each proficiency level

Test Name/ Grade	# Tested	% Below	% At/Near	% Above
6th- Reading Informational Text	8	0	88	12
7th- Reading Literary Text	14	21	50	29
8th- Reading Literary Text	19	26	58	16
9th- Reading Literary Text	13	31	31	38
11th- Reading Literary Text	21	5	57	38

The first table shows that roughly one third to one half of students tested in Math scored "At/Near" Standard. As shown in the second table, the great majority of ELA students scored "At/Near" or "Above" Standard at every grade level. Though much of the data was

promising, all areas tested revealed need for interventions. ELA and Math teachers felt that the data from this pilot was useful and that it would inform changes in their curriculum and instruction to more effectively prepare students for the spring administration of the SBA.

Based on the SBAC Interim pilot data, ELA teachers decided to immediately focus on development of writing skills and to consider additional class time (especially for 8th grade) and additional writing assignments for 2017-18 and beyond.

Unfortunately, the SBAC Interim results showed fewer students, overall, testing below standard than was ultimately the case on the actual SBA in the spring. This may be the case because of smaller testing sample sizes on the SBAC Interim, which were comprised primarily of students who more frequently attend on-site classes and tend to earn higher grades. In 2018, teachers will also reevaluate which SBAC Interim modules to administer, in case those given in 2017 were inappropriately skewed to reflect student strengths.

A 2017 study of "A" and "B" students revealed that those who perform well on the CCS curriculum itself also perform well on the SBA exams. At least 50% of "A" and "B" grade-level Mathematics students scored "Near, At, or Above Standard" on the 2017 Mathematics SBA, while at least 85% of "A" and "B" grade-level English Language Arts students scored "Near, At, or Above Standard" on the 2017 English Language Arts SBA (percentages varied by class/ grade). These results reassure the faculty and students that the most effective way to prepare for and predict success on the SBA exam is to excel in CCS coursework.

Math Pre- and Post-Tests

Because CCS students typically enroll with significant deficiencies in Math skills and frequently arrive or leave the school mid-year, it is difficult to track progress in Math by analysis of standardized annual exam data. In order to collect more meaningful data, in 2016-17, the Math Faculty piloted a standards-based exam (like one that could be given as a final exam at the end of a two-semester course) that was administered at both the beginning of the school year and at the end of the school year in Pre-Algebra. Scores of students who were enrolled at the time of administration for both tests were evaluated to assess growth of students while enrolled in Math at Choices. Unfortunately, average scores on the end-of-year assessment were shown to drop by 7%. The Math Faculty does not yet understand this result and has decided to conduct the pre- and post-tests at the beginning and end of Fall semester in 2017-18, with the belief that students will perform better on a post-test that covers less content. 2016-17 pre- and post-test data does underline a need to consider additional measures, such as mandatory tutoring or additional required class time, which may support Math proficiency in CCS's independent study program.

Honor Roll

In many cases, students, once enrolled at Choices, not only pass their courses, but earn grades that qualify for the first or second Honor Roll. At the beginning of the Fall and Spring semesters each school year, students who have qualified for the Honor Roll during the previous semester are celebrated in a ceremony, where they are given a certificate and photographed with their family. Seniors with Honor Roll standing for their cumulative GPAs are also recognized at Graduation.

The following table shows the number of students in Middle School and High School who qualified for the first or second Honor Roll, by semester, in 2016-17. On average, more than a quarter of all students qualified for the Honor Roll in 2016-17.

Number and Percentage of Students on the First or Second Honor Roll in 2016-17 by Semester

Grade	Fall 2016	Spring 2017
6-8	30	20
9-12	64	39
Total on Honor Roll	94	59
Total Enrolled at End of Semester	290	250
Percentage on Honor Roll	32%	24%

Golden State Seal of Merit

Each year, a group of CCS students graduates with Golden State Seal of Merit distinction. The following table shows the number of graduates by year who have earned this honor.

Golden State Seal of Merit Graduates by Year

	2014	2015	2016	2017
Number of Golden State Seal of Merit Graduates	2	3	10	8

The growing number of Choices students graduating with the Golden State Seal of Merit status is a reflection of the growing number of ambitious, academically-minded students who like the independent study model and enroll at Choices, not necessarily as a last resort, but as a preference.

Advanced Placement ("AP") Courses

Each year at CCS, AP courses are offered to students. The following table demonstrates the number of AP students who tested in 2016-17 and the percentage of those students who ultimately passed the AP exam for the course, earning college credit. At Choices, all students who would like to take an Advanced Placement course and attempt the test are allowed to do so.

2016-17 Advanced Placement Course Data

Course Name	# of Students who Tested	% of Testing Students who Passed the AP Exam
AP Spanish Language & Culture	3	67%
AP Literature & Composition	9	33%

Nationwide average passing rates for the 2017 exams were 89% in AP Spanish Language & Culture and 53% for AP Literature & Composition. Given CCS's small sample sizes and generous access to the courses, its 2017 passing rates are encouraging and serve as a solid foundation on which to build in years to come.

Dual Enrollment in Community College

Typically at Choices, up to three students each semester are concurrently enrolled in a community college course. This is one way that students can currently pursue college and career readiness while at CCS. The number of students dually enrolled each year has not been tracked and documented. With the expected upcoming addition of at least one Career Technical Pathway at Choices, more CCS students will likely pursue dual enrollment in the coming years.

A-G Enrollment

Though most CCS graduates who continue their studies after high school attend community colleges or trade schools, each year, a group of CCS students completes a-g coursework necessary for acceptance into four-year universities. In recent years, as more families have become aware that the independent study program format offers a viable option for their college-bound students, the number of students completing a-g coursework has grown.

A-G Course Completion by Year

Student Group	2013-14	2014-15	2015-16	2016-17
# of graduating seniors who completed a-g coursework	3	5	7	6

In Fall 2017, CCS received its first data on College and Career Readiness of its students on the LCFF rubric. The status for All Students is "Low" and the status for Socioeconomically Disadvantaged Students is also "Low". (Insufficient sample size for Students with Disabilities.)

<https://www.caschooldashboard.org/#/ReportDetail/34674473430758/3/5>

The first color coded ratings for this indicator will be released in Fall 2018. Choices currently provides students with the opportunity to become college and career ready through completion of A-G courses, dual enrollment in college courses, passing Advanced Placement exams, and strong performance on SBA exams. In Fall 2018, CCS will debut its first CTE Pathway in Business, providing students with yet another path to college and career readiness.

Suspension, Expulsion, Graduation, and Dropout Rates

Though some CCS students faced suspension or expulsion in their previous schools, neither typically occurs once they are enrolled at Choices. The following table compares the percentages of students suspended and expelled during the 2013-14, 2014-15, 2015-16, and 2016-17 school years at Choices and in the San Juan Unified School District, as a whole.

Suspensions and Expulsions

	Choices Charter				SJUSD			
School Year	<u>2013</u> <u>-14</u>	<u>2014</u> <u>-15</u>	<u>2015</u> <u>-16</u>	<u>2016</u> <u>-17</u>	<u>2013</u> <u>-14</u>	<u>2014</u> <u>-15</u>	<u>2015</u> <u>-16</u>	<u>2016</u> <u>-17</u>
Suspensions (Unduplicated Count)	8	7	3	0	3,996	3,105	3,069	3,135
Suspension Rate	2.6%	2.0%	0.9%	0.0%	7.4%	5.7%	5.7%	5.8%
Total Expulsions	0	0	0	0	20	37	46	41
Expulsion Rate*	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

(CDE Dataquest)

*Percentages rounded to the nearest tenth.

Expulsions almost never occur at Choices, and the suspension rate, which was already less than half the district rate in 2013-14, has declined steadily each year. The Fall 2017 LCFF Suspensions Status for Choices students is "Medium" for All Students, "Low" for Socioeconomically Disadvantaged Students, and "Very Low" for Students with Disabilities: <https://www6.cde.ca.gov/californiamodel/grid?indicator=susp&score=3430758&year=2017&reporttype=sgroups>. Choices credits its respectful culture and care in managing flow and behavior of students while on campus for these favorable statistics.

After falling behind, and at times disconnecting completely from the traditional education program, students reconnect to education and gain a path to graduation while at Choices.

CCS Student Dropout and Graduation Rates by Year

	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Dropout Rate	29%	32%	18%
Graduation Rate	52%	59%	69%

The CCS Graduation Rate tends to fluctuate significantly from year to year, due to relatively small sample (class) sizes, and is a metric that is arguably not an accurate reflection of the transformative power of the CCS program in individual students' lives. Most CCS graduates enroll at CCS midway through high school, typically deficient in credits, and often as a last resort before dropping out of high school altogether. Many are graduating behind schedule due to trouble at their previous schools; these delays negatively impact the CCS

graduation rate. However, a drop in the 2015-16 Dropout Rate and a gain in the 2015-16 Graduation Rate are encouraging. As the program attracts more strong students and maintains high satisfaction ratings, students are provided a safe environment and options for credit recovery- all factors that contribute to improvements in both statistics. The Fall 2017 LCFF Graduation Status is "Low" for All Students and "Low" for Socioeconomically Disadvantaged Students (insufficient sample size for Students with Disabilities):

<https://www6.cde.ca.gov/californiamodel/grid?indicator=grad&scode=3430758&year=2017f&reporttype=sgroups>

Perhaps the most impressive evidence of the transformation that students experience while at CCS is found in the percentage of surveyed graduates who report that they would not have graduated from high school at all, had they not enrolled at Choices. In 2017, this statistic was 36%.

Student and Parent School Satisfaction Surveys

A Fall 2017 survey of returning students indicated that students are highly satisfied with the program at Choices. The following table indicates the percentage of students surveyed who agreed with the following statements.

2017 Student School Satisfaction Survey

Statement	% Agree
I feel safe at CCS.	99%
My education has become more personalized at CCS.	99%
I feel that the CCS staff is caring and responsive to student needs.	98%
My feelings about my education have become more positive since attending CCS.	95%
I am satisfied with the social opportunities and sense of community at CCS.	91%
I had a positive experience at CCS last year.	97%

Choices' parents report high levels of satisfaction with the program, as well, as is shown in the following table, which lists the percentage of returning parents who agreed with the following statements in Fall 2017.

2017 Parent School Satisfaction Survey

Statement	% Agree
The social environment at CCS is positive and supportive.	95%
The facility meets the needs of the school.	99%
The educational program at CCS met my expectations last year.	99%
I have opportunities to provide input about the school program.	95%
Overall, CCS provides a positive educational experience.	100%

Senior Exit Interview

CCS students typically experience life-altering success while attending the CCS program, as is exemplified by the following quotes from 2017 graduates' Senior Exit Interview responses. When students were asked "What did you learn about yourself through this independent study program?" they responded with:

- *I work a lot better in solitude.*
- *I learned that I prefer a less formal/ more individualized program.*
- *I learned a lot, including what my passions are, to be comfortable with myself, and what I want in life. I found that I am very motivated and ambitious.*
- *That I learn and understand subjects differently than others.*
- *I learned that I have the capacity of staying on top of my studies without the teacher continuously reminding me.*
- *I learned that getting passing grades does not have to be so hard, as long as the time is put in, and the help is there.*
- *I learned how life doesn't revolve around me and that I need to respect others if I want respect.*
- *Through this independent study program, I learned that I am terrible at managing my time. Thankfully, I was able to improve throughout my time at Choices.*
- *I was adaptive to new challenges.*
- *If you put your mind to something and focus on it, you will eventually accomplish it.*
- *Independent study works better for me than regular school.*
- *I am responsible.*
- *I learned that the issues that I was struggling with during my freshman year weren't the end of the world. Choices allowed me to take the time and work on my mental health. Without the break, I wouldn't know where I'd be today. My mindset completely shifted.*

And the **reasons that students recommend Choices** (from the 2016 Senior Exit Survey)...

- *I would recommend this program to other students because you get the attention you need from your teachers, and the environment is incredibly friendly.*
- *This program is the best that I have ever been to. I would recommend all of my friends to go here.*

- *I would recommend this program because it helps so many kids achieve things we think we were not capable of.*
- *I would highly recommend Choices for every student. You can work at your own pace, see tutors on campus daily, get help from teachers, and benefit from many college opportunities.*
- *I couldn't have had the same incredible life-changing experience at any other high school in the world.*
- *Of course I would recommend this program to other students. Attending Choices Charter School was one of the best decisions I've made!*

Of the 2017 graduates surveyed:

- **36% do not believe that they would have graduated from high school if they hadn't enrolled at Choices.**
- **100% recommend the Choices Charter School program to others.**
- **53% planned to enroll in college or a trade school following graduation.**

2017 CAASPP Student Survey

Each year, at the close of standardized summative assessments, students are asked to complete a survey about their experience. The following table demonstrates that CCS and its students are effectively working to optimize the testing experience through careful preparation, diligent efforts, and a comfortable testing environment.

2017 CAASPP Student Survey Data

Survey Prompt	% of Respondents Who Answered "Yes"
I took the tests seriously and gave my best effort.	97
My teachers have explained the importance of these tests.	97
Did your parents encourage you to do well on CAASPP Testing?	85
The testing environment was calm and quiet.	100
Did you eat breakfast before arriving at school for CAASPP Testing?	49

Though CCS would like to increase the percentage of parents who encourage their students to do well on the CAASPP tests and the percentage of students who eat breakfast before testing, through targeted outreach to families, each statistic is already significantly higher than in 2015, just two years ago (71% and 37% respectively, in 2015). Based on this survey data collected each year, CCS has reached out more frequently to parents about the dates and importance of testing, and has enhanced the snacks provided to students at the time of testing to include a wider variety of healthy options to support student performance.

ROP/ Workability/ Work Permits

Some CCS students work while going to school, which helps them to transition to careers once they have graduated. ROP and Workability classes make it possible to earn elective credit through their jobs. Typically, fewer than five students are enrolled in either program, each semester. Work Permits are issued and closely monitored by the CCS Community Outreach Representative. Students must maintain a minimum GPA of 2.5 in order to keep their permits and to remain employed. In 2016-17, the number of students with work permits increased significantly.

Work Permits Issued by Semester

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
11	4	14	11	12	12	17	15

PSAT/ SAT/ ACT

The PSAT is offered at Choices each fall. Both CCS students and students from other schools in the San Juan Unified School District typically attend. In Fall 2017, eleven CCS students took the exam.

Though most Choices students continue their education at community colleges or trade schools, which do not require SAT or ACT scores for admittance, some CCS students do take these exams and go on to four-year universities. The number of students taking these exams is, nonetheless, small; results are not published publicly, in order to protect the privacy of individual students.

HiSET

In 2016-17 Choices Charter became a HiSET testing center. Students from Choices and from other schools in the community may take the exam at the CCS campus. Those who pass the exam are issued a high school equivalency credential from the state. This option is particularly attractive to students who are credit deficient but academically ready to move on to the community college level.

In 2016-17, the HiSET was administered three times at Choices. Eight students (seven enrolled at CCS at the time of testing) passed all sections and earned high school equivalency credentials. In Fall 2017, the HiSET was administered once, and two CCS students passed. Students who pass the HiSET within four years of enrolling in high school as a Freshman are counted as on-time graduates and contribute to CCS's growing graduation rate.

California Healthy Kids Survey

In 2017, for the first time in several years, CCS administered the California Healthy Kids Survey ("CHKS"), which measures overall school climate, defined as student, staff, and parent perceptions of school safety and connectedness. Favorable school climate conditions foster positive attendance and high academic achievement. The survey tracks many indicators of student health and perceptions about school; the following table shows six Key Indicators for School Climate and Student Well-Being that provide a summative look at overall satisfaction and engagement at CCS.

2017 CHKS Key Indicators for School Climate and Student Well-Being

% of students by grade who ranked the following as “High”, by grade

	7th	8th	11th
School Connectedness	79	55	55
Academic Motivation	47	36	23
Caring Adult Relationships	37	41	48
High Expectations	68	68	67
Meaningful Participation	11	9	10
School Perceived as Safe or Very Safe	84	73	76

Students in 7th grade ranked School Connectedness, Academic Motivation, and School Safety as “High” at a significantly greater rate than did the 8th and 11th grade students. The perception of Caring Adult Relationships, on the other hand, grows significantly as the students progress to 11th grade. Students were very consistent in their rating of High Expectations and Meaningful Participation across all grade levels. Interestingly, as students perceive the faculty as “caring” at rates that grow as students age, Academic Motivation falls, while High Expectations remain constant.

Disparities in student responses across grade levels are likely linked to several factors, such as varying program formats, student age, and class attendance rates. For example, students in 7th grade typically attend grade-level courses twice a week with the same group of students, and class attendance tends to be higher than with other grades. This likely contributes to their relatively much higher rating of School Connectedness and School Safety. Students in 8th grade and beyond attend school just once per subject, per week. In 9th grade and beyond, multiple sections of classes, as well as Honors and AP courses, are offered, which results in division of grade-level cohorts into smaller groups that are different for each core class. Less frequent class offerings, with lower overall class attendance, and further division of grade-level cohorts into smaller, ever-changing groups likely contributes to lower ratings of School Connectedness and School Safety. As School Connectedness and School Safety rates fall in high school, so does Academic Motivation.

The CCS Leadership Team reviewed all 2017 CHKS data and decided to track scores in the WASC School Wide Action Plan for Academic Motivation and High Expectations, as they are perceived to be directly linked to academic achievement. (The internally-developed School Satisfaction Surveys, which are given only to families who have been at Choices the previous year, currently provide the school with detailed information about the way that CCS families perceive the overall climate of the school.) In response to 2017 CHKS data, the CCS Leadership Team is evaluating whether core classes, particularly Math and English, should be offered twice weekly at all grade levels, in order to build school connectedness/ safety and promote higher levels of academic motivation/ achievement.

Students with Disabilities Attitude Survey

At the close of each school year, CCS Students with Disabilities are given an Attitude Survey to measure their approach to, feelings about, and plans for their education at Choices and beyond. Because Students with Disabilities follow a wide variety of schedules with many different supervising teachers at Choices, it can be challenging to reach all of them for the survey administration at year's end. However, more than half of them submit surveys; results for recent years are shown in the following table. (Survey not administered in 2014-15.)

Students with Disabilities Attitude Survey Data by Year (% who agree)

	17 Surveyed	0 Surveyed	20 Surveyed	33 Surveyed
Statement	2013-14	2014-15	2015-16	2016-17
I like to come to school at Choices	71%		70%	87%
I feel safe at Choices	71%		85%	90%
Getting good grades is important to me	82%		95%	93%
I have a computer with internet access	82%		75%	78%
I use a computer for school work	71%		70%	84%
My parents make sure that I do my school work	71%		80%	81%
I want to go to college/ vocational school	65%		80%	72%
I utilize tutors/ teachers on campus	59%		75%	66%
I plan to graduate from Choices	65%		75%	72%
I want to return to traditional school	12%		50%	24%
I am proud of how I did in school this year	53%		65%	69%
How is your anxiety level since attending CCS?*				
More				9%
Less				54%
Same				36%

*New question in 2016-17, contributing data to research regarding effectiveness of CCS program at assisting a growing number of students with anxiety (LCAP).

In 2014-15 and 2015-16, the Special Education Department at CCS experienced a significant level of loss and change in personnel, which probably impacted students in a variety of ways, both positive and negative. In 2016-17 and 2017-18, a stable and positive learning environment has welcomed a rapidly growing number of Students with Disabilities, a student

subgroup that had already expanded to reach 15% of school enrollment as of November 2017.

Students with Disabilities typically thrive in CCS's small, safe, caring environment, where they are provided with individualized services that are equivalent to or that exceed those offered in other district schools. According to the Students with Disabilities Attitude Survey, since 2013, more Students with Disabilities like to come to school at Choices, feel safe at Choices, feel that getting good grades is important, use a computer to complete homework, have parents who encourage them to do well on homework, want to go to college or vocational school, utilize on-campus tutors, plan to graduate from Choices and feel proud of how they did during the preceding school year- all positive data.

Of potential concern is that slightly fewer students report that they have internet access at home. Currently, when students do not have internet access at home, they are encouraged to work on campus more often and are provided with information about low-cost internet options.

Since 2013, more students report that they would like to return to traditional school, but it is unclear whether this is positive or negative feedback (and may point to a need to revise the survey). In many cases, CCS excels at rehabilitating learners so that they can fulfill their dream of returning to traditional schools; in these cases, a desire to return to traditional school does not suggest a dissatisfaction with CCS's program but instead indicates that students are growing and thriving because of their experience at Choices.

More than half of the 2016-17 Students with Disabilities surveyed reported that they felt less anxiety since enrolling at CCS. This is encouraging feedback and a statistic that the faculty is eager to grow through awareness and flexibility of expectations.

Socioeconomically Disadvantaged Students- Family Focus Group Feedback

In Spring 2016, after having administered an income report survey at the time of registration of all new and returning students, CCS invited a select group of families who qualified as socioeconomically disadvantaged to attend a Family Focus Group Meeting. The purpose of the meeting was to solicit information from these families about the extent to which CCS was meeting their students' needs and to receive suggestions about how the program could be improved to provide even greater services to families in particular need. LCAP services geared toward the needs of socioeconomically disadvantaged students were reviewed and approved and additional recommendations were made.

In 2017-18, the use of the SJUSD Free & Reduced Lunch Survey provided more accurate overall results about the percentage of CCS families in financial need. However, names of specific students who qualified as socioeconomically disadvantaged on this survey are not made available to the school. In May 2017, *all* CCS students and their families were invited to attend a focus group meeting and dinner, at which LCAP services were reviewed, and discussion topics focused on the effectiveness of services that would typically meet the needs of socioeconomically disadvantaged students.

All feedback from both events was carefully considered in the creation of the 2016 and 2017 Local Control Accountability Plans and updates to the WASC School Wide Action Plan. Among the recommendations that were integrated in the school plans were the expansion of elective course offerings, new computers, more college and career services, rewards programs that encourage strong academic performance, expansion of extracurricular activities, additional English tutoring, and more field trips.

Implications of the Data with Respect to Student Performance

CCS students tend to enroll with academic deficiencies, socio-economic disadvantages, and/or special needs. They often arrive at Choices mid-year, after experiencing academic or social difficulties at their previous schools. Despite these obstacles, Choices students typically find success at CCS, both academically and personally, sometimes for the first time, due to individualized learning options and a positive school atmosphere. Students often report that they have learned important life lessons at Choices and that their lives have been significantly impacted by the program. Of particular note:

- In 2017, 100% of parents stated that CCS provided a positive educational experience for their children.
- 100% of 2017 graduates recommended the program to other students.
- More than one third of 2017 graduates state that they would not have graduated from high school at all, had they not enrolled at Choices Charter School.

Based on the school data presented in this chapter of the Self-Study Report, as well as the snapshot of data provided on the new California School Dashboard report (<https://www.caschooldashboard.org/#/Details/34674473430758/3/EquityReport>), the following three Preliminary Critical Student Learning Needs have been identified. Each is listed in the following table, alongside a short list of recent actions taken to address the area of need, and an important related question for discussion in WASC Focus Groups.

Preliminary Critical Student Learning Needs

Preliminary Critical Student Learning Need	Recent Actions Taken	Import Questions for Focus Groups
<p>1. Build Math Proficiency at all grades/ levels</p> <p>Critical Student Learning Need based on</p> <ul style="list-style-type: none"> • Mathematics is a high-priority core subject that is evaluated annually with standardized assessments (grades 6-8 & 11) • Widespread deficiency in Mathematics skills upon enrollment • High percentage of students scoring "Not at Standard" on the Math SBA since its inception • Lack of progress on pilot of Pre-Algebra pre- and post-tests in 2016-17 • "Very Low" Mathematics (grades 3-8) rating on Spring 2017 and Fall 2017 California School Dashboard reports: https://www.caschooldashboard.org/#/Details/34674473430758/3/EquityReport • Identified as a "Greatest Need" in 2017 LCAP. 	<ul style="list-style-type: none"> • 2017 SBAC Interim Pilot informs teachers of areas of need and prepares students for the Spring SBA. SBAC Interim to be repeated in 2018. • 2017 Pre- and Post-Tests that closely align with course content seek to identify academic growth or lack of academic growth in the short term, to inform teachers about effective/ ineffective methods. • Math tutoring availability expanded; dedicated tutor for Students with Disabilities • Twice-weekly Math class in 6th and 7th grades • Mandatory Math Tutoring for 7th grade Math students in 2016-17 and 2017-18. • Math tutoring available (and in some cases required) over Fall and December/January breaks in 2017-18. • Consideration of return to required twice-weekly class time for all grade levels. 	<ul style="list-style-type: none"> • Based on current data, were recent actions taken impactful, and what more should be done?

Preliminary Critical Student Learning Need	Recent Actions Taken	Import Questions for Focus Groups
<p>2. Build student proficiency in all Student Learner Outcome Categories</p> <p>Critical Student Learning Need based on:</p> <ul style="list-style-type: none"> • Student Learner Outcomes (SLOs) are central to the mission of the school and to WASC Accreditation • The CCS Student Learner Outcomes were recently redefined and student achievement of the SLOs was significantly below target in 2015-16. 	<ul style="list-style-type: none"> • New Student Learner Outcomes were introduced in 2015-16 to more closely align with the Common Core Four Cs. • In 2017-18, faculty enhances new GradPoint curriculum as needed and begin the process of officially documenting the inclusion of SLO concepts in curriculum, school-wide. • Assignment instructions encourage attendance in class, where SLOs are emphasized through lessons. 	<ul style="list-style-type: none"> • What types of assignments or in-class activities support student development of each of the skills included in the Student Learner Outcomes?

Preliminary Critical Student Learning Need	Recent Actions Taken	Import Questions for Focus Groups
<p>3. Maintain or Build Graduation Rate</p> <p>Critical Student Learning Need based on:</p> <ul style="list-style-type: none"> • “Very Low” rating on Spring 2017 and “Low” rating on Fall 2017 California School Dashboard Reports: https://www.caschooldashboard.org/#/Details/34674473430758/3/EquityReport • Identified as a “Greatest Need” in 2017 LCAP. 	<ul style="list-style-type: none"> • Recent adoption of on-site HiSET testing and a HiSET Preparation class. • Faculty members collaborate on student intervention activity through the use of a central online “Discipline” file. • Staff collaborates at weekly meetings to identify struggling students and assign them to interventionists for individualized attention. • Summer School introduced at CCS in 2017, in support of credit- deficient students. • Tutoring available (and in some cases, required) during Fall and December/January breaks) to support students in earning all of their credits for which they are enrolled. • Credit recovery courses that allow students to test out of modules. • Students may enroll in more than six classes at a time. • Students may complete partial units or work at an accelerated pace to complete courses quickly. • Increasing number of Advanced Placement courses attracts college-bound students, who are not typically credit-deficient, to the school. These students have a positive effect on the school’s Graduation Rate. • Many miscellaneous support services that help all students (particularly those who are socioeconomically disadvantaged or who have disabilities) to succeed. 	<ul style="list-style-type: none"> • Based on current data, were recent actions taken impactful, and what more should be done?

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the Critical Student Learning Needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

San Juan Choices Charter School ("CCS") has a clearly stated Vision to create an extraordinary learning environment in which students are able to acquire the knowledge and 21st century skills necessary for living a meaningful life, through responsible citizenship, lifelong learning, and productive employment. CCS's Mission is to graduate confident, self-directed students who are contributors to their communities. This is accomplished through a partnership with parents, students, staff, and community in an extraordinary environment where student learning is individualized and relevant to student goals and future plans. CCS's Vision and Mission Statement are developed using input from staff, parents, and students via school-wide surveys and interviews, conducted by an independent marketing firm. Contributing staff members bring their understanding of student needs, knowledge of current educational research, familiarity with the school LCAP, and belief that all students can learn and achieve to the creation of these guiding statements.

In 2015, at the same time that the school's Vision and Mission Statement were most recently updated, CCS's Student Learner Outcomes were significantly changed to more closely align with the Common Core Four Cs, as recommended by the 2015 WASC Visiting Committee. This alignment ensures that Choices is in step with current educational research and demonstrates CCS's belief that all students can develop life skills needed for success in postsecondary academic and professional pursuits.

CCS reviews, on an annual basis, the Vision, Mission Statement, and Student Learner Outcomes so that changes can be made in response to evolving needs of the school. The

Student Learner Outcomes are posted throughout the campus, and the Vision and Mission Statement are prominently displayed in the main entrance.

The Choices Charter School Local Control Accountability Plan (LCAP) is updated annually, through a process that involves contributions from all school stakeholders. The school Director and Self-Study Coordinator meet with the Staff, Leadership Team, and Advisory Council to review important school data and to make decisions based on this data, regarding the services most necessary to support Socioeconomically Disadvantaged Students, Foster Youth, and English Learners. All school community members are invited via Blackboard Connect and the school website to attend the Advisory Council meeting at which LCAP services are discussed. Recommendations from school stakeholders drive decisions about dedication of LCFF funds in the coming year.

The CCS Student Learner Outcomes and the LCAP goals fall under the umbrella of the Vision and Mission and support their intent. Activities that support accomplishment of the SLOs and LCAP objectives are integrated into the WASC School Wide Action Plan each year. Activities are carefully tracked to completion through monitoring of the SWAP Action Items Spreadsheet, where all tasks in the School Wide Action Plan are organized by time period during which they must be accomplished.

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

CCS's on-site governing board, the CCS Advisory Council, is comprised of the SJUSD Liaison to CCS, the Director, the Assistant Director, teachers, classified staff, parents, students, and community members. The Director, Assistant Director, and sometimes a teacher on the Council are also on the school's Leadership Team, which facilitates collaboration between the two governing bodies. The council members bring to the table, among other valuable traits, experience in education, business, technology, facilities management, leadership, and organizational development. The various members provide diverse perspectives about the CCS "experience", and strive to continuously support and improve the program in any way possible. When Advisory Council Members' terms of service have expired, announcements are made via school newsletter and website, seeking new members. Candidates are elected via ballot at Back to School Night. Parents, students, and staff members may cast their votes. The composition of the Advisory Council is established by the school bylaws and can only be changed through the bylaw amendment process.

Advisory Council meetings are held three times a year. Advisory Council members are responsible for the operation and fiscal affairs of the school, including, but not limited to:

- The general policies of CCS
- Monitoring of the school's annual expenditures
- Receipt of funds for the operation of the school, in accordance with charter school laws

- Oversight of the hiring or dismissal of school employees, as recommended by the Director
- Approving the school's personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees
- Financial audit oversight
- Annual review of WASC and LCAP activities and documents, which feed directly into the creation of the CCS Annual Report to SJUSD (CCS's Single Plan for Student Achievement)
- All matters related to charter approval, amendment, or revocation

During the CCS Advisory Council meetings, members are briefed on budget, operations, and student performance as pertinent information becomes available. The Advisory Council is also briefed on standardized test results. The Council is involved in the regular review and refinement of the school's Vision, Mission, and Student Learner Outcomes. The Advisory Council ensures that the school has equipped students and staff with the necessary materials that are needed to meet both the Vision and Mission of the school. For instance, for CCS's new online programs, the Council reviewed the school's contracts with GradPoint and School Pathways to make sure that they were iNACOL-approved and in compliance with CIPA policies.

The roles and responsibilities of the Advisory Council are clearly explained on the CCS website, and meeting minutes are publicly posted on the site for review. In 2017, 89% of parents surveyed on the Parent School Satisfaction Survey stated that they understood the role of the school's governing board. 90% of parents said that they had the opportunity to participate in the school's meetings and operational processes.

Each year, all CCS community members are invited via Blackboard Connect and school website to attend the spring Advisory Council meeting. At this meeting, important school data is analyzed, the LCAP Annual Measurable Outcomes are reviewed, and future allocation of funds is discussed. Once the LCAP has been updated, it is submitted to the SJUSD Liaison who reviews it carefully and considers its budgetary implications. If changes are required, the document is returned to CCS for modifications. The LCAP is then formally presented to the SJUSD Board of Education for review and approval.

CCS's current Memorandum of Understanding (MOU) details the school's relationship with SJUSD. As a part of this relationship, SJUSD has provided site access to the internet, email services, Google Drive, and other applications available on the district web portal. District purchasing requirements and district technology support services guide the technology services provided to students. Computers connecting to the district network are equipped with security features that prevent students from accessing harmful online content while on campus, per CIPA requirements.

The Parent/Student Handbook, which is distributed to families upon enrollment and is available on the school website, clearly explains the school rules, the responsibilities and composition of the Advisory Council, the responsibilities of the Director and CCS Staff Members, and the procedures for conflict and complaint resolution. CCS Families are encouraged to complete a Uniform Complaint Procedure Form or a Williams Uniform Complaint Procedure Form, both available at the CCS Front Desk, should they seek formal complaint resolution. Formal complaints are very rare at CCS, but are handled effectively, according to these complaint procedures, when they occur.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Upon enrollment at CCS, students take **diagnostic tests** in Reading (*Renaissance STAR Reading*) and Mathematics (*internally-developed Algebra Readiness Exam*), to assist in appropriate class placement and to inform faculty members of individual students' skills.

Formative assessments are used by all faculty members throughout each semester and include *homework assignments, classroom observation, quizzes, tests, midterms, and, in grades 6-8 & 11, the SBAC Interim*. Student grades on homework assignments and quizzes/tests are updated weekly in School Pathways (in most cases, automatically imported from GradPoint), where they are immediately visible to students and parents/ guardians. Final semester grades are calculated as a percentage of points earned out of a total number of points possible for the entire semester of assessments; when weighting of assignments varies, students are notified in advance. Because courses at CCS are aligned with the California academic standards, grades in classes are a direct reflection of students' achievement of these standards. Mathematics and English Language Arts Departments meet each semester to review their formative assessment data and to collaborate on strategies to target areas of need. At the end of each school year, both departments submit a report about their formative assessment data and analyses and recommend professional development topics for the following school year, based on their findings.

Formative assessments allow teachers to adjust curriculum or instruction in real time and to respond to students' needs immediately. Individual students' formative assessment grades also help teachers to identify students who are struggling more than others. Tutoring services are immediately encouraged or even required, in order to prevent struggling students from falling far behind. When students are not submitting work, teachers communicate with one another in Friday Attendance Meetings to better understand how to effectively reach and support them. Notes are recorded in School Pathways to document problems and communications with students and their families. When needed, an Interventionist further investigates and seeks solutions that may eliminate obstacles that are preventing a student from succeeding in the program.

This system of appropriate class placement, supported by ongoing modifications that meet student needs and swift intervention when students struggle, supports student achievement in Mathematics and growth in the CCS Graduation Rate, both identified as Critical Student Learning Needs.

Summative assessments are standardized tests, such as the *CAASPP tests*, *CELDT*, and *AP Exams*, as well as *course final exams*. Standardized exam results are disaggregated where possible to show the academic achievement of significant student subgroups at CCS: Socioeconomically Disadvantaged Students and Students with Disabilities.

Each year, CCS Students are also evaluated by their teachers, on their level of accomplishment of the school's Student Learner Outcomes ("SLOs"), using a **Student Learner Outcome Rubric**. Individual students also evaluate themselves using the SLO Rubric at both the beginning and the end of the school year; they ultimately discuss their self-evaluations and perceived growth with their Supervising Teachers. Class averages of faculty-completed evaluations using the rubric are tracked over the years to determine if students are making progress in the four SLO categories as they progress grade-to-grade, which reflects the effectiveness of the program's curriculum in developing SLO skills.

In addition to academic assessments, CCS gathers information about student/ family perspectives and needs through the use of a variety of **surveys**.

- A *CAASPP Student Survey* solicits information from students about the standardized testing experience at CCS.
- A *Students with Disabilities Attitude Survey* collects information about the wellbeing of Students with Disabilities within the CCS program.
- A *Family Focus Group* event allows members of the Leadership Team to interview small groups of CCS students and family members about the effectiveness of school services in meeting their needs. The emphasis of this event is to evaluate the extent to which Choices is meeting needs that are thought to be typical of families who are struggling financially.
- A *Senior Exit Survey* is given to all graduating seniors and seeks to gather feedback about students' overall experience at CCS.
- A *Student School Satisfaction Survey* and a *Parent School Satisfaction Survey* are given to all returning families during the fall semester orientation process. These surveys provide the school with information about CCS families' satisfaction with various aspects of the school program.
- The *California Healthy Kids Survey* ("CHKS"), a biennial survey, was administered for the first time in several years in 2016-17 and will continue to be used in 2018-19 as a standardized method of collecting information about the wellbeing and perspectives of CCS Students (and how they compare to other students around the state).
- The *New Student Survey* collects marketing data and reasons for enrollment.
- *Student Exit data* is collected when students are dropped or voluntarily leave the program before graduating.

All summative assessment data, disaggregated for significant student subgroups where possible, and survey data, often disaggregated by grade level, is analyzed at least once per year by all school stakeholders, with the exception of the CHKS data, New Student Survey data, and Student Exit data, which are typically analyzed by the Leadership Team, only. Data is shared with stakeholders through Staff Meetings, Leadership Team Meetings, Advisory Council Meetings, and sometimes, through email. The new California School Dashboard provides the public with information about student achievement in academic standards and college- and career-readiness standards. Key data points are tracked year-to-year, through the WASC School Wide Action Plan ("SWAP") and Local Control Accountability Plan ("LCAP"); all data analyses by school stakeholders drive decisions about program changes, curriculum modifications, professional development, and/or marketing/ outreach. When goals have not been met, additional measures are put into place to further support growth in specific areas of need. In recent years, data analysis, combined with research about educational trends, has led to program changes such as the adoption of GradPoint curriculum, experimentation with varying combinations of required classroom instruction time and mandatory tutoring, a significant expansion of available on-campus tutoring services, growth in elective course offerings and extracurricular activities, the adoption of a sixth grade program, and reassignment and hiring of staff to manage growing needs in the areas of technology support and counseling services, to name just a few. This tireless commitment to improvement supports student achievement in the areas of Critical Student Learning Needs, namely Mathematics, the Student Learner Outcomes, and the CCS Graduation Rate. A 2015 WASC Visiting Committee stated in their report: "The overall philosophy of the Choices Charter School Staff is to constantly evaluate all elements of the learning environment to ensure every enrollee is maximizing his/her potential."

At Choices, great care is taken to ensure that the voices of all individual stakeholders are heard in decision making processes. To encourage individual participation in data analysis or brainstorming sessions, the CCS Staff is often divided into WASC Home or Focus Groups for discussion. In smaller groups, individuals tend to feel more comfortable expressing opinions or concerns and asking questions. Small groups synthesize their groups' conclusions and "report out" in whole group meetings, where group leaders feel empowered to communicate thoughts that represent a consensus of voices. WASC group voices are also recorded in writing, in the form of meeting minutes; these notes are reviewed after meetings by the Self-Study Coordinator, to ensure that all ideas are captured. When whole group consensus is not clear, decisions are not made. Topics are either shelved for discussion at subsequent All Staff meetings or are passed to the Leadership Team for resolution.

At Choices, all data analyzed for annual updates to the WASC School Wide Action Plan and the LCAP and all content from the two documents is synthesized into a set of "Identified Challenges" and "Plans to Address Identified Challenges" in the Choices Charter School Annual Report. This report serves as CCS's Single Plan for Student Achievement (SPSA) and is submitted to the San Juan Unified School District annually, for approval.

At CCS, staff members meet together once a month at an All Staff meeting. This meeting is an open forum where staff members can ask questions, express concerns, make suggestions, or otherwise communicate items of importance. Most staff members meet together weekly, at Friday Attendance Meetings, where an open forum for discussion also exists. Staff members may discuss topics of conflict at these meetings, or privately, via email, phone, or one-on-one discussions. Where conflicts are not resolved in either of these venues, staff members are encouraged to address issues with the school Director, who has an open door policy.

The CCS Leadership Team constantly reviews school processes to maximize effectiveness. Changes are made when existing processes are not optimized.

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

CCS follows all hiring protocols set by the San Juan Unified School District's Human Resources Department. CCS's employment policies and practices adhere to the rules and expectations set forth by the California Commission on Teacher Credentialing and employment laws for the State of California. All employees are thoroughly evaluated before they are hired; this includes background checks, review of current resume, confirmation of valid California teaching credential, confirmation of a negative TB Tine Test within the past twelve months, and reference checks. New employees receive an Employee Handbook upon hire, which describes conditions of employment, pay scales, professional standards, school procedures, and benefits. The Employee Handbook is updated and redistributed to employees annually. New teachers are encouraged to frequently ask questions of their colleagues as they acclimate to new procedures. In 2017-18, two new employees were assigned mentor teachers, specifically tasked with guiding them in the transition process.

Choices hires only highly-qualified teachers for all faculty positions. In order to ensure that new teachers are highly qualified, jobs are posted on EdJoin, candidates are interviewed, credentials are verified through CCTC, transcripts are evaluated, and credentials are validated through CALPADS and the San Juan Unified School District. All employees must complete the employment packet, which includes an employment application, a Social Security statement, and I-9 and W-4 forms. All CCS Faculty members teach in the areas in which they are specifically credentialed. Students with active IEPs receive services from a credentialed Special Education teacher, in addition to their classroom teachers, to ensure educational progress and success.

Each year, CCS sends groups of staff members to annual industry conferences, such as the California Consortium of Independent Study (CCIS) Conference, the School Pathways Conference, and the APLUS+ Conference. Staff members return to share out about what they have learned with the rest of the staff. Teachers also frequently attend professional development opportunities that are specific to their areas of expertise. For example, to name only a few, teachers have also attended Sacramento County Office of Education (SCOE) Common Core trainings, Placer County Office of Education (PCOE) Ensuring Mathematical Success for All training, and AP Institute training.

In addition, each spring, the entire CCS Staff reviews annual student data (from both formative and summative assessments and surveys) and recommends a short list of possible all-staff professional development topics for the coming school year. From this list, the Director chooses two topics on which to focus. Professional development on these topics is then provided at in-service or at monthly All Staff meetings. In recent years, professional development has been centered on student motivation, working with students with Anxiety, transition to Common Core, and adoption of GradPoint and School Pathways online programs. All CCS Staff Members, including those involved with online-only courses, attend in-service and monthly meetings and learn to utilize school software in a way that reaches and inspires all students.

Teachers at CCS meet with one another informally on a frequent basis, and are often grouped together by department in WASC Home Group meetings at Friday All Staff

meetings. Through activities designed by the Self-Study Coordinator, teachers work together to analyze student data and brainstorm about ways to improve curriculum, instruction, or program format to more effectively meet student needs. In some cases, teachers decide to seek professional development to guide them in solving problems. In many cases, teachers commit to specific actions, which are included in the WASC School Wide Action Plan, ensuring follow-up and tracking of results.

Nearly all CCS Teachers act as Supervising Teachers to a group of students. Supervisory status is assigned to teachers as equitably as possible. Typically, teachers supervise students who are in the grade level of the courses that they teach. In most cases, students see their Supervising Teachers weekly. Supervising Teachers are responsible for taking final attendance for students, based on the attendance that has been assigned by the student's various teachers. They act as the primary point of contact at the school for the student and his or her family.

Most CCS Teachers utilize Common Core-based GradPoint curriculum in their courses, but they have authority to modify the curriculum as they deem necessary. For example, teachers can adjust pacing, scope, and sequence, as needed, and may decide to supplement the curriculum with other materials where they believe extra support is beneficial.

The staff is equipped to effectively deliver CCS's program to students and is dedicated to continuous improvement centered on targeting student needs. On CCS's 2017 Parent School Satisfaction Survey, 100% of parents agreed that CCS has adequate staffing to support the school's program. 97% believed that teachers modify the teaching/ learning process based upon the results of the assessments they give students.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

At CCS, all school activities are designed to support the Vision and Mission, which involve, in large part, student achievement of the Student Learner Outcomes, the California academic standards, and college- and career-readiness. These activities are described in the WASC School Wide Action Plan and Local Control Accountability Plan and are defined by all school stakeholders who consistently analyze student data to drive decisions. Budgetary spending is focused on the carrying out of these activities, which involves human, curriculum, technology, and facility resources. Examples of spending that supports the Vision, Mission, Student Learning Outcomes, academic standards, and college- and career-readiness would include professional development on Common Core curriculum, GradPoint and School Pathways training, acquisition of Chromebooks, purchases of textbooks, purchases of lab materials, and purchases of software, to name just a few. The impact of spending is measured annually, through the tracking of growth targets associated with the spending in both the WASC School Wide Action Plan and the Local Control Accountability Plan. Each plan spans three-years into the future, ensuring long-range planning of site resource allocation. When resources have been assigned ineffectively or when contributing conditions have changed, budgetary adjustments are made.

Choices Charter School annually updates the LCAP in accordance with California Education Code Section 47606.5 and uses the LCAP template adopted by the California State Board of Education. The LCAP is first submitted to the school's liaison to the San Juan Unified School District for any necessary modifications and is then presented to the SJUSD Board of Education for approval. CCS has a fiscal technician from the San Juan Unified School District to oversee and monitor CCS's school budget and allocations. This district contact assists with the allocation of LCFF funds in the LCAP to ensure fiscal accuracy.

Choices Charter School follows district practices for developing an annual budget, conducting an annual audit, and consistently conducting quality business and accounting practices, which include safeguards against mishandling of institutional funds. The San Juan Unified School District monitors the CCS budget and has a designated budget technician that assists CCS with all accounting practices. CCS families are highly confident in the financial integrity of the school. On the 2017 Parent School Satisfaction Survey, 100% of parents stated that they believe that the staff follows acceptable policies regarding cash, deposits, and fundraising.

Choices Charter School prides itself on its clean, orderly, comfortable campus and respectful, safe, and academically-challenging learning environment. This learning environment supports the Vision and Mission and student achievement of the Student Learner Outcomes, California academic standards, and college- and career-readiness. Students and parents consistently provide feedback that compliments the school on its learning environment. In years 2014-2017, 98% or more of surveyed parents reported on the annual Parent School Satisfaction Survey that the facility meets the needs of the school, and 96% or more of surveyed students reported on the annual Student School Satisfaction Survey that they feel safe on campus.

Students are supported in internet safety while on campus through school computers that deny accessibility to websites that may be inappropriate for children. Students using on-campus computers are monitored by teachers and tutors at all times. School computers and networks may not be used for personal purposes. A school bulletin board advises students on appropriate and safe use of social media. A link to Parent University on the CCS website directs parents to free webinars that will guide them in protecting their students in the online community.

Daily custodial services ensure a clean and safe school environment. CCS follows all SJUSD Safe Schools procedures. Classes are carefully scheduled to regulate the flow of students in a manner that supports conditions that can be easily managed by staff. Classes never exceed more than 20 students. Many students meet with teachers in a one-on-one fashion. School rules are clearly communicated in the Parent/ Student Handbook. Violations to school rules are handled on a case-by-case basis by faculty and administration, according to the behavior policies outlined in the Parent/ School Handbook. Bullying, drugs, alcohol, derogatory language, and violence are never tolerated on campus. In 2016-17, CCS hosted the SJUSD Family Night Out event on drug prevention to underline its no-tolerance drug policy. Behavior problems (and suspensions/ expulsions) occur very infrequently at Choices.

CCS's administration, supported by the Leadership Team, provides sufficient time and expertise to ensure the consistent hiring of new highly-qualified, competent staff members who will effectively educate students within the independent study/ blended learning model. All CCS Staff Members are welcoming and accommodating with new staff members, as they acclimate. In 2017-18, Mentor Teachers are assigned to new faculty members, to assist in their transitions to their roles at Choices. Newly hired teachers participate in all professional development activities with the rest of the CCS Staff as soon as they are hired.

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

In order to determine resource allocation at Choices Charter School, all school stakeholders evaluate school data and prioritize activities found necessary to most effectively meet student needs (particularly the Critical Student Learning Needs). The CCS Leadership Team takes a leadership role in long-range planning, decisions about capital needs, and effective choices for the use of school funds. The Director works closely with the SJUSD budgeting office and the Advisory Council to ensure fiscal integrity. All spending is in accordance with Charter School Law, which includes requirements governing minimum reserves and specific spending ratios. The WASC School Wide Action Plan and the Local Control Accountability Plan allow the school to look three years ahead, as it plans activities that compete for available funds.

The CCS Director, in communication with SJUSD budget experts, develops an overarching budget for the entire school, taking into account the costs of special education, counseling, back office support, and content specialists. The yearly budget and three-year budget projections currently indicate a school growing in financial stability that is utilizing resources to increase student achievement.

Choices Charter School contracts with the San Juan Unified School District's business office and receives the same services provided to all of their contracted schools. Choices Charter School's Director is able to contact district management to make changes as needed to the current budget.

CCS participates in the San Juan Unified School District's annual audit cycle. An auditor who is selected by the district typically visits the campus each year to confirm concurrence of work samples, student enrollment lists, attendance records, and budgetary spending. The auditor evaluates the school using generally accepted accounting principles. In each year, since the last full WASC visit in 2012, CCS has been found to have sound accounting practices. All audit results are reported to SJUSD, as chartering authorizing agency, for review.

In order to rebuild enrollment that had fallen in recent years, in 2015, CCS employed a marketing professional. She brings years of expertise in branding, marketing, and specifically, in online content development and strategies. In 2015-16, she guided CCS in creating a new logo. After interviewing and surveying staff and students, she helped the school to unify in its sense of identity and to clearly communicate this identity to potential clients, building brand awareness through a renovated website and new marketing materials. She is now responsible for monitoring all social media outlets and Search Engine Optimization for the school website. CCS's Facebook site and Twitter account now both broadcast school news on a daily basis. Outreach to SJUSD Counselors and local mental health professionals has encouraged referrals. Attendance at the Sacramento County Fair and Montessori High School Fair has increased school exposure to target student groups. These marketing efforts have been successful; in Fall 2017, Choices' opening day enrollment was already at 231 students, a number that exceeds enrollment numbers reported at the time of CBEDS in every one of the last four school years.

CCS is committed to maintaining adequate and correct accounts, books, and records of its business and properties, in accordance with generally accepted accounting principles. The CCS Director and his Administrative Assistant are the sole individuals within the organization who are authorized to sign contracts, write checks, release institutional funds,

monitor payroll information, and review bank reconciliations and deposits/ withdrawals of all school financial accounts. The school Director is the sole employee who possesses a school credit card, which is issued through SJUSD. CCS enters into very few contracts with outside providers; however, for those contracts exceeding \$5,000 annually, documentation must pass through SJUSD and follow standard district processes. CCS provides adequate compensation to faculty, administrators, and staff, as is demonstrated by its low employee turnover rate, and is beginning to accumulate financial reserves. Pay scales are shared with all staff members through the Employee Handbook, but employees' payroll information is handled by administration only, to protect the privacy of individuals.

**Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
Supporting Evidence**

Evidence available online:

- AP Courses & Exams (<https://apstudent.collegeboard.org/home>)
- AP Institute (<http://pacificap.org/>)
- APLUS+ (<http://www.theaplus.org/>)
- Blackboard Connect (<https://ldap.blackboardconnected.com/>)
- CAASPP (SBA & CAST) (<http://www.caaspp.org/>)
- California Commission on Teacher Credentialing (<https://www.ctc.ca.gov/>)
- California Department of Education Standards for Career Ready Practice (<http://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>)
- California Education Code Section 47606.5 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=47604.32.)
- California Healthy Kids Survey (<http://chks.wested.org/>)
- California School Dashboard (<https://www.caschooldashboard.org/#/Home>)
- California State Board of Education LCAP Template (<https://www.cde.ca.gov/re/lc/>)
- California State Standards (<https://www.cde.ca.gov/be/st/ss/>)
- California Consortium for Independent Study (CCIS) (<https://ccis.org/>)
- CALPADS (<https://www.cde.ca.gov/ds/sp/cl/>)
- CBEDS (<https://www.cde.ca.gov/ds/dc/cb/>)
- CCS Parent/ Student Handbook (http://choicescharter.org/wp-content/uploads/2017/06/Parent_student_handbook-2017-2018.pdf)
- CELDT <https://www.celdt.org/>
- Choices Charter School Vision and Mission (<http://choicescharter.org/who-we-are/vision/>)
- CIPA (<https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>)
- College- and Career-Readiness Standards (<https://www.cde.ca.gov/TA/ac/cm/cci.asp>)
- The Common Core Four Cs (<http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>)
- Common Core Standards (<https://www.cde.ca.gov/re/cc/>)
- EdJoin (<https://www.edjoin.org/>)
- Facebook (<https://www.facebook.com/CHOICESCHARTERSCHOOL/>)
- GradPoint (<https://www.pearson.com/us/prek-12/products-services-teaching/online-blended-learning-solutions/GradPoint.html>)
- iNACOL(<https://www.inacol.org/resource/inacol-national-standards-for-quality-online-teaching-v2/>)
- Manon Marketing (<http://manonmarketing.com/>)
- Parent University (<https://smartsocial.com/>)

- Placer County Office of Education (PCOE) (<https://www.placercoe.k12.ca.us/Pages/default.aspx>)
- Renaissance STAR Reading Test (<https://www.renaissance.com/products/assessment/star-360/star-reading-skills/>)
- Sacramento County Fair (<http://sacfair.com/>)
- Sacramento County Office of Education (SCOE) (<https://www.scoe.net/Pages/default.aspx>)
- San Juan Unified School District (<https://www.sanjuan.edu/>)
- SBAC Interim (<https://www.smarterbalanced.org/assessments/interim-assessments/>)
- School Pathways (<https://schoolpathways.com/>)
- SJUSD Board of Education (<https://www.sanjuan.edu/Page/345>)
- SJUSD Safe Schools Program (<https://www.sanjuan.edu/Page/377>)
- Twitter (https://twitter.com/Choices_Charter?ref_src=twsrc%5Etfw&ref_url=http%3A%2F%2Fchoicescharter.org%2Fcontact-us%2F)
- Uniform Complaint/ Williams Uniform Complaint Procedure (<https://www.cde.ca.gov/re/cp/uc/>)

Available for discussion and/or as written documentation/ photographic evidence upon request:

- 2015 WASC Visiting Committee Report
- CAASPP Student Survey
- CCS Algebra Readiness Exam
- CCS Student Learner Outcomes Rubric
- Choices Charter School Annual Report
- Choices Charter School Employee Handbook
- Choices Charter School Employment Packet
- Choices Charter School Local Control Accountability Report
- Choices Charter School Student Learner Outcomes
- Choices Charter School Memorandum of Understanding with San Juan Unified School District
- Choices Charter School WASC School Wide Action Plan
- New Student Survey
- Parent School Satisfaction Survey
- Senior Exit Survey
- Student School Satisfaction Survey
- Students with Disabilities Attitude Survey

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified Critical Student Learning Needs (Chapter IV).

Summary (including comments about the Critical Student Learning Needs)

At Choices, the Vision and Mission Statement serve as program guides, as a professional and collaborative staff seeks to support students in the achievement of academic standards, CCS Student Learner Outcome skills, and college- and career-readiness. Progress is documented annually, in the School Wide Action Plan, Local Control Accountability Plan, and the Annual Report to the San Juan Unified School District (SJUSD).

Diagnostic, formative, and summative assessment data, collected throughout the school year, reflects student achievement of the academic standards. Formal school-wide rubric evaluations reveal student accomplishment of the CCS Student Learner Outcomes. A variety of surveys provide feedback about student and parent perspectives. Each year, the CCS Staff, Leadership Team, and Advisory Council review school data and recommend changes to more effectively meet student needs, particularly in the areas of Mathematics, the Student Learner Outcomes, and the Graduation Rate, the current Critical Student Learning Needs.

CCS provides students with a safe, adequately-staffed learning environment. Teachers are highly qualified and committed to ongoing professional development. Student and Parent School Satisfaction is extremely high. Choices enjoys a strong relationship with its charter organization, the San Juan Unified School District. The school is governed by the SJUSD Board of Education and the Choices Charter School Advisory Council. Choices uses sound fiscal procedures that are audited annually. Thanks to an increase in marketing activity and high satisfaction of current students, which results in frequent student referrals, CCS's student enrollment is growing steadily.

Prioritize the strengths and areas for growth for Category A.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Areas of Strength**

- Strong alignment between Choices Charter School's Vision, Mission Statement, Student Learner Outcomes, academic standards, college- and career-readiness standards, Annual Report, School Wide Action Plan, and Local Control Accountability Plan
- Many types of school data collected throughout the school year
- High level of stakeholder involvement in review of school data and decision-making processes
- Friendly and professional school climate of continuous improvement and program evolution to most effectively meet student needs
- High levels of parent satisfaction with and confidence in the effective and ethical management of the school
- Safe learning environment with adequate facility and staffing

- Thorough and accurate documentation of student attendance data and work samples (successful audits)
- Strong relationship with San Juan Unified School District, a supportive chartering organization
- Growing enrollment through effective marketing practices

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Continue to transition to automated, online parent and student surveys for efficient data computation and storage



Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

AND

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Upon enrollment at Choices, all students choose, in consultation with parents/guardians and the school Counselor, to pursue courses and instruction options (small classroom, one-on-one meetings with a Supervising Teacher, or online only) that best align with students' interests, strengths, preferences, and needs. Students with Individualized Education Plans ("IEPs") are provided with modified curriculum, materials, and/or instructional or emotional support, as required by law. Each semester, the Counselor, in communication with teachers, students, and parents/guardians as needed, creates a new course schedule for each student, which is then reviewed by each family and either approved or adjusted. Students and their parents/guardians are always welcome to make appointments with the school Counselor to discuss academic pathways and to make adjustments to students' learning plans, as needed.

With the exception of some Students with Disabilities who require significant modifications to curriculum, all CCS students utilize GradPoint and Math XL for School online curriculum. Both programs were researched extensively and then piloted before adoption. CCS sought curriculum that was aligned with both California Content Standards and Common Core Standards, that would provide a breadth of challenging and engaging course options for students. Both GradPoint and Math XL for School curriculums are aligned with California Content Standards and Common Core Standards and meet iNACOL requirements. While Math XL for School has been used at Choices for several years, GradPoint was more recently piloted at CCS in 2015-16 and implemented school-wide in 2016-17. The CCS Faculty have been acclimating to the new system, experimenting with pacing strategies and supplements, where deemed necessary. Both GradPoint and Math XL are perceived by teachers and students to be academically rigorous and were found, through a 2017 study of "A" and "B" students at CCS, to be effective at preparing students to perform well on the

Mathematics and English Language Arts SBA exams. At least 50% of "A" and "B" grade-level Mathematics students scored "Near, At, or Above Standard" on the 2017 Mathematics SBA, while at least 85% of "A" and "B" grade-level English Language Arts students scored "Near, At, or Above Standard" on the 2017 English Language Arts SBA (percentages varied by class/grade).

Students have reported that the content in both programs is presented in a more engaging and supportive way than was the case with previously-used, internally-developed curriculum, at CCS. The programs provide students with immediate feedback on multiple choice questions and timely written feedback from faculty on prompts that require written responses.

Classroom instruction is centered on supporting understanding of the online curriculum and, often, building on it in a way that more thoroughly covers particularly challenging content. Teachers sometimes enhance the GradPoint curriculum by including videos, relevant articles, games, writing assignments, virtual labs, and hands-on projects. They utilize instructional methods learned through recent professional development experiences and draw supplemental support materials from industry-tested resources, such as 916 Ink (for writing development), Kate Kinsella (literacy development), STEM Education, and Next Generation Science Standards. To ensure integration among disciplines and to promote student engagement in learning, CCS Faculty Members are required to team teach at least once each year. Course expectations are communicated to students through syllabi, assignment instructions, and the use of rubrics.

The CCS Staff promotes connections between curriculum and real-world applications of knowledge and skills on a regular basis, through classroom discussion and connections to current events. Grade-level field trips broaden horizons for students and correspond to California Content Standards. Guest speakers connect classroom learning to the world beyond campus. Six times a year, CCS Faculty Members chaperone students as they attend the Sacramento Speaker Series, where students are given the opportunity to meet, pose questions to, and listen to presentations given by inspirational world-renowned professionals. At the biennial on-campus Career Fair, students meet representatives from local colleges, trade schools, and US Armed Forces recruitment offices; students are encouraged, and sometimes required, by teachers to attend the fair and to ask questions and/or make connections about the relevance of their current coursework in the pursuit of postsecondary education or career opportunities.

GradPoint curriculum supports the Common Core Four Cs, which are nearly identical to the CCS Student Learner Outcomes. At Choices, through the completion of class assignments, students build skills in Critical Thinking, Communication & Collaboration, Creativity, and Commitment. A focus on these Student Learner Outcomes, a CCS Critical Student Learning Needs, promotes college and career readiness and responsible citizenship. Faculty members further emphasize the development of the SLO skills through collaborative classroom activities. Teachers document the way that the SLOs are covered through their classroom-based courses over time.

CCS provides all required A-G courses for university enrollment and continues to build the number of Honors and Advanced Placement courses available each year. Choices currently offers the following AP Courses: AP English Literature and Composition, AP English Language and Composition, AP Calculus, AP Spanish, and AP History. Students may enroll in community college courses at the same time that they are enrolled at Choices, if they seek specific courses that are unavailable on campus. GradPoint offers a wide array of courses that can be added to the CCS course catalog as students express interest. In 2016-17, CCS offered Astronomy for the first time. In 2017-18, CCS is adding Robotics, Creative Writing, Administrative Duties and Medical Office Management, Consumer Math, and Introduction to

Business. Remedial courses and modified curriculum options are utilized to build skills and serve students with special needs.

On-campus tutoring is available each day of the school week, free of charge, and teachers are available each week for discussion with students, during their regularly-scheduled office hours. One tutor resides in the Special Education Resource Specialist/Teacher room to support Students with Disabilities, exclusively. Tutors are pivotal in supporting student achievement in Mathematics and overall academic success, leading to timely high school graduation- both current Critical Student Learning Needs at CCS.

In 2017, for the first time, Choices offered two new well-attended, successful pilot programs to support students in the pursuit of timely high school graduation (a Critical Student Learning Need). A Summer School program supported credit-deficient students and allowed several who had just missed the June graduation deadline to graduate by August. The school also debuted a fall break- one week off in October- during which students who were significantly behind in fall semester homework were asked to come to campus to work with tutors. Strong Fall 2017 attendance data reflects that even those students who had fallen farthest behind were able to catch up during the break and to subsequently stay current on their work.

Students may utilize computers on campus, in the Computer Lab, or in classrooms, to complete online assignments and internet research. Loaner laptops are available for students who do not have access to computers at home. Though the current library of loaner laptops is not large enough to provide *all* students with school laptops, the library is expanded each year to meet the needs of the school's growing student population.

CCS provides a number of services and course options that support students as they consider their post-secondary options. Resources available to all students include:

- a biennial on-campus Career Fair,
- on-campus administrations of the HiSET exam,
- a four-year approach-to-college timeline on the school website,
- Counselor one-on-one meetings with seniors who need assistance with college applications,
- work permits,
- two- three College and Career Family Night presentations per year,
- family access to the online Naviance college planning tool (provided through SJUSD),
- frequent on-campus FAFSA information meetings,
- Counselor's annual presentation to 9th grade students about postsecondary options,
- staff-funded scholarships that support students as they pursue college enrollment,
- frequent informal discussions between students and faculty members about life after high school, which are facilitated by a small and personalized learning environment,
- Community Service (especially facilitated by volunteer opportunities at onsite preschool), and
- ROP/ Workability

Students may also wish to enroll in elective courses that help them to prepare for the future. Electives include:

- Career Exploration
- You, Yourself, and Others
- Peace and Unity
- Introduction to Business
- Administrative Duties and Medical Office Management
- Robotics
- Consumer Math
- You and the Law

Students may also wish to pursue internships (advertised on hallway bulletin boards) while enrolled at CCS, as a means of trying or preparing for careers that interest them.

Though CCS does not currently provide an on-campus Career Technical Education ("CTE") Pathway, students may seek to be "Prepared" on the new College/Career Indicator ("CCI") through graduation, plus the completion of A-G coursework and/or success on AP Exams and/or dual enrollment in academic college courses and/or level "3" success on SBA exams. All of these opportunities are afforded to students through the Choices program. CCS will debut a CTE Pathway in Business in Fall 2018.

CCS communicates with feeder schools primarily through professional relationships with their school counselors that sometimes span several years. In 2016, the CCS Director invited many SJUSD counselors to attend a special informational lunch and campus tour at Choices, in order to effectively communicate the benefits that the school may offer to some of their struggling or disenchanted students. He also sent an explanatory letter about the program to mental health professionals who serve local students, asking for referrals when their clients may benefit from a non-traditional, safe learning environment. CCS attended a Montessori High School Fair and the Sacramento County Fair in 2016-17, to spread the word about the program to local students. In 2016-17, new students who came to Choices as a result of counselor referrals made up nearly three times the percentage of all new students who came from the same referral source in the year 2014.

CCS articulates its curricular programs and expectations to local colleges and technical schools, as well as to the US Armed Forces, primarily through communication related to its biennial on-campus Career Fair. The Special Education Department has ongoing conversations with representatives at local community colleges who receive CCS students with IEPs and provide priority services to them. They also have an ongoing relationship with Laurel Ruff Transition School, an SJUSD program that assists Students with Disabilities as they transition into adulthood.

Each year, as students graduate, they complete a Senior Exit Survey that provides the school with important feedback about the program. The survey also asks about students' plans for the future, which provides data about the percentage of graduates who plan to continue to college or trade schools. In 2017, 36% of students indicated that they would not have graduated from high school had they not enrolled at Choices. 100% of graduates stated that they would recommend the program to other students. In 2016, 56% of graduates planned to immediately enroll in college or a trade school, and many indicated that they planned to continue their educations eventually, if not right away.

Curriculum Supporting Evidence

Evidence available online:

- 916 Ink (<https://www.916ink.org/>)
- CAASPP (SBA & CAST) (<http://www.caaspp.org/>)
- California School Dashboard (<https://www.caschooldashboard.org/#/Home>)
- California State Standards (<https://www.cde.ca.gov/be/st/ss/>)
- CCS Course Catalog (<http://choicescharter.org/wp-content/uploads/2017/04/Course-Catalog-2017-2018.pdf>)
- CCS Website (www.choicescharter.org)
- The Common Core Four Cs (<http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>)
- Common Core Standards (<https://www.cde.ca.gov/re/cc/>)
- FAFSA (<https://fafsa.ed.gov/>)
- GradPoint (<https://www.pearson.com/us/prek-12/products-services-teaching/online-blended-learning-solutions/GradPoint.html>)
- HiSET Exam (<https://hiset.ets.org/>)
- iNACOL(<https://www.inacol.org/resource/inacol-national-standards-for-quality-online-teaching-v2/>)
- Kate Kinsella (<http://pubs.cde.ca.gov/tcsii/prolearningtoolkit/kinsellaindex.aspx>)
- Laurel Ruff Transition School Program (<https://www.sanjuan.edu/LAURELRUFF>)
- Math XL for School (https://www.mathxlforschool.com/home_school.htm)
- Naviance (<https://www.naviance.com/>)
- Next Generation Science Standards (<https://www.nextgenscience.org/>)
-
- ROP/ Workability (<https://www.cde.ca.gov/ds/si/rp/northernpoc.asp#Sacramento>)
(<https://www.cde.ca.gov/sp/se/sr/wrkabltiyi.asp>)
- Sacramento Speaker Series (<http://www.sacramentospeakers.com/>)
- School Pathways (<https://schoolpathways.com/>)
- STEM Education (<https://www.ed.gov/stem>)

Available for discussion and/or as written documentation/ photographic evidence upon request:

- Career Fair
- CCS Bulletin Boards
- CCS Scholarship Program
- CCS Student Learner Outcomes
- College & Career Family Night
- Individualized Education Plans
- Senior Exit Survey

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified Critical Student Learning Needs (Chapter IV).

Summary (including comments about the Critical Student Learning Needs)

Choices Charter School provides students with a highly customizable learning program. Students may choose from different instructional methods (small classroom, one-on-one meetings with a Supervising Teacher, or online only) and an academic pathway that aligns with their goals and interests. Choices offers A-G, AP, Honors, and Remedial course options. Online and classroom-based electives engage students in the learning process and often build connection to the CCS community. Carefully-evaluated, standards-based online curriculum ensures rigor and alignment with current educational research and standards. Full-time, on-campus tutors support students with coursework. A new Summer School program and Fall Break encourage students to catch up and remain current in credit completion.

As Choices students progress through the program, they are supported by a knowledgeable Counselor, a dedicated Community Outreach Worker, and a caring faculty that is dedicated to ongoing improvement. Students may explore post-secondary options through elective courses and school events and resources.

The customization and support provided at Choices supports all students in all areas of academic development, including the Critical Student Learning Needs, identified as growth in Mathematics, growth in accomplishment of the Student Learner Outcomes, and timely graduation from high school.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Standards-based, rigorous, and engaging curriculum, supplemented as deemed necessary to support student needs. Honors and Advanced Placement courses, remedial courses, modified curriculum, and electives reach students with diverse interests, skills, and challenges. Tutoring support, Summer School, and Fall Break ensure that students stay current on completion of credits for graduation.
- Knowledgeable Counselor and Community Outreach Worker who are highly connected to students, parents/ guardians, and faculty and adept at managing individual students' learning plans. Available to meet with students and parents/ guardians at any time to discuss students' academic and professional paths and make adjustments where necessary.
- The CCS Staff's unwavering commitment to collaboration, innovation, and continuous program improvement that supports student achievement of academic standards.
- An array of resources available to help students to explore post-secondary options.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Expand selection of modified versions of GradPoint courses to serve Students with Disabilities, school-wide.
- Consider adoption of courses to comprise CTE Pathways.



Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Nearly all CCS students utilize GradPoint and Math XL for School curriculum for core classes but can choose between three program options that differ in the type of instruction that is provided. Most students enroll into the grade-level course option, which requires that they attend class for one to two hours per week, per subject. However, some students register with a one-on-one teacher who oversees all of their classes, meeting with the student just once per week, typically for one hour. (Some students choose to combine the first two approaches by meeting with a one-on-one teacher for core subjects and attending classes that require more specialized instruction from experts, such as Foreign Language, the Arts, or advanced Mathematics and Science courses.) And finally, other students attend school just once every twenty days (at a minimum), usually to submit work or take tests, and complete the rest of their work independently. Both the online curriculum programs that are used, as well as the instructional strategies used when students are on campus, are diverse and rigorous, seeking to engage and challenge students. When students are on campus, they are met by highly-qualified faculty members who are committed to maintaining a safe school environment that encourages in-class questions, discussion, and debate. The CCS program is designed to promote success of the “whole child” and focuses, in particular, on building achievement in Mathematics, the Student Learner Outcomes, and the Graduation Rate, CCS’s identified Critical Student Learning Needs.

GradPoint curriculum, which is aligned with California Content Standards and Common Core Standards and meets iNACOL requirements for online curriculum, was piloted at CCS in 2015-16 and implemented school-wide in 2016-17. The CCS Faculty have been acclimating to the new system, experimenting with pacing strategies and supplements, where deemed necessary. GradPoint is perceived by teachers and students to be academically rigorous and was found, through a 2017 study of “A” and “B” students at CCS, to be effective at preparing students to perform well on the Mathematics and English Language Arts SBA exams. Students have reported that the content is more engaging than the previously offered internally-developed curriculum, at CCS. The program provides students with immediate feedback on multiple choice questions and timely written feedback from faculty on questions that require written responses. Math XL for School, another program used to teach students in Mathematics, also engages students, resulting in higher rates of completion of homework and higher scores than with previous curriculum programs. Classroom instruction is centered on supporting understanding of the online curriculum and, often, building on it in a way that more thoroughly covers challenging content. Teachers sometimes enhance the GradPoint curriculum by including videos, writing assignments, virtual labs, and hands-on projects. Course expectations are communicated to students through syllabi, assignment instructions, and the use of rubrics.

GradPoint curriculum supports the Common Core Four Cs, which are nearly identical to the CCS Student Learner Outcomes. At Choices, through the completion of class assignments, students build skills in Critical Thinking, Communication & Collaboration, Creativity, and Commitment. A focus on these Student Learner Outcomes promotes college- and career-readiness and responsible citizenship. Faculty members further emphasize the development of the SLO skills through collaborative classroom activities. Teachers document the way that the SLOs are covered through their classroom-based courses over time.

CCS provides all required A-G courses for university enrollment and continues to build the number of Honors and Advanced Placement courses available each year. Students may enroll in community college courses at the same time that they are enrolled at Choices, if they seek specific courses that are unavailable on campus. GradPoint offers a wide array of courses that can be added to the CCS course catalog as students express interest. In 2016-17, CCS offered Astronomy for the first time. In 2017-18, CCS is adding Robotics, Creative Writing, Administrative Duties and Medical Office Management, Consumer Math, and Introduction to Business to its course list.

The CCS Staff promotes connections between curriculum and real-world applications of knowledge and skills on a regular basis, through classroom discussion and connections to current events. Grade-level field trips broaden horizons for students and correspond to California Content Standards. Guest speakers connect classroom learning to the world beyond campus. Six times a year, CCS Faculty Members chaperone students as they attend the Sacramento Speaker Series, where students are given the opportunity to meet, pose questions to, and listen to presentations given by inspirational world-renowned professionals. At the biennial on-campus Career Fair, students meet representatives from local colleges, trade schools, and US Armed Forces recruitment offices; students are encouraged, and sometimes required, by teachers to attend the fair and to ask questions and/or make connections about the relevance of their current coursework in the pursuit of postsecondary education or career opportunities.

Approximately 15% of the student population at CCS works with a one-on-one teacher for instruction in core subjects. This type of instruction differs than what is found in the classroom environment; it typically focuses specifically on providing assistance where individual students are struggling. Often times, one-on-one instruction is supported by individualized tutoring on campus; one-on-one teachers direct tutors to assist students in specific areas of need. In many cases, students who work with one-on-one teachers have IEPs or 504 Plans; in these cases, one-on-one teachers typically utilize modified curriculum or instructional methods to most effectively meet students where they are and build skills and knowledge.

Choices provides free tutorial support for all students and all subjects, every day of the week through various on-campus tutors and faculty office hours. Students who do not have access to computers at home are provided with loaner laptops. Families who are not able to afford internet service in the home are directed to providers who will offer significant fee reductions based on Free and Reduced Lunch status through SJUSD. Summer School and Fall Break allow students to catch up and stay current in credit completion.

While all CCS students have access to college- and career-related presentations, meetings, events, and materials that are provided by the school, students with IEPs are also guided with the use of Poway Curriculum, which focuses on Workability concepts and the development of job skills. Students who work with one-on-one teachers typically benefit from informal counseling about next steps from teachers who understand well their strengths and interests.

Students with Disabilities benefit from the dedication of a part-time tutor who “resides” in the room where Resource Specialists/ Teachers typically work with them. Students with Disabilities, as well as other students, also benefit from the use of video instruction, usually embedded in GradPoint assignments, which supports independent and visual learners, as well as those who have difficulty with reading. GradPoint also provides a read-aloud function for its online texts. Though many Students with Disabilities completed “paper-and-pencil” assignments previous to 2016, most have transitioned to GradPoint, have developed a comfort level with technology, and have improved their fine motor skills through the use of the online curriculum.

In 2016-17, Resource Teachers provided “Reading Naturally,” an online interactive program to improve reading level and comprehension for struggling students. Students with Disabilities with low reading levels were encouraged to enroll. The course required two days a week of instruction. The program improved the reading levels of the students who attended. Based on these positive results, the program may be utilized throughout the school population in coming years.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Though students do most of their learning independently in the independent study model, and faculty members are challenged to support students through just one or two hours of instruction a week, per class (or less, for one-on-one teachers), teachers seek to meet students where they are and provide engaging classroom experiences by differentiating types of instruction and activities. Student engagement supports achievement in all subjects, including Mathematics, a Critical Student Learning Needs, and encourages students to stay in school and graduate in a timely manner. The following are some examples of strategies that are used at CCS to capture students’ interest:

- Videos integrated in online curriculum
- Customized audio and video messages from instructors embedded into online curriculum
- Diverse online curriculum that provides a balance of a variety of content delivery methods
- Audio support included in online curriculum (students may listen to written content, headphones provided in on-campus computer lab)
- Math games
- Team Teaching
- Guest Speakers
- Field Trips (such as Sacramento Speaker Series, 916 INK literacy program, California Capitol visit)
- Interactive games, such as Jeopardy, Bingo, Charades, etc.
- Modeling manipulatives in Chemistry and Physical Science classes
- Requirement that students complete projects in PowerPoint presentations or Prezis
- In-class demonstrations used in Chemistry that make connections to “real life”
- Skits
- Film projects
- Art projects
- Choir, piano, guitar, and percussion performances
- Use of music to enhance in-class learning
- Group projects that are facilitated by Google Docs
- Project-based learning
- Equitable Questioning Strategies

All CCS courses use a combined approach of both guided and independent practice of course content, as students are exposed to concepts in class and continue learning on their own, returning to class to review. Students demonstrate their growing understanding of content first through the completion of weekly assignments. Students also demonstrate what they know through interactive activities in class. Many assignments and tests require students to provide written responses to questions, which allows them to communicate their learning in a thoughtful, transparent, and personal manner. Research-based projects and personal narratives also require students to learn through inquiry and discovery, and to present their understanding in unique ways. The Website Credibility Rubric supports students as they conduct research and seek the required variety of credible resources. Teachers are equipped with online services that can identify most incidences of plagiarism. Quizzes and tests are administered in class, in a controlled environment, so that students have the opportunity to show what they know without relying on supportive resources, such as the internet or textbook.

Students demonstrate higher-level thinking and problem-solving skills school-wide. Mathematics classes require this at all times, particularly in the case of word problems. Thoughtful questioning during class discussions promotes critical thinking and debate in Social Studies and English Language Arts. In many classes, students work in small groups to address prompts or to solve problems; they must collaborate first and then present their findings to the class. In Foreign Language courses, students constantly use critical thinking and problem solving skills as they make comparisons between cultures and languages and seek to translate or communicate in their non-native language via writing or speaking. In the Arts, students work individually and in groups to produce complex pieces.

Students use technology to support their learning, primarily through the completion of online GradPoint or Math XL for School assignments and internet research. On-campus computers and loaner laptops support students as they complete their work. Many projects require students to research information using credible website resources and to present their findings using tools such as PowerPoint, Prezi, Google Docs, or other technology. Other assignments ask students to access virtual online tours of museums or cities to offer “real world” experiences that reinforce what they are learning in class.

Outside of the classroom, all students have access to a number of resources that will guide them as they approach post-secondary college and career opportunities. These resources include:

- a biennial on-campus Career Fair,
- on-campus administrations of the HiSET exam,
- a four-year approach-to-college timeline on the school website,
- Counselor one-on-one meetings with seniors who need assistance with college applications,
- work permits,
- two- three College and Career Family Night presentations per year,
- family access to the online Naviance college planning tool (provided through SJUSD),
- frequent on-campus FAFSA information meetings,
- Counselor’s annual presentation to 9th grade students about postsecondary options,
- staff-funded scholarships that support students as they pursue college enrollment,
- frequent informal discussions between students and faculty members about life after high school, which are facilitated by a small and personalized learning environment,
- Community Service (especially facilitated by volunteer opportunities at onsite preschool), and
- ROP/ Workability

Students may also wish to enroll in elective courses that help them to prepare for the future. Electives include:

- Career Exploration
- You, Yourself, and Others
- Peace and Unity
- Introduction to Business
- Administrative Duties and Medical Office Management
- Robotics
- Consumer Math
- You and the Law

The CCS Staff is deeply committed to continuous improvement, as was noted by the 2015 WASC Visiting Committee. Each year, the Director chooses two topics of professional development that the entire staff will pursue. These topics are based on all summative assessment and survey data, with a particular emphasis on the needs of the Mathematics and English Language Arts Departments, as determined largely through an analysis of their formative assessment data from the previous school year. While the entire staff focuses on two primary areas of professional development, many faculty members also pursue professional development related to their areas of specialization. In recent years, school-wide professional development has centered on the migration to Common Core Standards/Curriculum, the adoption of GradPoint and School Pathways programs, building student motivation, and working with students who struggle with Anxiety.

Instruction Supporting Evidence

Evidence available online:

- 916 Ink (<https://www.916ink.org/>)
- A-G Requirements (<http://ucop.edu/agguide/a-g-requirements/>)
- AP Courses & Exams (<https://apstudent.collegeboard.org/home>)
- CAASPP (SBA & CAST) (<http://www.caaspp.org/>)
- California State Capitol Tour (<http://capitolmuseum.ca.gov/>)
- CCS Course Catalog (<http://choicescharter.org/wp-content/uploads/2017/04/Course-Catalog-2017-2018.pdf>)
- CCS Website (www.choicescharter.org)
- The Common Core Four Cs (<http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>)
- Common Core Standards (<https://www.cde.ca.gov/re/cc/>)
- FAFSA (<https://fafsa.ed.gov/>)
- Google Docs (<https://www.google.com/docs/about/>)
- GradPoint (<https://www.pearson.com/us/prek-12/products-services-teaching/online-blended-learning-solutions/GradPoint.html>)
- HiSET Exam (<https://hiset.ets.org/>)
- iNACOL(<https://www.inacol.org/resource/inacol-national-standards-for-quality-online-teaching-v2/>)
- Math XL for School (https://www.mathxlforschool.com/home_school.htm)
- Naviance (<https://www.naviance.com/>)
- Next Generation Science Standards (<https://www.nextgenscience.org/>)
- Reading Naturally (<https://www.readnaturally.com/>)
- ROP/ Workability (<https://www.cde.ca.gov/ds/si/rp/northernpoc.asp#Sacramento>)
(<https://www.cde.ca.gov/sp/se/sr/wrkabltiyi.asp>)
- Sacramento Speaker Series (<http://www.sacramentospeakers.com/>)
- School Pathways (<https://schoolpathways.com/>)

Available for discussion and/or as written documentation/ photographic evidence upon request:

- CAASPP Student Survey
- Career Fair
- CCS Scholarship Program
- CCS Staff (List of Members)
- CCS Student Learner Outcomes
- College & Career Family Night
- Poway Curriculum
- SLO Rubric
- WASC Three-Year Term Revisit Visiting Committee Report (2015)
- Website Credibility Rubric

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified Critical Student Learning Needs (Chapter IV).

Summary (including comments about the Critical Student Learning Needs)

A variety of instructional options, supported by challenging and engaging curriculum, provides a customized learning experience for each CCS student. While on campus, students enjoy a safe, respectful, and caring learning environment where teachers target student needs and commit to continuous program improvement. Thanks to lively in-class discussion, field trips, and campus events, students connect curriculum to the real world, making learning relevant to their lives. Students are supported through on-campus tutoring, available for free, each day of the school week. Summer School and Fall Break offer students extra opportunities to catch up and stay current with credit completion. As students consider post-secondary options, they are guided by on-campus events, school resources, elective courses, and school staff members who know and care about their goals and interests. Through effective instruction, the CCS Faculty seeks to support all student needs, particularly the Critical Student Learning Needs, identified through data analysis as achievement in Mathematics, growth in the Student Learner Outcomes skills, and timely graduation from high school.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Instruction to fit individual needs and preferences: CCS offers students a choice of instructional options (one-on-one, small class, or online only) in which highly-qualified teachers employ a variety of instructional strategies aimed at engaging students in the learning process.
- Instructional support through tutoring, Summer School, and Fall Break programs.
- A safe environment for learning: Respectful learning environments encourage students to actively participate in classroom discussion and debate and voice their preferences. Teachers understand students and modify instruction to fit students' needs.
- Highly-qualified faculty that is dedicated to continuous improvement of instructional methods as a means of maximizing students' academic achievement. The staff collaborates to determine which strategies are effective and which have not worked.
- Curriculum (foundation of instruction) that challenges and support students; is aligned with California State Standards and Common Core Standards; satisfies iNACOL requirements; provides A-G , Honors and AP Courses; engages students through diverse content delivery methods; provides immediate feedback; and is available to students at all times.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Build additional staff development opportunities that support teacher use of GradPoint and School Pathways, as a foundation for instructional enhancements.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

AND

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

AND

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

The Choices Charter School Staff is highly committed to continuous program improvements that are based on school data. Several sources of data are collected and analyzed by school stakeholders each year, to determine the school's areas of strength and greatest need. Where need exists, additional supports are implemented. The efficacy of curriculum, instruction, and program changes are evaluated by comparing data across school years.

Upon enrollment at CCS, students take **diagnostic tests** in Reading (*Renaissance STAR Reading*) and Mathematics (*internally-developed Algebra Readiness Exam*), to assist in appropriate class placement and to inform faculty members of individual students' skills.

Formative assessments are used by all faculty members throughout each semester and include *homework assignments, classroom observation, quizzes, tests, midterms, and, in grades 6-8 & 11, the SBAC Interim*. Student grades on homework assignments and quizzes/ tests are updated weekly in School Pathways, where they are immediately visible to students and parents/ guardians. Final semester grades are calculated as a percentage of points earned out of a total number of points possible for the entire semester of assessments; when weighting of assignments varies, students are notified in advance. Because courses at CCS are aligned with the California academic standards, grades in classes are a direct reflection of students' achievement of these standards. Mathematics and English Language Arts Departments meet each semester to review their formative assessment data and to collaborate on strategies to target areas of need. At the end of each school year, both departments submit a report about their formative assessment data and analyses and recommend professional development topics for the following school year, based on their findings.

Summative assessments are standardized tests, such as the *CAASPP tests, CELDT, and AP Exams, as well as course final exams*. Standardized exam results are disaggregated where possible to show the academic achievement of significant student subgroups at CCS: Socioeconomically Disadvantaged Students and Students with Disabilities.

Each year, CCS Students are also evaluated by their teachers, on their level of accomplishment of the school's Student Learner Outcomes ("SLOs"), using a **Student Learner Outcome Rubric**. Individual students also evaluate themselves using the SLO Rubric at both the beginning and the end of the school year; they ultimately discuss their self-evaluations and perceived growth with their Supervising Teachers. Class averages of faculty-completed evaluations using the rubric are tracked over the years to determine if students are making progress in the four SLO categories as they progress grade-to-grade, which reflects the effectiveness of the program's curriculum in developing SLO skills.

In addition to academic assessments, CCS gathers information about student/ family perspectives and needs through the use of a variety of **surveys**.

- A *CAASPP Student Survey* solicits information from students about the standardized testing experience at CCS.
- A *Students with Disabilities Attitude Survey* collects information about the wellbeing of Students with Disabilities within the CCS program.
- A *Family Focus Group* event allows members of the Leadership Team to interview small groups of CCS students and family members about the effectiveness of school services in meeting their needs. The emphasis of this event is to evaluate the extent to which Choices is meeting needs that are thought to be typical of families who are struggling financially.
- A *Senior Exit Survey* is given to all graduating seniors and seeks to gather feedback about students' overall experience at CCS.
- A *Student School Satisfaction Survey* and a *Parent School Satisfaction Survey* are given to all returning families during the fall semester orientation process. These surveys provide the school with information about CCS families' satisfaction with various aspects of the school program.
- The *California Healthy Kids Survey* ("CHKS"), a biennial survey, was administered for the first time in several years in 2016-17 and will continue to be used in 2018-19 as a standardized method of collecting information about the well-being and perspectives of CCS Students (and how they compare to other students around the state).
- The *New Student Survey* collects marketing data and reasons for enrollment.
- *Student Exit data* is collected when students are dropped or voluntarily leave the program before graduating.

All summative assessment data, disaggregated for significant student subgroups where possible, and survey data, often disaggregated by grade level, is analyzed at least once per year by all school stakeholders, with the exception of the CHKS data, New Student Survey data, and Student Exit data, which are typically analyzed by the Leadership Team, only. Data is shared with stakeholders through Staff Meetings, Leadership Team Meetings, Advisory Council Meetings, and sometimes, through email. The new California School Dashboard provides the public with information about student achievement in academic standards and college- and career-readiness standards. Key data points are tracked year-to-year, through the WASC School Wide Action Plan ("SWAP") and Local Control Accountability Plan ("LCAP"); all data analyses by school stakeholders drive decisions about program changes, curriculum modifications, professional development, and/or marketing/ outreach. When goals have not been met, additional measures are put into place to further support growth in specific areas of need. Special attention is always given to meeting the Critical Student Learning Needs- currently Mathematics achievement, accomplishment of the Student Learner Outcomes skills, and growth in the Graduation Rate.

In recent years, data analysis, combined with research about educational trends, has led to program changes such as the adoption of GradPoint curriculum, experimentation with varying combinations of required classroom instruction time and mandatory tutoring, a significant expansion of available on-campus tutoring services, the adoption of a Summer School program and Fall Break, growth in elective course offerings and extracurricular activities, the adoption of a sixth grade program, and reassignment and hiring of staff to manage growing needs in the areas of technology support and counseling services, to name just a few. A 2015 WASC Visiting Committee stated in their report: "The overall philosophy of the Choices Charter School Staff is to constantly evaluate all elements of the learning environment to ensure every enrollee is maximizing his/her potential."

The online curriculum system, GradPoint, was piloted in several classes at Choices in 2015-16 and implemented school-wide in 2016-17. The curriculum meets all iNACOL standards and is closely aligned to the Common Core Standards, which include an emphasis on The Four Cs. Because CCS's SLOs are nearly identical to the Common Core Four Cs, completion of coursework in GradPoint ensures that students are educated on the academic standards while practicing specific skills targeted in the school's Student Learner Outcomes. GradPoint coursework is also closely aligned to the content on the Smarter Balanced Assessments ("SBAs"). A 2017 study of students who earned As or Bs in grade-level Mathematics and English Language Arts classes in grades 6-8 & 11 revealed that at least 50% of them scored "Near, At, or Above Standard" on the 2017 Mathematics SBA, while at least 85% of them scored "Near, At, or Above Standard" on the 2017 English Language Arts SBA (percentages varied by class/ grade level).

In order to progress from one assignment to the next in GradPoint, students are required to master the content in the first assignment. Mastery is determined by the teacher; in all cases, "mastery" would require at least a "D" grade or above, but most teachers require at least a "B" or "C" in order for students to continue to subsequent assignments. Students must earn a grade of "D" or above to pass each semester of each course. In some course series, such as Foreign Language or the Arts, students are discouraged from continuing to the next level in a series until they have repeated a course and earned at least a "C".

Though it can be difficult to determine with certainty that a student is completing his or her online assignments themselves, teachers utilize in-class assessments to check for student understanding of concepts that have been practiced online.

Through the SWAP and the LCAP, CCS tracks the Graduation Rate and average GPA by grade level. Each year, students are provided with a full A-G course list to challenge college-bound students, and the number of Honors and Advanced Placement courses

continues to grow. All CCS courses are standards-based. All of these factors serve as checks and balances to indicate that students are successfully completing a standardized and academically challenging program.

All students are accommodated for on-campus CAASPP (SBA & CAST) testing, which involves make-up testing options and modifications for students with IEPs or 504 plans. Transportation is provided when students are not able to travel to campus. Snacks are provided to support students who have not eaten a healthy meal before testing. Students are encouraged to give their best effort on the CAASPP exams. Proctors are officially trained each year and sign an affidavit to legally administer standardized exams. Tests are provided via online sources and protected by codes. All login information and scratch papers are kept in a locked drawer, and at the end of testing, the documents are destroyed. Students typically take their standardized exams in a classroom with a teacher who can confirm their identity. In a classroom testing session, all students place cell phones in backpacks; all backpacks are placed at a distance from the students. Security is built into the testing window. Once logged into the testing, students cannot navigate away from the test itself. Proctors circulate in the room to ensure that students are staying on task and a quiet testing environment is enforced.

According to a 2017 CAASPP Student Survey, 97% of students surveyed took the CAASPP tests seriously and gave their best effort; 100% found the testing environment to be calm and quiet. In 2017-18, CAASPP testing will take place earlier than in previous years so that preliminary results will be available before the last couple of weeks of school. Students with preliminary results that suggest that they are "Near, At, or Above Standard" in Mathematics or English Language Arts will be excused from taking a final exam in their corresponding course. CAASPP data is analyzed by the staff in June, at the close of the school year, so that necessary changes to curriculum or lesson plans, as indicated by the CAASPP data, can take place during the summer months. Though they do not comprise a significant percentage of the CCS student population, second language learners are always considered when changes are made to curriculum or instructional methodologies.

College and Career Readiness is supported through:

- a biennial on-campus Career Fair,
- on-campus administrations of the HiSET exam,
- a four-year approach-to-college timeline on the school website,
- Counselor one-on-one meetings with seniors who need assistance with college applications,
- work permits,
- two- three College and Career Family Night presentations per year,
- family access to the online Naviance college planning tool (provided through SJUSD),
- frequent on-campus FAFSA information meetings,
- Counselor's annual presentation to 9th grade students about postsecondary options,
- staff-funded scholarships that support students as they pursue college enrollment, and
- frequent informal discussions between students and faculty members about life after high school, which are facilitated by a small and personalized learning environment.
- Community Service (especially facilitated by volunteer opportunities at onsite preschool)
- ROP/ Workability

In 2017, 100% of surveyed CCS graduates (annual Senior Exit Interview) indicated that they would recommend the CCS program to other students; 36% stated that they would not have graduated from high school, had they not enrolled at Choices. In 2016, 56% of graduates had a plan to enroll immediately in a community college, university, or trade school, while many more students planned to continue their studies, if not immediately, in the near future.

Assessment & Accountability Supporting Evidence

Evidence available online:

- Advisory Council Meetings (<http://choicescharter.org/advisory-council/>)
- AP Courses & Exams (<https://apstudent.collegeboard.org/home>)
- CAASPP (SBA & CAST) (<http://www.caaspp.org/>)
- California Healthy Kids Survey (<http://chks.wested.org/>)
- California School Dashboard (<https://www.caschooldashboard.org/#/Home>)
- California State Capitol Tour (<http://capitolmuseum.ca.gov/>)
- California State Standards (<https://www.cde.ca.gov/be/st/ss/>)
- CCS Website (www.choicescharter.org)
- CELDT (<https://www.celdt.org/>)
- The Common Core Four Cs (<http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>)
- Common Core Standards (<https://www.cde.ca.gov/re/cc/>)
- FAFSA (<https://fafsa.ed.gov/>)
- GradPoint (<https://www.pearson.com/us/prek-12/products-services-teaching/online-blended-learning-solutions/GradPoint.html>)
- HiSET Exam (<https://hiset.ets.org/>)
- iNACOL (<https://www.inacol.org/resource/inacol-national-standards-for-quality-online-teaching-v2/>)
- Naviance (<https://www.naviance.com/>)
- Renaissance STAR Reading Test (<https://www.renaissance.com/products/assessment/star-360/star-reading-skills/>)
- SBAC Interim (<https://www.smarterbalanced.org/assessments/interim-assessments/>)
- School Pathways (<https://schoolpathways.com/>)

Available for discussion and/or as written documentation/ photographic evidence upon request:

- Algebra Readiness Exam
- CAASPP Student Survey
- Career Fair
- CCS LCAP
- CCS Leadership Team
- CCS Scholarship Program
- CCS Staff (List of Members)
- CCS Student Learner Outcomes
- CCS SWAP
- College & Career Family Night
- Family Focus Group Feedback
- New Student Survey
- Parent School Satisfaction Survey
- Senior Exit Survey
- SLO Rubric
- Student Exit Data
- Student School Satisfaction Survey
- Students with Disabilities Attitude Survey
- WASC Three-Year Term Revisit Visiting Committee Report (2015)

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified Critical Student Learning Needs (Chapter IV).

Summary (including comments about the Critical Student Learning Needs)

At Choices, multiple sources of data are collected from students and families each year. All school stakeholders review school data throughout the school year. Decisions about changes in curriculum, instruction, and program format are based on analysis of school data. Because data is collected frequently, changes often can be made in real time to target student needs immediately. Choices provides students with a flexible program that can be customized to fit their specific needs and preferences. Curriculum and instructional methods can be modified for individual students, when necessary. School data is compared across years to help school stakeholders to understand the efficacy of measures that have been implemented to meet student needs. Where needs continue to exist, changes are made, in a process of ongoing, continuous improvement. In recent years, data has pointed to particular need in the areas of student achievement in Mathematics, accomplishment of the Student Learner Outcomes skills, and timely graduation from high school (the current Critical Student Learning Needs). Schoolwide supports have been implemented to address weaknesses in these areas.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- At the close of each school year, and then on an ongoing basis, the school staff analyzes all available assessment data to help determine the best pathways to address student needs.
- The CCS staff meets formally (WASC Home and Focus Groups, professional development, and staff meetings) and informally to share multiple perspectives about student progress, special needs, and strategies to better serve students. Information from counselors, students, and parents is solicited to optimize student engagement in their studies.
- The CCS staff is committed to addressing student achievement as measured by diagnostic, formative, and summative assessments.
- CCS's multi-modal way of addressing students' learning styles and needs contributes to the academic success of all students.
- Thanks to the staff's continuous dedication to self-analysis and improvement, the program is always evolving to meet students' needs.
- School Pathways is used as a reporting tool that unites students, parents, and faculty in communication about student achievement.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Because the CCS student population is ever-changing, it is often difficult to track academic growth of groups of students over time. CCS is piloting a system of Pre- and Post-Test administrations in Mathematics, to test a new method of collecting data that may accurately reflect growth while enrolled at CCS.



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

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

At CCS, all school stakeholders are invited to learn about program benefits, news, and activities through the school website, Facebook page, and Twitter account. The CCS website publishes important school information, such as program descriptions, staff introductions, a newsletter, a calendar of events, a "What's New!" page, the course catalog, and minutes from Advisory Council meetings. Facebook and Twitter serve as vehicles to disseminate time-sensitive announcements regarding topics such as registration and special events and to share ideas and information about local community events. ParentSquare is used to communicate with CCS Families and Staff about school events, course-specific announcements, and student-specific concerns.

Parents/ guardians are strongly encouraged to participate in their child's education experience at CCS on a weekly, if not daily, basis. This encouragement begins at new student Information Sessions where families learn that parent involvement in an independent study program is absolutely essential to student success. At orientation meetings in the fall, parents and guardians learn how to log into the GradPoint and School Pathways systems, which they access easily through the CCS website. In these programs, family members can view assignments, assist students in completing work, monitor completion of assignments and grades earned, and communicate with teachers. Grades in all classes are made available to students and parents/ guardians on a daily basis. When students are struggling, parents/ guardians are notified by teachers, via phone, email, or text. When necessary, school interventionists will contact students and families to assist in solving problems that may be getting in the way of student success. Family members are always welcome to contact the school staff with questions or concerns.

On-campus events such as new student Information Sessions, Orientations, Back to School Night, College and Career Family Nights, Celebrations of the Arts, the Career Fair, the Talent Show/ Open House, Advisory Council Meetings, an annual Family Focus Group Meeting, Honor Roll Celebrations, Senior Breakfast, Middle School Promotion, and High School Graduation welcome all school stakeholders to participate and celebrate with students throughout the school year.

Families who do not speak English fluently are assisted when needed by staff members who are fluent in Spanish, Russian, and French. GradPoint instructions are available in Spanish. Families with Students with Disabilities are supported by Special Education Resource Specialists/ Teachers. Online students are assigned to Supervising Teachers who serve as points of contact for their families, as needed, and who reach out to parents if they see that students are struggling.

Business and community members often contribute to student learning at Choices through participation in on-campus classes and events, as well as off-site field trips, and through monetary donations. The biennial on-campus Career Fair at CCS brings to students

more than 30 vendors who introduce post-secondary opportunities, such as college and trade school programs and options within the US Armed Forces. Guest speakers sometimes visit classes to make connections between curriculum and real-world applications. Students and faculty chaperones attend the Sacramento Speaker Series events in downtown Sacramento six times per year, where students are able to participate in small-group discussions with accomplished professionals in a variety of fields. Field trips help students to make connections between their learning experiences at school and the greater community. Students visit, for example, the Crocker Art Museum, local restaurants, the California State Capitol Building, the Sacramento SPCA (Society for the Prevention of Cruelty to Animals), a local retirement home, and the 916 Ink writing studio. Through exposure to adults who are effective in their professions, students see the CCS Student Learner Outcomes, a Critical Student Learning Needs, modelled for them in real time. Business and community members actively demonstrate what it means to think critically, communicate/ collaborate, produce creatively, and commit to lifelong learning through trial and error. Grade level field trips will be expanded in the coming years, supported specifically by LCAP funds. Local businesses such as Micron Technology, Whole Foods, and Sam's Club donate to support events and scholarships.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Choices Charter School prides itself on its clean, orderly, comfortable campus and respectful, safe, and academically-challenging learning environment. Students and parents consistently provide feedback that compliments the school in these areas. In years 2014-2017, 98% or more of surveyed parents reported on the annual Parent School Satisfaction Survey that the facility meets the needs of the school, and 96% or more of surveyed students reported on the annual Student School Satisfaction Survey that they feel safe on campus. During this same time frame, 96% or more of students surveyed on the Student School Satisfaction Survey stated that the CCS Staff is caring and responsive to student needs, and 94% or more of surveyed students reported that their experience at Choices during the previous year was positive. On the 2017 California Healthy Kids Survey, 68% of 7th and 8th grade students and 67% of 11th grade students categorized the school as "High" in the area of High Expectations for student achievement.

Students are supported in internet safety while on campus through school computers that deny accessibility to websites that may be inappropriate for children. Students using on-campus computers are monitored by teachers and tutors at all times. School computers and networks may not be used for personal purposes. A school bulletin board advises students on appropriate and safe use of social media. A link to Parent University on the CCS website directs parents to free webinars that will guide them in protecting their students in the online community.

Daily custodial services ensure a clean and safe school environment. CCS follows all SJUSD Safe Schools procedures. Classes are carefully scheduled to regulate the flow of students in a manner that can be easily managed by staff. Classes never exceed more than 20 students. Many students meet with teachers in a one-on-one fashion. School rules are

clearly communicated in the Parent/ Student Handbook. Violations to school rules are handled on a case-by-case basis by faculty and administration, according to the behavior policies outlined in the Parent/ School Handbook. Bullying, drugs, alcohol, derogatory language, and violence are never tolerated on campus. In 2016-17, CCS hosted the SJUSD Family Night Out event on drug prevention to underline its no-tolerance drug policy. Behavior problems (and suspensions/ expulsions) occur very infrequently at Choices.

Most CCS Staff members have worked at Choices for several years, where they enjoy an atmosphere of professional and trusting collaboration. All CCS Staff members convene monthly for an All-Staff Meeting, while most of the staff meets together weekly, and the Leadership Team meets twice monthly. Great care is taken to include all staff members in analysis of student data and decision making processes and to ensure that all staff members have equal voices in discussions. Analysis of student data drives all decision making and is the foundation on which the WASC School Wide Action Plan and Local Control Accountability Plan are built. The CCS Staff's decisions feed into the SWAP and LCAP; the staff reviews and tracks progress on the SWAP and LCAP each year.

The CCS Staff is remarkably committed to maximizing student success through the independent study model. The staff welcomes and appreciates students of all ethnicities, genders, orientations, and religions. The WASC Visiting Committees in both 2012 and 2015 praised the program on its culture in the following specific ways:

In 2012, a WASC Self-Study Visiting Committee commended the school on the following elements of its school culture:

- dedication to student success
- enthusiasm by all stakeholders
- high-level commitment to the program
- safe and clean facility
- respectful and positive learning environment
- strong rapport between faculty, students, and families
- ability to combine nurturing and high expectations
- high level of staff collaboration and professionalism
- effective implementation of the independent study model (facilitating students' independence while providing necessary support)

In 2015, a WASC Three-Year Term Revisit Committee praised CCS's school culture for its:

- professionalism demonstrated by all staff members
- dedication to the independent study model
- celebration of individual students' successes
- development of student confidence needed for successful adulthood
- students' positive attitude toward learning
- focus on professional development
- staff collaboration about formative assessment data that informs changes in instructional methodology and promotes learning
- differentiated instruction that allows faculty to meet the learning, emotional, and motivational needs of students
- year-round collection of data about student learning and satisfaction
- constant analysis of school processes and ongoing efforts to improve the program's ability to maximize students' potential

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

At Choices, all students are supported through a flexible program that offers a variety of curriculum and instruction options that meet a diversity of learning needs and preferences.

Students first choose to pursue instruction in small classes, in a one-on-one setting with a faculty member, via online curriculum delivery programs, or in some combination of these options. Next, they choose courses that align with their interests and objectives. Remedial, grade-level, Honors, AP, A-G, and elective courses provide students with many choices that offer various levels of rigor and allow students to explore special interests.

Co-curricular activities, such as field trips, are aligned with coursework and extend learning of the academic standards and Student Learner Outcomes. Of particular note, the Visual and Performing Arts courses at CCS have expanded in recent years to allow students an opportunity to discover personal talents and to “shine” in the CCS community.

Students are encouraged to choose instruction and curriculum options that meet them “where they are” and challenge them appropriately, allowing for meaningful success and the development of self-confidence and positive feelings about their education.

All students are afforded access to free tutoring and counseling (academic and/or personal), available Monday through Friday, while on campus. Tutoring is centered on supporting student completion of assignments, which are based on academic standards and incorporate practice of the Student Learner Outcomes. Online-only students may come to campus for support services or may choose to seek support from teachers during office hours via phone, Skype, GradPoint, Google Docs, or email. CCS Students may also use the SJUSD's low-cost counseling services at The White House (<https://www.sanjuan.edu/Page/6926>).

In 2017, CCS offered Summer School courses for the first time and encouraged credit-deficient students to enroll. A Fall Break allows students who are behind in their coursework an opportunity to catch up with the support of on-campus tutors.

Students who are interested in accelerating their learning are permitted to complete coursework at a faster pace. In 2016-17, CCS offered the HiSET exam on campus, allowing students who were struggling and considering dropping out of school altogether to earn the equivalent to a high school diploma and move on to other pursuits.

CCS's flexible and supportive program supports CCS Students' Critical Student Learning Needs, which are centered on Mathematics achievement, growth in Student Learner Outcomes skills, and timely graduation.

Students with Disabilities often thrive at CCS, as they enjoy a safe learning environment where they benefit from highly individualized curriculum, instruction, and support. Each student is assigned to a Special Education Resource Specialist who supervises their Individualized Education Plan and collaborates with teachers and tutors to ensure that students' special needs are met. Many Students with Disabilities are assigned to work with teachers in a one-on-one format, while others choose to participate in classroom instruction. The least restrictive learning environment possible for each student is favored. All curriculum and instructional methods can be modified as needed to meet students' needs. Students with Disabilities are supported by a tutor that is dedicated to assist them in the Special Education Department room, which offers a quiet and caring learning environment. SJUSD provides Special Education services to Choices students through a Nurse, Psychologist, Counselor, and Speech Therapist, who visit the school on an as-needed basis, ensuring that Students with Disabilities at Choices receive all legally-required services.

Choices' Student Learner Outcomes were derived from the Common Core Four Cs. At Choices, students develop- through coursework, classroom activities, and co-curricular activities- skills in the areas of Critical Thinking, Communication & Collaboration, Creativity, and Commitment. The "Choices experience"- which includes thoughtful college and career planning, use of technology to enhance productivity, respectful citizenship in a diverse school population, and the development of the Four C skills- closely mirrors the Standards for Career Ready Practice, prescribed by the California Department of Education.

In addition to curriculum, instruction, and school culture that builds college and career readiness skills, all CCS Students are afforded access to services that support college and career planning, such as:

- a biennial on-campus Career Fair
- on-campus administrations of the HiSET exam
- a four-year approach-to-college timeline on the school website
- Counselor one-on-one meetings with seniors who need assistance with college applications
- work permits
- two- three College and Career Family Night presentations per year
- family access to the online Naviance college planning tool (provided through SJUSD)
- monthly on-campus FAFSA information meetings
- Counselor's annual presentation to 9th grade students about postsecondary options,
- staff- and community-funded scholarships that support students as they pursue college enrollment
- frequent informal discussions between students and faculty members about life after high school, which are facilitated by a small and personalized learning environment
- Community Service (especially facilitated by volunteer opportunities at onsite preschool)
- ROP/ Workability

Students may also wish to enroll in elective courses that help them to prepare for the future. Such electives include:

- Career Exploration
- You, Yourself, and Others
- Peace and Unity
- Introduction to Business
- Administrative Duties and Medical Office Management
- Robotics
- Consumer Math
- You and the Law

Though students consistently report high levels of satisfaction with the Choices program on the Student School Satisfaction Survey (94% or more of surveyed students in 2014-2017 reported that they had a positive experience at CCS during the previous year, and 91% or more stated that they were satisfied with the social opportunities and sense of community at Choices), graduates have reported each year during 2013-2017 on the Senior Exit Survey that the CCS program would be stronger with more extra-curricular activities and electives. This feedback is important to the CCS Staff who shares the belief that expanding the program to meet students' interests is a way to engage students in learning and prevent frequent student turnover and dropouts. In recent years, LCAP funds have supported the addition of several new extra-curricular activities and electives, such as:

Recently-Added Extra-curricular Activities:

- Student Government (includes field trips and fundraisers)
- Minute to Win It
- Game Club
- Grade-level Field Trips
- Celebration of the Arts
- Intramural Club
- Food Drive

Recently-Added Elective Courses:

- Yearbook
- Percussion
- Health, Safety, and Nutrition
- HiSET Test Prep
- Mythology & Folklore
- Filmmaking
- Astronomy
- Creative Writing
- Robotics
- Administrative Duties and Medical Office Management
- Introduction to Business
- Consumer Math

While the Choices program is effective at educating many students, those without mature organization skills and/or parents who are committed to guiding their students in time management and school work completion tend to struggle. In recent years, this concept has been communicated with greater emphasis to prospective school families during Information Sessions, in an effort to minimize the enrollment of students for whom Choices is not an appropriate fit. Parents are trained during registration and again each year at fall Orientation meetings to log into the online curriculum and gradebook systems, GradPoint and School Pathways, and to track student progress weekly, if not daily.

Once students do enroll, their progress is carefully monitored by the faculty, which includes Special Education Department personnel, who collaborate weekly and contact parents when students begin to falter. Additional support through tutoring and faculty office hours is commonly recommended or required as a first method of remediation. When necessary, an Interventionist steps in to attempt to solve problems that are preventing student success in the program. Interventionists closely oversee students in their care, removing obstacles that prevent class attendance, attendance in tutoring, and/or homework completion. Students may be assisted with weather-appropriate clothing (on-site Clothes Closet), nutritional needs (on-site Food Closet), counseling (free on-site or low-cost through

the SJUSD White House), transportation (bus passes), technology solutions (use of on-site computer lab or loaner laptops), or special arrangements that provide students with modified curriculum, due dates, or other requirements that allow for temporary access to education under unusual circumstances. Interventionists document their interactions with and accommodations offered to students in their care. The CCS Staff reviews the status of student interventions weekly, at Friday Staff Meetings. Once students have either dropped from the program or improved significantly in their ability to consistently complete school work in a timely manner, students with interventions are given a resolution status. This data provides the staff with important feedback about the overall effectiveness of its interventionist strategies.

School Culture and Support Supporting Evidence

Evidence available online:

- 916 Ink (<https://www.916ink.org/>)
- Advisory Council Meetings (<http://choicescharter.org/advisory-council/>)
- California Department of Education Standards for Career Ready Practice (<http://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>)
- California Healthy Kids Survey (<http://chks.wested.org/>)
- California State Capitol Tour (<http://capitolmuseum.ca.gov/>)
- California State Standards (<https://www.cde.ca.gov/be/st/ss/>)
- CCS Course Catalog (<http://choicescharter.org/wp-content/uploads/2017/04/Course-Catalog-2017-2018.pdf>)
- CCS Parent/ Student Handbook (http://choicescharter.org/wp-content/uploads/2017/06/Parent_student_handbook-2017-2018.pdf)
- CCS Website (www.choicescharter.org)
- The Common Core Four Cs (<http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>)
- Common Core Standards (<https://www.cde.ca.gov/re/cc/>)
- Crocker Art Museum (<https://www.crockerart.org/>)
- Facebook (<https://www.facebook.com/CHOICESCHARTERSCHOOL/>)
- FAFSA (<https://fafsa.ed.gov/>)
- Google Docs (<https://www.google.com/docs/about/>)
- GradPoint (<https://www.pearson.com/us/prek-12/products-services-teaching/online-blended-learning-solutions/GradPoint.html>)
- HiSET Exam (<https://hiset.ets.org/>)
- Micron Technology (<https://www.micron.com/>)
- Naviance (<https://www.naviance.com/>)
- ParentSquare (<https://www.parentsquare.com/>)
- Parent University (<https://smartsocial.com/>)
- ROP/ Workability (<https://www.cde.ca.gov/ds/si/rp/northernpoc.asp#Sacramento>)
(<https://www.cde.ca.gov/sp/se/sr/wrkabltiyi.asp>)
- Sacramento SPCA (<http://www.sspca.org/>)
- Sacramento Speaker Series (<http://www.sacramentospeakers.com/>)
- Sam's Club (<https://www.samsclub.com/sams/homepage.jsp>)
- School Pathways (<https://schoolpathways.com/>)
- SJUSD Family Night Out Program
(<https://www.sanjuan.edu/site/Default.aspx?PageID=2&PageType=17&DomainID=4&ModuleInstanceID=1&EventDateID=138040>)
- SJUSD Safe Schools Program (<https://www.sanjuan.edu/Page/377>)

- SJUSD The White House (<https://www.sanjuan.edu/Page/6926>)
- Skype (<https://www.skype.com/en/>)
- Twitter (https://twitter.com/Choices_Charter?ref_src=twsrc%5Etfw&ref_url=http%3A%2F%2Fchoicescharter.org%2Fcontact-us%2F)
- Whole Foods (<http://www.wholefoodsmarket.com/>)

Available for discussion and/or as written documentation/ photographic evidence upon request:

- Back to School Night
- Career Fair
- CCS Bulletin Boards
- CCS Clothes Closet
- CCS Food Closet
- CCS LCAP
- CCS Scholarship Program
- CCS Student Learner Outcomes
- CCS SWAP
- Celebration of the Arts
- College & Career Family Night
- Fall Orientation
- Family Focus Group Meeting
- Game Club
- Grade-level Field Trips
- High School Graduation
- Honor Roll Celebrations
- Intramural Club
- Middle School Promotion
- Minute to Win It
- New Student Information Session Presentation
- Parent School Satisfaction Survey
- Senior Breakfast
- Senior Exit Survey
- Student Government
- Student Intervention Spreadsheet
- Student School Satisfaction Survey
- Talent Show/ Open House
- WASC Self-Study Visiting Committee Report (2012)
- WASC Three-Year Term Revisit Visiting Committee Report (2015)

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified Critical Student Learning Needs (Chapter IV).

Summary (including comments about the Critical Student Learning Needs)

CCS Students learn in a clean and safe environment where a professional, caring staff continuously seeks to meet student needs through ongoing improvements in curriculum and instructional methods. Faculty and Interventionists collaborate and respond swiftly and effectively when students struggle. Free tutoring is available to students each school day. Summer School and Fall Break programs offer students the opportunity to catch up on coursework and credits. Multiple annual events bring together school stakeholders to build community and support student learning. A variety of elective course options capture students' interest and engage them in the learning process. School services and faculty members guide students in becoming college- and career-ready. Student satisfaction at Choices is extremely high.

CCS's flexible program meets students "where they are" and supports their growth in all areas, with a particular emphasis on the Critical Student Learning Needs- Mathematics, the Student Learner Outcomes, and the Graduation Rate.

Prioritize the strengths and areas for growth for Category E.

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

- Extremely high rates of student satisfaction
- Multiple annual events that bring together all school stakeholders to support student learning
- Clean, safe campus and learning environment
- Professional, trusting, collaborative staff that is committed to continuous improvement
- Multiple learning options that meet a wide variety of student needs and preferences
- College and career readiness development through curriculum, instruction, co-curricular activities, special events, and services
- Faculty and interventionists collaborate to respond swiftly and effectively when students struggle

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

- Expand grade-level field trips to reach all grades and align with academic standards, Student Learner Outcomes, and College- and Career- Readiness Standards.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Continue to transition to automated, online parent and student surveys for efficient data computation and storage.
- Expand selection of modified versions of GradPoint courses to serve Students with Disabilities, school-wide.
- Consider adoption of courses to comprise CTE Pathways.
- Build additional staff development opportunities that support teacher use of GradPoint and School Pathways, as a foundation for instructional enhancements.
- Because the CCS student population is ever-changing, it is often difficult to track academic growth of groups of students over time. CCS is piloting a system of Pre- and Post-Test administrations in Mathematics, to test a new method of collecting data that may accurately reflect growth while enrolled at CCS. Expand successful method to other departments to track growth in all core subjects.
- Expand grade-level field trips to reach all grades and align with academic standards, Student Learner Outcomes, and College- and Career- Readiness Standards.



Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified Critical Student Learning Needs based on profile and Focus Group findings.

In January, 2018, WASC Home Groups reviewed the Prioritized Areas of Strength and Growth that were defined by the WASC Focus Groups in the development of Chapter III, in combination with the Preliminary Critical Student Learning Needs, which were derived from an analysis of school data in the development of Chapter II. WASC Home Groups were asked to reconsider, in particular, the Areas of Growth defined by each Focus Group, in order to evaluate whether any of the Preliminary Critical Student Learning Needs should be replaced with a more important or urgent need identified therein. The tables that the Home Groups reviewed are as follows:

Prioritized Areas of Strength and Growth by Focus Group

WASC Focus Group	Areas of Strength	Areas of Growth
Vision and Purpose, Governance, Leadership, Staff, and Resources	<ul style="list-style-type: none"> • Strong alignment between Choices Charter School's Vision, Mission Statement, Student Learner Outcomes, academic standards, college- and career-readiness standards, Annual Report, School Wide Action Plan, and Local Control Accountability Plan • Many types of school data collected throughout the school year • High level of stakeholder involvement in review of school data and decision-making processes • Friendly and professional school climate of continuous improvement and program evolution to most effectively meet student needs • High levels of parent satisfaction with and confidence in the effective and ethical management of the school • Safe learning environment with adequate facility and staffing • Thorough and accurate documentation of student attendance data and work samples (successful audits) • Strong relationship with San Juan Unified School District, a supportive chartering organization • Growing enrollment through effective marketing practices 	<ul style="list-style-type: none"> • Continue to transition to automated, online parent and student surveys for efficient data computation and storage

WASC Focus Group	Areas of Strength	Areas of Growth
Standards-based Student Learning: Curriculum	<ul style="list-style-type: none"> Standards-based, rigorous, and engaging curriculum, supplemented as deemed necessary to support student needs. Honors and Advanced Placement courses, remedial courses, modified curriculum, and electives reach students with diverse interests, skills, and challenges. Knowledgeable Counselor and Community Outreach Worker who are highly connected to students, parents/ guardians, and faculty and adept at managing individual students' learning plans. Available to meet with students and parents/ guardians at any time to discuss students' academic and professional paths and make adjustments where necessary. The CCS Staff's unwavering commitment to collaboration, innovation, and continuous program improvement that supports student achievement of academic standards. An array of resources available to help students to explore post-secondary options. 	<ul style="list-style-type: none"> Expand selection of modified versions of GradPoint courses to serve Students with Disabilities, school-wide. Adoption of courses to comprise CTE Pathways. Continue to expand selection of Advanced Placement course options.

WASC Focus Group	Areas of Strength	Areas of Growth
Standards-based Student Learning: Instruction	<ul style="list-style-type: none"> • Instruction to fit individual needs and preferences: CCS offers students a choice of instructional options (one-on-one, small class, or online only) in which highly-qualified teachers employ a variety of instructional strategies aimed at engaging students in the learning process. • A safe environment for learning: Respectful learning environments encourage students to actively participate in classroom discussion and debate and voice their preferences. Teachers understand students and modify instruction to fit students' needs. • Highly-qualified faculty that is dedicated to continuous improvement of instructional methods as a means of maximizing students' academic achievement. The staff collaborates to determine which strategies are effective and which have not worked. • Curriculum (foundation of instruction) that challenges and supports students; is aligned with California State Standards and Common Core Standards; satisfies iNACOL requirements; provides A-G , Honors and AP Courses; engages students through diverse content delivery methods; provides immediate feedback; and is available to students at all times. 	<ul style="list-style-type: none"> • Build additional staff development opportunities that support teacher use of GradPoint and School Pathways, as a foundation for instructional enhancements.

WASC Focus Group	Areas of Strength	Areas of Growth
Standards-based Student Learning: Assessment and Accountability	<ul style="list-style-type: none"> • At the close of each school year, and then on an ongoing basis, the school staff analyzes all available assessment data to help determine the best pathways to address student needs. • The CCS staff meets formally (WASC Home and Focus Groups, professional development, and staff meetings) and informally to share multiple perspectives about student progress, special needs, and strategies to better serve students. • Information from counselors, students, and parents is solicited to optimize student engagement in their studies. • The CCS staff is committed to addressing student achievement as measured by diagnostic, formative, and summative assessments. • CCS's multi-modal way of addressing students' learning styles and needs contributes to the academic success of all students. • Thanks to the staff's continuous dedication to self-analysis and improvement, the program is always evolving to meet students' needs. • School Pathways is used as a reporting tool that unites students, parents, and faculty in communication about student achievement. 	<ul style="list-style-type: none"> • Because the CCS student population is ever-changing, it is often difficult to track academic growth of groups of students over time. CCS is piloting a system of Pre- and Post-Test administrations in Mathematics, to test a new method of collecting data that may accurately reflect growth while enrolled at CCS.

WASC Focus Group	Areas of Strength	Areas of Growth
School Culture and Support for Student Personal and Academic Growth	<ul style="list-style-type: none"> • Extremely high rates of student satisfaction. • Multiple annual events that bring together all school stakeholders to support student learning. • Clean, safe campus and learning environment. • Professional, trusting, collaborative staff that is committed to continuous improvement. • Multiple learning options that meet a wide variety of student needs and preferences. • College and career readiness development through curriculum, instruction, co-curricular activities, special events, and services. • Faculty and interventionists collaborate to respond swiftly and effectively when students struggle. 	<ul style="list-style-type: none"> • Expand grade-level field trips to reach all grades and align with academic standards, Student Learner Outcomes, and College- and Career-Readiness Standards.

Preliminary Critical Student Learning Needs

Preliminary Critical Student Learning Need	Recent Actions Taken	Import Questions for Focus Groups
<p>1. Build Math Proficiency at all grades/ levels</p> <p>Critical Student Learning Need based on</p> <ul style="list-style-type: none"> • Mathematics is a high-priority core subject that is evaluated annually with standardized assessments (grades 6-8 & 11) • Widespread deficiency in Mathematics skills upon enrollment • High percentage of students scoring "Not at Standard" on the Math SBA since its inception • Lack of progress on pilot of Pre-Algebra pre- and post-tests in 2016-17 • "Very Low" Mathematics (grades 3-8) rating on Spring 2017 and Fall 2017 California School Dashboard reports: https://www.caschooldashboard.org/#/Details/34674473430758/3/EquityReport • Identified as a "Greatest Need" in 2017 LCAP. 	<ul style="list-style-type: none"> • 2017 SBAC Interim Pilot informs teachers of areas of need and prepares students for the Spring SBA. SBAC Interim to be repeated in 2018. • 2017 Pre- and Post-Tests that closely align with course content seek to identify academic growth or lack of academic growth in the short term, to inform teachers about effective/ ineffective methods. • Math tutoring availability expanded; dedicated tutor for Students with Disabilities • Twice-weekly Math class in 6th and 7th grades • Mandatory Math Tutoring for 7th grade Math students in 2016-17 and 2017-18. • Math tutoring available (and in some cases required) over Fall and December/January breaks in 2017-18. • Consideration of return to required twice-weekly class time for all grade levels. 	<ul style="list-style-type: none"> • Based on current data, were recent actions taken impactful, and what more should be done?

Preliminary Critical Student Learning Need	Recent Actions Taken	Import Questions for Focus Groups
<p>2. Build student proficiency in all Student Learner Outcome Categories</p> <p>Critical Student Learning Need based on:</p> <ul style="list-style-type: none"> • Student Learner Outcomes (SLOs) are central to the mission of the school and to WASC Accreditation • The CCS Student Learner Outcomes were recently redefined and student achievement of the SLOs was significantly below target in 2015-16. 	<ul style="list-style-type: none"> • New Student Learner Outcomes were introduced in 2015-16 to more closely align with the Common Core Four Cs. • In 2017-18, faculty enhances new GradPoint curriculum as needed and begin the process of officially documenting the inclusion of SLO concepts in curriculum, school-wide. • Assignment instructions encourage attendance in class, where SLOs are emphasized through lessons. 	<ul style="list-style-type: none"> • What types of assignments or in-class activities support student development of each of the skills included in the Student Learner Outcomes?

Preliminary Critical Student Learning Need	Recent Actions Taken	Import Questions for Focus Groups
<p>3. Maintain or Build Graduation Rate</p> <p>Critical Student Learning Need based on:</p> <ul style="list-style-type: none"> • “Very Low” rating on Spring 2017 and “Low” rating on Fall 2017 California School Dashboard Reports: https://www.caschooldashboard.org/#/Details/34674473430758/3/EquityReport • Identified as a “Greatest Need” in 2017 LCAP. 	<ul style="list-style-type: none"> • Recent adoption of on-site HiSET testing and a HiSET Preparation class. • Faculty members collaborate on student intervention activity through the use of a central online “Discipline” file. • Staff collaborates at weekly meetings to identify struggling students and assign them to interventionists for individualized attention. • Summer School introduced at CCS in 2017, in support of credit- deficient students. • Tutoring available (and in some cases, required) during Fall and December/January breaks) to support students in earning all of their credits for which they are enrolled. • Credit recovery courses that allow students to test out of modules. • Students may enroll in more than six classes at a time. • Students may complete partial units or work at an accelerated pace to complete courses quickly. • Increasing number of Advanced Placement courses attracts college-bound students, who are not typically credit-deficient, to the school. These students have a positive effect on the school’s Graduation Rate. • Many miscellaneous support services that help all students (particularly those who are socioeconomically disadvantaged or who have disabilities) to succeed. 	<ul style="list-style-type: none"> • Based on current data, were recent actions taken impactful, and what more should be done?

After careful review, the WASC Home Groups decided to keep the Preliminary Critical Student Learning Needs as the official Critical Student Learning Needs for the 2018 Self-Study Report. During the discussions, the staff remarked on the growing graduation rate, thought to be significantly influenced by the administration of the HiSET exam on campus in 2016-17, as well as the need to develop a CTE Pathway, which is not a Critical Student Learning Need but is important to students' College and Career Readiness and is planned for Fall 2018. The Critical Student Learning Needs were seen by the WASC Home Groups to be accurate reflections of top priorities at Choices that are already being and will be continued to be addressed through execution of tasks in the WASC School Wide Action Plan and Local Control Accountability Plan.



Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

The following pages feature Choices Charter School's School Wide Action Plan ("SWAP"), which guides the school each year in its pursuit of its most important objectives that are centered on student growth in academics and development of critical life skills. Choices seeks to provide all students with equitable access to a quality education through a flexible and rigorous learning program, where students are safe and respected and provided with supplemental services that meet their individualized needs and preferences.

The School Wide Action Plan is updated at least twice yearly. Updates include insertion of new data in tracking growth towards objectives and program changes that are made based on school stakeholder analysis of school data. The SWAP Action Items Spreadsheet facilitates the execution of the plan by organizing SWAP tasks into specific sets of time within each school year. The SWAP Action Items Spreadsheet acts as a "to-do list" that ensures timely completion of items that the school has committed to carrying out. It is monitored closely by the Self-Study Coordinator and is shared with the staff for review each semester. The SWAP Action Items Spreadsheet will be available for on-site review by the WASC Visiting Committee.

San Juan Choices Charter School- School Wide Action Plan ("SWAP") 2017-18
[Local Control Accountability Plan ("LCAP") Tasks Incorporated]

Goal 1: (Area of Improvement based on 2012 Critical Academic Need and 2017 Critical Student Learning Need)

Improve student problem solving ability and conceptual understanding of key math concepts by targeting areas of specific need, expanding opportunities for students to build basic skills, and effectively engaging students in the learning process. Target students who perform significantly below grade level in Math through implementation of best practices strategies and collaboration among faculty.

Supporting Data:*

Category of Focus	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of Math students who scored "Not At Standard" on the Math SBA	(SBA Pilot)	(Baseline)			
All Students		60	66	65	TBD
Socioeconomically Disadvantaged Students		56	72	75	TBD
Students with Disabilities		ISS**	90	73	TBD
Percentage of Math students who scored "At or Exceeding Standard" on the Math SBA	(SBA Pilot)	(Baseline)			
All Students		16	10	12	TBD
Socioeconomically Disadvantaged Students		16	4	8	TBD
Students with Disabilities		ISS	5	13	TBD
Class-average percentage point growth in percent correct between standards-based pre- and post-tests	(Implemented in 2016-17)				
Pre-Algebra				-7% points	TBD
Percentage of 10th Grade students who passed the CAHSEE Math during their 10 th grade year			(CAHSEE Suspended)		
All 10 th Grade Students	75	69			
Socioeconomically Disadvantaged 10th Grade Students	79	59			
10 th Grade Students with Disabilities	ISS	ISS			

*SBA data source: caaspp.cde.ca.gov **ISS = Insufficient Sample Size

Additional Supporting Evidence:

Based on course assessments and Math teachers' informal observations while working with students individually and in classroom-based instructional settings, Math teachers are in agreement that lack of basic Math skills, such as mastery of multiplication tables and understanding of fractions, is severely limiting students' ability to perform higher-level mathematical processes in Algebra and more advanced Math classes. Most Choices Charter School ("CCS") students who are enrolled in Math are in Pre-Algebra or Algebra 1 and have difficulty performing at these levels and graduating to higher-level classes.

Goal 1 Growth Targets: ("•" indicates that the objective has been achieved)

Annual Objective	2014-15	2015-16	2016-17	2017-18
Decrease percentage of students scoring "Not At Standard" on the Math SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline			TBD
Students with Disabilities	Baseline	I*	•	TBD
Increase percentage of students scoring "At or Exceeding Standard" on the Math SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline		•	TBD
Students with Disabilities	Baseline	I	•	TBD
Increase average course growth score on standards-based pre- and post-tests by a minimum of 10% points annually. Semester 1 data tracked in SWAP.	(Implemented in 2016-17)			
Pre-Algebra			Baseline	TBD
Increase percentage of 10 th Grade students who pass the CAHSEE Math during their 10 th grade year by at least 3% points annually		(CAHSEE Suspended)		
All 10 th Grade Students				
Socioeconomically Disadvantaged 10 th Grade Students				
10 th Grade Students with Disabilities	Inconclusive			
Based on analysis of SBA data, Math Pre- vs. Post-Test growth data, and data from formative assessments such as SBAC Interim testing and teacher-made exams, in conjunction with an analysis of school survey results and marketing data, WASC Home and Focus Groups will review the effectiveness of current strategies and revise the School Wide Action Plan each year. (LCAP)	•	•	•	TBD

*I = Inconclusive

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Analyze results from multiple diagnostic, formative, and summative Math assessments and customize Math curriculum and instructional strategies to more effectively address areas of need. (LCAP)</p> <ul style="list-style-type: none"> Diagnostic testing takes place upon enrollment with the Algebra Readiness/ Math Placement Test. All students are given teacher-designed diagnostic assignments or tests at the beginning of each semester in Math. Students in Pre-Algebra are given a pre-test, the scores of which are compared to scores on an end-of-semester post-test, to track growth. Semester 1 data tracked in the SWAP. Formative Assessment is ongoing, through the use of Math XL for School and GradPoint assignments, Unit Tests, Midterms, SBAC Interim Testing, and Final Exams. Summative Assessments are administered in the spring, with the SBA and, in Pre-Algebra and Algebra 1, with course post-tests at the end of each semester. The results from Summative Assessments are analyzed in June and August In-Service Meetings. 	<p>Math Teachers</p> <p>Math/Science WASC Home Group</p> <p>Counselor</p> <p>Director</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Enhance Math course offerings, resources, and curriculum, providing students with additional opportunities to acquire and reinforce basic skills.</p> <p><u>Recent Introduction and Continued Implementation of:</u></p> <ul style="list-style-type: none"> • Math XL for School and GradPoint (both online)- 24-hour access to assignments & tutorials • Pre-Algebra offered to High School Students • Basic Math skills practice in Pre-Algebra and Algebra 1 • Transition to Algebra 2 course offers opportunity to reinforce skills. • Twice-weekly grade-level Math classes in 6th and 7th grades provide more frequent opportunities to benefit from instruction and collaborative learning activities. • Expanded Math tutoring hours by qualified students, community volunteers, instructional assistants, and credentialed teachers. Students are provided with a schedule of tutoring hours. Availability of tutors to be expanded as budget permits. Students with IEPs are encouraged to meet with a Math tutor each week. Middle School Students are either required or strongly encouraged to attend regularly scheduled Math tutoring immediately following class. (LCAP) • Migration to Common Core Standards in alignment with SJUSD, through: <ul style="list-style-type: none"> ○ professional development, ○ curriculum modifications, ○ adjustments in instructional strategies, ○ assessment of technology, ○ administration of the SBAC Interim exam in grades 6-8 & 11, and ○ promotion of the CCS Student Learner Outcomes ("SLOs"), aligned with the Four Cs, which emphasize Critical Thinking; Communication & Collaboration; Creativity; and Commitment through Mathematics instruction. • Math concepts are incorporated into Earth Science, Physical Science, and Chemistry courses, providing reinforcement of what students have learned. • Summer School offerings allow students to catch up on credits. Summer Math courses include Integrated Math, Pre-Algebra, and Algebra. (2017 Start) • Fall Break and December/ January Break allow students to catch up on assignments with the support of additional on-campus tutoring. (2017 Start) • Consider required instruction twice per week (instead of once) for high school Math in 2018-19 and beyond. 	<p>Math Teachers</p> <p>Math Tutors</p> <p>Math/Science WASC Home Group</p> <p>Special Education Department</p> <p>Director of Technology</p> <p>Science Teachers</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Seek and implement new methods to engage and motivate Math students.</p> <ul style="list-style-type: none"> • Communication of high expectations for student achievement through implementation of the Master Agreement and rewards programs, such as the Character Board, Math Stars Program, Honor Roll, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and Scholarship Program. • Math assignments include the use of online resources that promote student engagement in the learning process. • During instruction, Math Teachers make connections between course content and the significance of Math in students' future careers/ adult lives. • School-wide retesting policy based on 2014-15 staff study of motivational grading techniques in <u>Grading Smarter Not Harder</u>, by Myron Dueck. • Student collaboration in the classroom. Students work together to solve problems and respond to prompts. • Team Teaching engages students through cross-curricular references and fresh perspectives of collaborating faculty. • Faculty members provide motivating feedback to students in class and on homework assignments. A Fall 2015 In-Service review of articles on feedback by Brown Wessling, Rapp, Wiggins, and Slavin offered specific suggestions to support this motivational technique. • School-wide Professional Development Topic for 2017-18: Motivating Students. 	<p>Director</p> <p>All CCS Teachers</p> <p>Support Staff</p> <p>Math Tutors</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>4. Develop Math Teachers' effectiveness in educating low and math-phobic students through professional development, sharing of what works, and departmental collaboration.</p> <ul style="list-style-type: none"> Math Teachers attend Math conferences annually and share what they have learned with All CCS Teachers at staff meetings. Math Teachers meet each semester to discuss formative assessment results and to share effective instructional strategies. The Math Department prepares a year-end report, annually, that summarizes their formative assessment data, outlines their conclusions, and recommends professional development topics for the following school year, based on their findings. The Math/Science WASC Home Group meets each semester to discuss adoption of new methodologies and course content, such as Common Core standards, Team Teaching, student collaboration in the classroom, grading methodologies, methods to motivate learners, development of the Student Learner Outcomes through Math coursework, etc... 	<p>Math Teachers</p> <p>Math/Science WASC Home Group</p> <p>Special Education Department</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal #1 Professional Development/ Resources:

Illuminate Data & Assessment; Zangle; Common Core Math Standards; Math Faculty participation in CSUS Math workshops and conferences (SAME & Saturday Math Project Saturday Seminars), CMC-N Mathematics Conference; CSUS Common Core in the Classroom Conference; SCOE Common Core Math Workshops; SCOE Smarter Balanced Workshop for Next Generation Assessment; SJUSD Summer Math Professional Development; SCOE Grade Level Math Workgroup; PCOE Research-Based Teaching Practices Essential for High-Quality Mathematics Education; SJUSD Secondary Math Course Planning; Math XL for School; Student use of CCS Computer Lab; Math Department Meetings; SBA; SBAC Interim (Chromebooks); Pre- and Post-Tests; Master Agreement; Character Board; Math Stars Program; Student Honor Roll; Middle School Promotion Subject-Area Awards; Senior Breakfast Subject-Area Awards; Scholarship Program; GradPoint; CCS Student Learner Outcomes; The Four Cs; Grading Smarter, Not Harder (Dueck); *25 Alternatives to Using the Word "Great"* by Sarah Brown Wessling; *Quality Feedback, What is it and How to Give It* by Katie Rapp; *Seven Keys to Effective Feedback* by Grant Wiggins; *How can Teachers Increase Students' Motivation to Learn* by Robert Slavin, Tutoring Program, LCAP.

Goal #1 Means to Assess Improvement:

Math Placement Test; Pre- and Post-Tests; Course Assessments; Final Exams; Math XL for School; SBAC Interim, SBA, Student Learner Outcomes Rubric, In-class discussions; Observation of Students in Classroom Setting.

Goal #1 Reporting Progress:

WASC Home/Focus Group Meetings; Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; Weekly, quarterly, and semester grades reported to parents and students through School Pathways; Standardized Exam Results on line through Zangle; In-class discussions about individual and class progress; WASC Progress/Self Study Reports; Character Board; Math Stars Program; Student Honor Roll; Middle School Promotion Subject-Area Awards; Senior Breakfast Subject-Area Awards; Scholarship Program.

Revision of SWAP each year, based on completion of tasks, formative and summative assessment data, survey results, and marketing data.

Goal 2: (Area of Improvement based on 2012 Critical Academic Need)

Further develop students' English Language Arts skills of writing, vocabulary development, and literary analysis across all grade levels by targeting areas of specific need, expanding opportunities for students to build basic skills, and effectively engaging students in the learning process.

Supporting Data*:

Category of Focus	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of ELA students who scored "Not At Standard" on the ELA SBA	(SBA Pilot)	(Baseline)			
All Students		19	31	31	TBD
Socioeconomically Disadvantaged Students		23	34	36	TBD
Students with Disabilities		ISS**	64	73	TBD
Percentage of English Language Arts students who scored "At or Exceeding Standard" on the ELA SBA	(SBA Pilot)	(Baseline)			
All Students		53	41	39	TBD
Socioeconomically Disadvantaged Students		53	28	31	TBD
Students with Disabilities		ISS	14	20	TBD
Percentage of 10th Grade students who passed the CAHSEE ELA during their 10 th grade year			(CAHSEE Suspended)		
All 10 th Grade Students	70	71			
Socioeconomically Disadvantaged 10th Grade Students	72	71			
10 th Grade Students with Disabilities	ISS	ISS			

*SBA data source: caaspp.cde.ca.gov

**ISS = Insufficient Sample Size

Additional Supporting Evidence:

English teachers are in agreement that continuing to align curriculum more closely to the academic standards and content of the SBA through widespread use of, and in some cases, supplementation to. GradPoint curriculum supports student success on this exam. Administration of the SBAC Interim provides students with practice working with SBA content and format.

Goal 2 Growth Targets: ("●" indicates that the objective has been achieved)

Annual Objective	2014-15	2015-16	2016-17	2017-18
Decrease percentage of students scoring "Not At Standard" on the ELA SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline			TBD
Students with Disabilities	Baseline	I*		TBD
Increase percentage of students scoring "At or Exceeding Standard" on the ELA SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline		●	TBD
Students with Disabilities	Baseline	I	●	TBD
Increase percentage of 10 th Grade students who pass the CAHSEE ELA during their 10 th grade year by at least 3% points annually		(CAHSEE Suspended)		
All 10 th Grade Students				
Socioeconomically Disadvantaged 10 th Grade Students				
10 th Grade Students with Disabilities	I			
Based on analysis of SBA data, Math Pre- vs. Post-Test growth data, and data from formative assessments such as SBAC Interim testing and teacher-made exams, in conjunction with an analysis of school survey results and marketing data, WASC Home and Focus Groups will review the effectiveness of current strategies and revise the School Wide Action Plan each year. (LCAP)	●	●	●	TBD

*I = Inconclusive

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Analyze results from multiple diagnostic, formative, and summative ELA assessments and customize ELA curriculum and instructional strategies to more effectively address areas of need. (LCAP)</p> <ul style="list-style-type: none"> Diagnostic testing takes place upon enrollment with Renaissance. All students are given teacher-designed diagnostic assignments or tests at the beginning of each semester in English Language Arts courses. Formative Assessment is ongoing, through the use of GradPoint assignments, the SJUSD Writing Rubric, Graphic Organizers, Unit Tests, Midterms, SBAC Interim Testing, and Final Exams. The English Language Arts Department prepares a year-end report, annually, that summarizes their formative assessment data, outlines their conclusions, and recommends professional development topics for the following school year, based on their findings. Summative Assessments are administered annually, at a minimum, with the SBA. The results from Summative Assessments are analyzed in June and August In-Service Meetings. 	<p>ELA Teachers</p> <p>CCS Students (self-assessment with rubrics)</p> <p>WASC ELA Home Group</p> <p>Counselor</p> <p>Director</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Enhance ELA course offerings, resources, and curriculum, providing students with additional opportunities to acquire and reinforce basic skills.</p> <p><u>Recent Introduction and Continued Implementation of:</u></p> <ul style="list-style-type: none"> Formal writing assignments in all core and several elective courses provide students with extensive practice in writing about a variety of content. Twice-weekly grade-level English classes in 6th and 7th grades provide more frequent opportunities to benefit from instruction and collaborative learning activities. Migration to Common Core Standards in alignment with SJUSD, through: <ul style="list-style-type: none"> professional development, curriculum modifications, adjustments in instructional strategies, assessment of technology, school-wide transition to GradPoint curriculum (2016-17/ ongoing), SBAC Interim testing for grades 6-8 & 11, promotion of the CCS Student Learner Outcomes ("SLOs"), aligned with the Four Cs, which emphasize Critical Thinking; Communication & Collaboration; Creativity; and Commitment through English Language Arts instruction, incorporation of more informational texts into ELA curriculum and further development of listening strategies in class (adjustments made in response to analysis of 2015 SBA data), and based on 2017 SBAC Interim data analysis, use of additional writing exercises in ELA assignments in grades 6-11. Middle School GradPoint curriculum supplemented with SJUSD Common Core curriculum materials to ensure that students have sufficient practice in meeting Common Core Standards. Expanded ELA tutoring hours by qualified students, community volunteers, instructional assistants, and credentialed teachers. Students are provided with a schedule of tutoring hours. Availability of tutors to be expanded as budget permits. (LCAP) Summer School offerings allow students to catch up on credits. Summer English courses include English 1-4. (2017 Start) Fall Break allows students to catch up on assignments with the support of additional on-campus tutoring. (2017 Start) Consider required instruction twice per week (instead of once) for high school English in 2018-19 and beyond. 	<p>All CCS Teachers</p> <p>ELA WASC Home Group</p> <p>Director of Technology</p> <p>Support Staff</p> <p>Director</p> <p>ELA Tutors</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Seek and implement new methods to engage and motivate ELA students.</p> <ul style="list-style-type: none"> • Communication of high expectations for student achievement through implementation of the Master Agreement and rewards programs, such as the Character Board, Honor Roll, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and Scholarship Program. • School-wide retesting policy based on 2014-15 staff study of motivational grading techniques in <u>Grading Smarter Not Harder</u>, by Myron Dueck. • Student collaboration in the classroom. Students work together to solve problems and respond to prompts. • Team Teaching engages students through cross-curricular references and fresh perspectives of collaborating faculty. • A site-wide transition to the dynamic online curriculum program GradPoint assists faculty in effectively engaging students through a variety of digital resources. (2016-17/ ongoing) • Faculty members provide motivating feedback to students in class and on homework assignments. A Fall 2015 In-Service review of articles on feedback by Brown Wessling, Rapp, Wiggins, and Slavin offered specific suggestions to support this motivational technique. • School-wide Professional Development Topic for 2017-18: Motivating Students. 	<p>Director</p> <p>All CCS Teachers</p> <p>Support Staff</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal #2 Professional Development/ Resources:

Illuminate Data & Assessment; Common Core ELA Standards; Student use of CCS Computer Lab; English Department Meetings; School wide focus on inclusion of writing across the curriculum; SCOE Smarter Balanced Workshop for Next Generation Assessment; SJUSD Expository Reading and Writing Training; SCOE Common Core Training; CCIS Conference; SBA; SBAC Interim (Chromebooks;) ELA curriculum (grades 6-12); Master Agreement; Character Board; Student Honor Roll; Middle School Promotion Subject-Area Awards; Senior Breakfast Subject-Area Awards; Scholarship Program; GradPoint; CCS Student Learner Outcomes; The Four Cs; Grading Smarter, Not Harder (Dueck); 25 Alternatives to Using the Word "Great" by Sarah Brown Wessling; Quality Feedback, What is it and How to Give It by Katie Rapp, Seven Keys to Effective Feedback by Grant Wiggins; How can Teachers Increase Students' Motivation to Learn by Robert Slavin, Renaissance Testing, LCAP, SJUSD Common Core Curriculum.

Goal #2 Means to Assess Improvement:

SBA; Student Learner Outcomes Rubric; Course Assessments; Final Exams; Student Course Grades; English AP Exam; In-class discussions about individual and class progress; Student Writing; SBAC Interim; Observation of Students in Classroom Setting; Renaissance Testing; SJUSD Writing Rubric; Graphic Organizers.

Goal #2 Reporting Progress:

WASC Home/Focus Group Meetings; Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; Weekly, quarterly, and semester grades reported to parents and students through School Pathways; Standardized Exam Results online through Zangle; In-class discussions about individual and class progress; WASC Progress/Self Study Reports, Character Board, Student Honor Roll, Middle School Promotion Subject-Area Awards; Senior Breakfast Subject-Area Awards; Scholarship Program.

Revision of SWAP each year, based on completion of tasks, formative and summative assessment data, survey results, and marketing data.

Goal 3: (Area of Improvement based on 2012 Critical Academic Need, 2015 WASC Visiting Committee Critical Area for Follow-Up, and 2017 Critical Student Learning Need)

Guide students to the accomplishment of the Choices Charter School Student Learner Outcomes ("SLO"s) through curriculum that reaches all students and through the consistent school-wide use of the Student Learner Outcomes Rubric as an assessment tool.

Supporting Data:

In 2015, the CCS Student Learner Outcomes were revised to more closely align with the Common Core's "The Four Cs." The SLO Rubric was updated to reflect the changes. In the years leading up to and including 2014-15, first English Teachers, and then Supervising Teachers, evaluated their students, using the SLO Rubric. Each student was evaluated by just one teacher. In 2015-16, in order to increase the accuracy of student evaluations, ALL teachers evaluated ALL of their students using the SLO Rubric. Student scores were calculated as averages of the scores received from all of their teachers. These scores are documented by graduating class below.

The following tables show the percentages of students scoring "At or Exceeding Standard" in each SLO category, each year, by graduating class. Ideally, all twelfth grade students will score "At or Exceeding Standard" in all SLO categories. Due to a high percentage of turnover in student enrollment on an annual basis, CCS's goal is for 80% or more of seniors to score as "At or Exceeding Standard" in each SLO category.

Class of 2018 (Will Graduate in 2017-18)	2015-16 (10)	2016-17* (11)	2017-18 (12)
Critical Thinking	63	NA	TBD
Communication & Collaboration	63	NA	TBD
Creativity	56	NA	TBD
Commitment	52	NA	TBD

Class of 2019 (Will Graduate in 2018-19)	2015-16 (9)	2016-17* (10)	2017-18 (11)	2018-19 (12)
Critical Thinking	29	NA	TBD	TBD
Communication & Collaboration	33	NA	TBD	TBD
Creativity	29	NA	TBD	TBD
Commitment	48	NA	TBD	TBD

Class of 2020 (Will Graduate in 2019-20)	2015-16 (8)	2016-17* (9)	2017-18 (10)	2018-19 (11)	2019-20 (12)
Critical Thinking	15	NA	TBD	TBD	TBD
Communication & Collaboration	31	NA	TBD	TBD	TBD
Creativity	19	NA	TBD	TBD	TBD
Commitment	23	NA	TBD	TBD	TBD

**In 2016-17, the CCS Faculty did not formally track student progress using the SLO Rubric, as the focus was on transitioning, school-wide, to new GradPoint curriculum. In 2017-18, faculty members will seek to incorporate the SLOs into the new GradPoint curriculum where they do not already naturally exist, and will resume evaluation of students, using the SLO Rubric in the early spring. Documentation of SLO inclusion in curriculum, accompanied by student work samples, will be available for WASC Visiting Committee Review in 2018.*

Goal 3 Growth Targets: ("●" indicates that the objective has been achieved)

Annual Objective	2015-16	2016-17*	2017-18	2018-19	2019-20
3% points or greater annual growth in percentage of students scoring "At or Exceeding Standard" in each category of SLOs at 11th and 12th grade levels:					
Class of 2018					
Critical Thinking	Baseline	NA	TBD		
Communication & Collaboration	Baseline	NA	TBD		
Creativity	Baseline	NA	TBD		
Commitment	Baseline	NA	TBD		
Class of 2019					
Critical Thinking	Baseline	NA	TBD	TBD	
Communication & Collaboration	Baseline	NA	TBD	TBD	
Creativity	Baseline	NA	TBD	TBD	
Commitment	Baseline	NA	TBD	TBD	
Class of 2020					
Critical Thinking	Baseline	NA	TBD	TBD	TBD
Communication & Collaboration	Baseline	NA	TBD	TBD	TBD
Creativity	Baseline	NA	TBD	TBD	TBD
Commitment	Baseline	NA	TBD	TBD	TBD
80% or more of seniors score "At or Exceeding Standard" in all SLO categories					
Critical Thinking		NA	TBD	TBD	TBD
Communication & Collaboration		NA	TBD	TBD	TBD
Creativity		NA	TBD	TBD	TBD
Commitment		NA	TBD	TBD	TBD
Revise School-Wide Action Plan annually, based on analysis of data derived from the implementation of the SLO Rubric as an assessment tool. (LCAP)	●	●	TBD	TBD	TBD

*In 2016-17, the CCS Faculty did not formally track student progress using the SLO Rubric, as the focus was on transitioning, school-wide, to new GradPoint curriculum. In 2017-18, faculty members will seek to incorporate the SLOs into the new GradPoint curriculum where they do not already naturally exist, and will resume evaluation of students, using the SLO Rubric in the early spring. Documentation of SLO inclusion in curriculum, accompanied by student work samples, will be available for WASC Visiting Committee Review in 2018.

Goal 3 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Ensure that all CCS students are provided with opportunities to develop the CCS Student Learner Outcomes skills. All eleventh and twelfth grade curriculum should provide opportunities for students to reach "At or Exceeding Standard" levels of achievement in each SLO category. All teachers using the SLO Rubric should be able to correlate their student evaluations with work that students have completed in their course(s.) Students should be aware of the connection between assignments and the SLOs, and of their teachers' assessment of their progress in meeting the SLO objectives.</p> <ul style="list-style-type: none"> Developing Student Learner Outcomes Skills: <ul style="list-style-type: none"> All CCS Teachers of classroom-based courses are required to provide students with opportunities to practice and demonstrate their ability in each of the four SLO categories during each semester of their classroom-based courses. Each school year, classroom teachers are required to submit official documentation outlining how these SLOs are incorporated into the curriculum in one semester of one of their classroom-based courses. During each four-week attendance log period, all CCS Faculty Members focus classroom discussions on one of the Student Learner Outcomes. This process is continued through the school year so that each Student Learner Outcome is discussed at length during two months of instruction, each year. Tracking and Reporting Proficiency: <ul style="list-style-type: none"> At the beginning of the fall semester, Supervising Teachers require their students to evaluate themselves on the SLO Rubric. At the close of each fall semester, <i>all</i> teachers evaluate <i>all</i> of their students, by subject area, using the SLO Rubric and record their evaluations in a central spreadsheet. Each student's scores are averaged together by category. The percentage of students at each grade level with an average score that indicates that they are "At or Exceeding Standard" is recorded by SLO category and tracked for annual improvement by graduating class. At the end of spring semester, students refer to their Fall Student-completed SLO Rubrics and assess themselves again, using the SLO Rubric, noting progress and areas of relative strength and weakness. 	<p>All CCS Teachers</p> <p>Director</p> <p>Counselor</p> <p>All CCS Students</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal 3 Tasks	Responsible Person(s) Involved	Timeline
2. Track progress towards accomplishment of the SLOs, by graduating class. Data stored in central database and reported to school stakeholders. (LCAP)	WASC Coordinator	2017-2018 2018-2019 2019-2020

Goal #3 Professional Development/ Resources:

Common Core Standards; WASC Handbook; Analysis of SLO Rubric data; CCS SLOs and SLO Rubric; SLO Rubric Spreadsheet; SLO Course Documentation; The Four Cs; LCAP

Goal #3 Means to Assess Improvement:

SLO Rubric; SBAC Interim; SBA; Course Assessments; Final Exams; Student Course Grades

Goal #3 Reporting Progress:

WASC Home/Focus Group Meetings; Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; Weekly, quarterly, and semester grades reported to parents and students through School Pathways; Standardized Exam Results online through Zangle; In-class discussions about individual and class progress; WASC Progress/ Self Study Reports

Revision of SWAP each year, based on completion of tasks, formative and summative assessment data, survey results, and marketing data.

Goal 4: (Area of Improvement based on 2012 Visiting Committee Critical Area for Follow-Up, 2015 WASC Visiting Committee Critical Area for Follow-Up, and 2017 Critical Student Learning Need)

Build enrollment through outreach (marketing efforts and partnerships). Maintain enrollment through school community enhancements (additional course offerings and extra-curricular social activities; augmented involvement of all school stakeholders in school events; additional services that support the needs of students in disadvantaged subgroups; support to students as they pursue timely high school completion, college, and career; and continuing efforts to ensure a safe learning environment).

Supporting Data/ Evidence:

Category of Focus	2013-14	2014-15	2015-16	2016-17	2017-18
CBEDS Enrollment	197	226	207	214	263*****
Graduation Rate	52%	59%	69%	TBD	TBD
Student Satisfaction Survey*- Percentage of students agreeing with the following statements:					
<i>My education has become more personalized at Choices Charter School.</i>	99	100	92	99	TBD
<i>I feel safe at Choices Charter School.</i>	100	99	96	99	TBD
<i>The Choices staff is caring and responsive to student needs.</i>	99	99	96	98	TBD
<i>My feelings about my education have become more positive since attending Choices Charter School.</i>	98	98	91	95	TBD
<i>How is your anxiety level since attending CCS? ("Less")</i>	New Question in 2017			58	TBD
Parent Satisfaction Survey*- Percentage of parents agreeing with the following statements:					
<i>The educational program at Choices Charter School met my expectations (this year).</i>	98	100	99	99	TBD
<i>Overall, Choices Charter School provides a positive educational experience.</i>	96	100	100	100	TBD
<i>The social environment at school was positive and supportive.</i>	100	100	96	95	TBD
<i>My child made satisfactory progress in learning this year.</i>	87	98	96	95	TBD
Students with Disabilities Attitude Survey**- Percentage of Students with Disabilities agreeing with the following statements:					
<i>I like to come to school at Choices.</i>	71	NA	70	87	TBD
<i>I feel safe at Choices.</i>	71	NA	85	90	TBD
<i>I plan to graduate from Choices.</i>	65	NA	75	72	TBD
<i>I am proud of how I did in school this year.</i>	53	NA	65	69	TBD

Category of Focus	2013-14	2014-15	2015-16	2016-17	2017-18
California Healthy Kids Survey- Percentage of students who rank as "High"					
Academic Motivation	CHKS Resumed in 2016-17				Biennial Survey
7 th Grade				47	
8 th Grade				36	
11 th Grade				23	
Senior Exit Interview***					
Percentage of graduating seniors who would recommend CCS to other students	100	100	100	100	TBD
Percentage of graduating seniors who state that they would not have graduated, had they not enrolled at CCS	54	27****	36	36	TBD

*The School Satisfaction Survey is administered at Fall Orientations and provides information about the previous year; all returning students and parents/guardians are required to take the survey.

**The Students with Disabilities Attitude Survey is administered during the final month of the school year to students with Individualized Education Plans. It was not administered in 2014-15.

***The Senior Exit Interview is a mandatory survey given to all graduating seniors at the time of senior checkout.

**** Typically at about 50%, this figure is low in 2014-15, due to poor response rate (survey collection process corrected in 2015-16) and in both 2015-16 and 2016-17, likely due to a growing number of students who have chosen to attend Choices because they prefer the learning format, and not necessarily because they have experienced failure in other programs.

*****2017 enrollment based on internal data.

Goal 4 Growth Targets: ("•" indicates that the objective has been achieved)

Annual Objective	2013-14	2014-15	2015-16	2016-17	2017-18
3% annual growth in CBEDS Enrollment		•		•	•
3% points annual growth in Graduation Rate		•	•	TBD	TBD
All Student Satisfaction Survey percentages (except question on Anxiety) in Supporting Data/ Evidence table remain at 90% or above	•	•	•	•	TBD
3% points annual growth in percentage of students stating on the Student School Satisfaction Survey that they have experienced less Anxiety since attending CCS	New Question in 2017			Baseline	TBD
All Parent Satisfaction Survey Percentages in Supporting Data/ Evidence table remain at 90% or above		•	•	•	TBD
All Students with Disabilities Survey Percentages in Supporting Data/ Evidence table remain at 90% or above		NA			TBD
6% points biennial growth of students in all grade levels surveyed who report "High" Academic Motivation on the CHKS	CHKS Resumed in 2016-17			Baseline	Biennial Survey
Percentage of graduating seniors who would recommend CCS to other students remains at 90% or above	•	•	•	•	TBD
The Leadership Team reviews Marketing Data (collected upon enrollment) each semester in order to evaluate the effectiveness of various marketing strategies and to make decisions about future allocation of Marketing resources.	•	•	•	•	TBD
The Leadership Team reviews the reasons that students leave CCS (collected at the time of student check-out) each semester in order to identify ways that the program may be improved to more effectively meet student needs. This information supports decisions about program changes. (LCAP)	•	•	•	•	TBD

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
1. Build enrollment through marketing activities and the development of partnerships: 2. <ul style="list-style-type: none"> Marketing activities build enrollment by attracting new students: <ul style="list-style-type: none"> Collection of marketing data upon enrollment allows CCS to understand which sources lead students to the school. Leadership Team review of marketing data each semester. Use of marketing data to decide upon subsequent marketing activities. Use of assessment and survey data in marketing materials. The Choices Charter School website communicates the benefits of the independent study program and encourages prospective students and their parents to attend orientation. A 2015-16 renovation of the site includes video testimonials from students and parents, staff biographies, and a new logo, color scheme, and tag line. The Choices Charter School Facebook page invites current and prospective students to join an online community that communicates about school events. CCS expanded its social media presence and marketing via social media in 2016-17. A new trade show booth (2015-16) allows CCS to reach out to prospective families at fairs, expositions, and trade shows (i.e. Sacramento County Fair & Montessori Schools Fair). New logo wear and miscellaneous promotion materials are used to increase brand awareness. (2015-16) In 2016-17, APLUS+ trained the staff on terminology used to clearly define CCS as a "Personalized Learning Public Charter School" in discussions with prospective families. Student Shadowing encourages students to recommend CCS to friends. The development of partnerships encourages referrals of new students who will benefit from the CCS program: <ul style="list-style-type: none"> Collaboration with local elementary and middle school charter organizations, through attendance at monthly San Juan Charter Coalition (SJCC) meetings, encourages student referrals. An annual "Open House" for (and ongoing correspondence with) district administrators and counselors encourages referrals. (New in 2016-17) 	Director	2017-2018
	Support Staff	2018-2019
	All CCS Teachers	2019-2020
	Counselor	
	Leadership Team	
	Director	2017-2018

<ul style="list-style-type: none"> ○ On-site Foster Youth Services refer students to CCS when an independent study program fits specific Foster Youth student needs. ○ Letter to local mental health counselors requesting referrals. (2016-17 only) 	<p>Support Staff</p> <p>All CCS Teachers</p> <p>Counselor</p> <p>Leadership Team</p>	<p>2018-2019</p> <p>2019-2020</p>
--	--	-----------------------------------

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Build and maintain enrollment through enhancements of the school community that will result in greater student satisfaction (student retention) and additional student referrals from current CCS families.</p> <ul style="list-style-type: none"> • Additional course offerings and extra-curricular social activities. ○ Add a minimum of one elective course each school year. (LCAP) <ul style="list-style-type: none"> • 2012-13: <i>Drama, Innovation & Cash Creation Through Entrepreneurship, Student Leadership</i> • 2013-14: <i>Percussion & Drums</i> • 2014-15: <i>Yearbook</i> • 2015-16: <i>Peace & Unity, Film & Media</i> • 2016-17: <i>Astronomy</i> • 2017-18: <i>Creative Writing, Robotics, Introduction to Business, Medical Office Management, Consumer Math</i> ○ Add AP Courses: <ul style="list-style-type: none"> • 2015-16: <i>AP Spanish Language and Culture</i> • 2016-17: <i>AP Calculus AB, AP English Literature</i> • 2017-18: <i>AP Language and Composition</i> ○ Add at least one extra-curricular event each school year. (LCAP) <ul style="list-style-type: none"> • 2015-16: <i>The Game Club, Minute to Win It, Sacramento Speaker Series, CCS Garden Maintenance</i> • 2016-17: <i>Student Government, Daily Bread Baking, Intramurals</i> • 2017-18: <i>School Dance, Dance Club, Gay Straight Alliance Club</i> ○ Incorporate grade-level field trips. (LCAP) <ul style="list-style-type: none"> • 2016-17: <i>Field Trips for 8th and 12th grades</i> • 2017-18: <i>Field Trips for 6th and 8th grades</i> • 2018-19: <i>Field Trips for 6th, 7th, and 8th grades (possibly 11th)</i> 	<p>Community Outreach Representative</p> <p>All CCS Teachers</p> <p>WASC Coordinator</p> <p>Director</p> <p>Support Staff</p> <p>Counselor</p> <p>Student Leadership Team</p> <p>Safe School Plan Administrator</p> <p>Special Education Department</p> <p>Student Government</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

<ul style="list-style-type: none"> • Augmented involvement of all school stakeholders in school events. <ul style="list-style-type: none"> ○ Encourage additional parent participation in students' educational experience through the use of GradPoint and School Pathways and the implementation of the Master Agreement. ○ Build connections with students and their families by hosting events that include family members: <ul style="list-style-type: none"> • Advisory Council Meetings • Career Fair (biennial event) (LCAP) • Fall Orientation • Back to School Night (new community-building format introduced in 2015-16) • Parent Information Nights (2X per year) (new focus on college & career readiness introduced in 2016-17- LCAP) • Celebration of the Arts (2X per year) • College Night (encourage students to attend SJUSD event) • Student Honor Roll Celebrations • Talent Show/ Open House • CCS Family Focus Group Meeting • Middle School Promotion Ceremony • Senior Breakfast • High School Graduation Ceremony (undergraduates and their families invited to participate as volunteers, starting in 2015-16) • Additional services that support ALL students, and particularly those in disadvantaged subgroups. <ul style="list-style-type: none"> ○ Meet the needs of Socioeconomically Disadvantaged Students through: <ul style="list-style-type: none"> • more accurate identification of students who qualify (surveyed on site in 2015-16; required completion of online SJUSD survey in 2016-17 and 2017-18), • transportation assistance (bus passes and staff drivers) • food closet addresses nutrition needs (meals on site or sent home) • clothing closet provides clothing for both genders (2015-16 and beyond) • Field Trips allow students to travel off-campus to new locations (2016-17 and beyond- LCAP) • CCS Staff donates funds for holiday food and gift baskets for families in need 	<p>Community Outreach Representative</p> <p>All CCS Teachers</p> <p>WASC Coordinator</p> <p>Director</p> <p>Support Staff</p> <p>Counselor</p> <p>Student Leadership Team</p> <p>Safe School Plan Administrator</p> <p>Special Education Department</p> <p>Student Government</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>
--	---	--

<ul style="list-style-type: none"> • students in need of encouragement are invited to attend graduation as volunteers (2015-16 and beyond) • CCS Scholarships support students who need financial assistance to continue their education • priority consideration for invitation to attend Sacramento Speaker Series for free (2015-16 and beyond) • feedback from staff and a CCS Family Focus Group; what we are doing well and what more we can do to meet needs (2015-16 and beyond) • assistance to families in acquiring affordable in-home internet services. (2016-17 and beyond) (LCAP) <p>○ Meet the needs of Students with Disabilities through:</p> <ul style="list-style-type: none"> • Modified curriculum and instruction. (Fall 2016 Training by SJUSD) • Encouragement of students with IEPs to enroll in Arts electives, promoting self-expression and development of self-esteem. • Development and piloting (2016-17), then implementation (2017 and beyond), of a process to identify, support, and track academic progress of Students with Disabilities who struggle with anxiety (process to be piloted for ALL students in 2017-18) • SJUSD-contracted specialists, such as a district nurse, psychologist, and speech therapist. • Part-time, on-site tutor dedicated to the support of students with IEPs. <p>○ Meet the needs of English Learners through:</p> <ul style="list-style-type: none"> • Encouraging English Learners to enroll in electives and to participate in extra-curricular activities as a means of developing English Language skills. (LCAP) <p>○ Meet the needs of ALL Students, particularly those with disadvantages through:</p> <ul style="list-style-type: none"> • Tutoring services ongoing, and augmented tutoring/computer lab hours in 2015-16 and beyond. (LCAP) • New technology purchases on an annual basis support the availability of computers for students. (LCAP) 	<p>Community Outreach Representative</p> <p>All CCS Teachers</p> <p>WASC Coordinator</p> <p>Director</p> <p>Support Staff</p> <p>Counselor</p> <p>Student Leadership Team</p> <p>Safe School Plan Administrator</p> <p>Special Education Department</p> <p>Student Government</p> <p>Assistant Director</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>
---	---	--

<ul style="list-style-type: none"> • Development of a system of assigning students to specific tutoring locations and monitoring student activity. (to be implemented in 2017-18- LCAP) • Meet the needs of students with anxiety through understanding, compassion, and flexibility/ modifications. (Training during Fall 2015 In-Service and Fall 2017 In-Service) • Development and piloting of a process to identify, support, and track academic progress of all students who struggle with anxiety (2017-18 and beyond) (LCAP) • Bulletin board display and handout developed to assist families in managing stress and anxiety. • Extended computer lab time and more laptops available for student use/ loan, increasing overall access to technology (2015-16 and beyond) (LCAP) • Fall Break allows students to catch up on assignments with the support of on-campus tutoring. (2017 Start) <ul style="list-style-type: none"> • Support to students as they pursue timely high school completion, college, and career. <ul style="list-style-type: none"> ○ Leadership Team reviews Student Exit Data each semester and addresses area of need to prevent student turnover. ○ Provide formal interventions to assist students who struggle. ○ Recognize and reward excellence within the student community through the Character Board, Math Stars Program, Student Honor Roll, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and Scholarship Program. ○ Offer the Hi-SET for students who are interested in testing out of high school. (<i>First implemented in 2016-17.</i>) ○ Offer the PSAT on campus and assist students with sign-ups for SAT and ACT exams. ○ FAFSA workshops inform families about pursuing financial aid. 	<p>Community Outreach Representative</p> <p>All CCS Teachers</p> <p>WASC Coordinator</p> <p>Director</p> <p>Support Staff</p> <p>Counselor</p> <p>Student Leadership Team</p> <p>Safe School Plan Administrator</p> <p>Special Education Department</p> <p>Student Government</p> <p>Assistant Director</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>
---	---	--

<ul style="list-style-type: none"> ○ Parent Information Nights assist with college/career planning (2016-17 and beyond- LCAP) ○ Four-year timeline checklist developed and posted to website to assist families with college preparation process. (<i>First implemented in 2017-18.</i>) (LCAP) ○ Advertise and provide counseling support by appointment for help with college research and applications. (<i>First implemented in 2017-18.</i>) (LCAP) ○ Summer School (17 courses offered in 2017) provides students with a way to catch up on credits. (2017 Start) ○ CTE Pathway in Business planned for Fall 2018 debut. • Continue efforts to ensure a safe learning environment <ul style="list-style-type: none"> ○ Continue to implement the Safe Schools Plan and consistently enforce school rules, ensuring that students are safe on campus. ○ Encourage Student Shadowing to welcome students' supportive peers into the community. 	<p>Community Outreach Representative</p> <p>All CCS Teachers</p> <p>WASC Coordinator</p> <p>Director</p> <p>Support Staff</p> <p>Counselor</p> <p>Student Leadership Team</p> <p>Safe School Plan Administrator</p> <p>Special Education Department</p> <p>Student Government</p> <p>Assistant Director</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>
--	---	--

Goal #4 Professional Development/ Resources:

San Juan Charter Coalition Meetings; Marketing Data; Data from assessments & surveys (New Student Survey, Checkout Form, Senior Exit Interviews, Parent/Student School Satisfaction Surveys, Students with Disabilities Attitude Survey) Elective course curriculum; Tutoring program; Student Shadowing program; CSUS Department of Education; Safe Schools Plan; CCS School Rules/ Discipline Policy; Master Agreement; Math Stars Program; Honor Roll Program; Middle School Promotion Ceremony; Senior Breakfast; High School Graduation Ceremony; Parent Information Night Seminars; Facebook; APLUS+; GradPoint; Pathways; Advisory Council Meetings; Career Fair; Fall Orientation; Back to School Night; Celebration of the Arts; SJUSD College Night; Student Honor Roll/ Celebration; Talent Show/ Open House; Family Focus Group Meeting; 2015 Training on Working with Students with Emotional Distress; Sacramento Speaker Series; Leadership Team Meetings; Student Exit Data; Elective Course Curriculum; Hi-SET; SJUSD Training on Modifications for Students with Disabilities; Sacramento Speaker Series; Student Government; The Game Club; Minute to Win It; Coding Club; CCS Garden; LCAP; Computer Lab; Laptops; LCAP; FAFSA; 2017 Training on Working with Students with Anxiety, Student Exit Data.

Goal #4 Means to Assess Improvement:

Enrollment totals; Marketing data; Student Exit Data; WASC Review; Surveys (Senior Exit Interviews, Parent/Student School Satisfaction Surveys, Students with Disabilities Attitude Survey); LCAP Annual Measurable Outcomes.

Goal #4 Reporting Progress:

Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; WASC Progress/ Self Study Reports; LCAP

Revision of SWAP each year, based on completion of tasks, formative and summative assessment data, survey results, and marketing data.

Goal 5: (Area of Improvement based on 2012 WASC Visiting Committee Critical Area for Follow-Up)

Develop more formalized processes to facilitate:

- *collection and tracking of student data via additional formative assessments and surveys,*
- *professional development,*
- *organizational decision making,*
- *implementation of new ideas, curriculum, instructional techniques, and changes in program format.*

Supporting 2012 Data:

As suggested by the 2012 WASC Visiting Committee, consistent collection, documentation, and tracking of student achievement data generated by both standardized exams and internally-developed assessment tools assists the CCS staff in a more focused and precise approach to organizational decision making, execution of the School Wide Action Plan, and individual student interventions. More formalized processes ensure that decisions and changes are made after careful consideration of data and with appropriate involvement of school stakeholders.

Additional Supporting Evidence:

An abundance of school data is also helpful in communicating the strengths of the CCS program to prospective students and various outside organizations.

Goal 5 Growth Targets: ("•" indicates that the objective has been achieved)

Annual Objective	2013-14	2014-15	2015-16	2016-17	2017-18
Collection and tracking of student data:					
Formative Assessments-					
Rubrics: Student Learner Outcomes, Citizenship, Physical Education, Website Evaluation, SJUSD Writing	•	•	•	•	TBD
Homework Assignments, Midterms, Unit Tests, Final Exams	•	•	•	•	TBD
Item Analysis (connected to CA State Content Standards)- implemented regularly in Math and ELA; data compiled to identify professional development needs	•	•	•	•	TBD
NWEA MAP Testing	•	•	•	(Discontinued)	
SBAC Interim Testing	(2016-17 Start)			•	TBD
Surveys-					
Parent/ Student School Satisfaction Survey	•	•	•	•	TBD
STAR/ CAASPP Student Survey	•	•	•	•	TBD
Senior Exit Survey	•	•	•	•	TBD
Students with Disabilities- Attitude Survey	•	•	•	•	TBD
SJUSD Free & Reduced Lunch Survey	(2016-17 Start)			•	TBD

Annual Objective	2013-14	2014-15	2015-16	2016-17	2017-18
Surveys (continued)-					
Socioeconomically Disadvantaged Students- Family Focus Group Survey	(2015-16 Start)		•	•	TBD
New Student Survey (Marketing & Enrollment Information)	•	•	•	•	TBD
Reasons for exit data collected when students leave program	•	•	•	•	TBD
California Healthy Kids Survey	(2016-17 Start)			•	NA
Student Intervention Log-					
Intervention spreadsheet- updated each week by interventionists/ faculty, details all student interventions	•	•	•		TBD
Professional Development:					
More focused approach, addressing two topics per year.	•	•	•	•	TBD
The Director will decide upon professional development direction based on student achievement data from both formative and summative assessment results, school survey results, and current educational research.	•	•	•	•	TBD
Ample professional development time will be dedicated to training and implementation of strategies.	•	•	•	•	TBD
The Director will observe classrooms in session each semester to assess whether students are benefiting from the implementation of new strategies, school-wide.	•	•	•	•	TBD
Organizational Decision Making:					
Minutes will be taken at all meetings and catalogued chronologically for reference.	•	•	•	•	TBD
Agendas for meetings will be created with consideration of unresolved items from previous meetings.	•	•	•	•	TBD
The School-Wide Action Plan will be reviewed by the staff at least once each year, as a means of encouraging ongoing discussion about the status of projects and the efficacy of programs/processes currently in place.	•	•	•	•	TBD
Revisions and updates to the School-Wide Action Plan can be suggested by all staff members and decided upon officially by the Leadership Team.	•	•	•	•	TBD
In the event that the staff, as a whole group, is unable to make a decision or execute an idea, the staff will vote to either continue discussion or pass the topic to the Leadership Team for resolution and implementation.	•	•	•	•	TBD
The Leadership Team will continue to meet regularly, and its agendas will include topics tabled at previous Staff Meetings.	•	•	•	•	TBD
The Leadership Team will act as representatives of all staff members in order to ensure swift action in areas of program need.	•	•	•	•	TBD
All above items will be evaluated annually and may be modified based on what is learned about the effectiveness of the policies and procedures each school year.	•	•	•	•	TBD

Goal 5 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Collect and track student data through the use of formative assessments, surveys, and logging of student intervention data: (LCAP)</p> <ul style="list-style-type: none"> • <u>Formative Assessments</u> are administered throughout the school year and are evaluated by All CCS Teachers. Results/ trends are discussed among teachers within their departments, at department meetings, and/or during WASC Home Group meetings. Formative Assessment data drives changes in curriculum, instructional strategies, and School Wide Action Plan tasks. Formative Assessment data also drives the Director's choices of Professional Development topics for subsequent years. <ul style="list-style-type: none"> ○ Rubrics: Student Learner Outcomes, Citizenship, Physical Education, Website Evaluation, SJUSD Writing ○ Homework Assignments, Midterms, Unit Tests, Final Exams ○ Item Analysis (connected to CA State Content Standards)- implemented regularly in Math and ELA; data compiled to identify professional development needs ○ SBAC Interim Testing (starting in 2016-17) • <u>Surveys</u> are administered throughout the year; survey results are analyzed and discussed in Leadership Team Meetings, August and June In-service, and Staff Meetings. Survey results drive changes to the list of tasks in the School Wide Action Plan. Survey data is also utilized in advertising. <ul style="list-style-type: none"> ○ Parent and Student School Satisfaction Surveys (administered during Fall Orientation) ○ CAASPP Student Survey (administered at time of Spring testing) ○ Students with Disabilities Attitude Survey (administered in Spring) ○ Senior Exit Survey (administered in Spring with graduation paperwork) ○ SJUSD Free & Reduced Lunch Survey (administered upon enrollment and, for returning students, at Fall Orientation in 2016 & 2017) ○ Socioeconomically Disadvantaged Students- Family Focus Group Survey (administered in Spring at annual focus group meeting) ○ New Student Survey (Marketing & Enrollment Information) 	<p>All CCS Teachers</p> <p>WASC Coordinator</p> <p>Support Staff</p> <p>Community Outreach Representative</p> <p>SBAC Exam Administrators</p> <p>Director</p> <p>Director of Technology</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

<ul style="list-style-type: none"> ○ Reasons for exit data collected when students leave program ○ California Healthy Kids Survey administered every other Spring (reprisal in 2016-17) • <u>Student Intervention Data</u>: All CCS Teachers document concerns about student academic progress and/or behavior in School Pathways and work with the Community Outreach Representative to initiate formal interventions when warranted. Intervention activity and status is tracked weekly in Attendance Meetings, through the use of a Google Spreadsheet. 	<p>All CCS Teachers</p> <p>WASC Coordinator</p> <p>Support Staff</p> <p>Community Outreach Representative</p> <p>SBAC Exam Administrators</p> <p>Director</p> <p>Director of Technology</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>
---	---	--

Goal 5 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Implement a formalized approach to Professional Development that is focused in nature and provides faculty with dedicated time for implementation of new strategies:</p> <ul style="list-style-type: none"> The Director chooses two topics of professional development to pursue each year and will dedicate professional development time for training/ implementation. The choice of topics is based on formative and summative assessment results, school survey results, and current educational research. Each year, the English Language Arts and Mathematics teachers formally document their analyses of formative assessment data and suggest professional development based on this analysis process. 2017-18 Professional Development Topics: <ul style="list-style-type: none"> <u>Student Engagement/ Motivation</u> <ul style="list-style-type: none"> Team Teaching (monthly share-outs in all-staff meetings provide ongoing training) GradPoint/ Pathways Trainings (new programs provide engaging online curriculum and opportunity to effectively communicate with families- ongoing training supports faculty in utilizing a breadth of available functions within the programs) Training from Experts - TBD <u>Working with Students with Anxiety & Learned Helplessness</u> <ul style="list-style-type: none"> Training from Experts- TBD The Director observes classes each semester to confirm that students are benefiting from new strategies implemented school-wide. Each year, CCS Faculty members participate in professional development trainings and workshops that correspond to their subject areas or functions. This includes, but is not limited to, SJUSD and Sacramento County Office of Education (SCOE) trainings that are available to CCS Faculty at no additional cost. 	<p>Director</p> <p>All CCS Teachers</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal 5 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Implement formal organizational decision making process by:</p> <ul style="list-style-type: none"> Recording minutes of all meetings, cataloging all minutes in chronological order, referencing all previous meeting minutes in the process of creating subsequent meeting agendas. Passing action items to the Leadership Team for attention when they are too difficult to resolve in staff meetings. Holding Leadership Team meetings twice monthly (previously held once a month) in order to improve the ability of the organization to respond promptly to action items. Leadership Team meeting minutes feed into All-Staff meeting agendas, so that decisions made in Leadership are communicated back to the staff. 	<p>Director</p> <p>All CCS Teachers</p> <p>Leadership Team</p> <p>Support Staff</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal 5 Tasks	Responsible Person(s) Involved	Timeline
<p>4. Ensure dedicated time for implementation of new ideas, curriculum, instructional techniques, and changes in program format that have been deemed necessary as part of Professional Development and/or Staff/Leadership Team discussions:</p> <ul style="list-style-type: none"> • The Director and/or the Leadership Team will request feedback from staff regarding the timeframe and resources necessary to execute improvements in the CCS program. • Based on feedback, the Director and/or Leadership Team will decide upon a realistic schedule for each new undertaking. • Projects will be managed by the Leadership Team, and tracked to completion through consistent follow up on Leadership Team meeting agendas. 	<p>Director</p> <p>Leadership Team</p> <p>All CCS Teachers</p> <p>Support Staff</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal 5 Tasks	Responsible Person(s) Involved	Timeline
<p>5. Execute the School Wide Action Plan through:</p> <ul style="list-style-type: none"> Leadership Team and Staff review each year, which may result in modifications to the plan Annual tracking of task completion through the creation and guidance of the <i>SWAP Action Items Spreadsheet</i>, which assigns all School Wide Action Plan tasks to specific semesters or other subsets of time, such as summer recess, Fall Orientation, In-Service meetings, etc. Implementation of ideas which currently exist in the School Wide Action Plan or that have been amended will follow the process described in Task # 4. 	<p>All CCS Teachers</p> <p>Support Staff</p> <p>Leadership Team</p> <p>Director</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal #5 Professional Development/ Resources:

Survey Results Database on Google Drive and Central Server; Assessment Results Database on Google Drive and Central Server; Student Intervention Database on Central Server; SJUSD/ Foster Youth Formative Assessments; Illuminate Data & Assessment; SJUSD Writing Rubric; School Satisfaction Survey; Student Intervention Guide; Special Education Attitude Survey; Renaissance; CAASPP Student Survey; Senior Exit Survey; SJUSD Free & Reduced Lunch Survey; Student Learning Outcomes Rubric; Citizenship Rubric; Physical Education Rubric; Website Evaluation Rubric; SJUSD Writing Rubric; Student Achievement Data (Formative and Summative Assessment Results); Current Educational Research; Staff Meetings; Leadership Team Meetings; Meeting Minutes; Meeting Agendas; School Wide Action Plan; Item Analysis; Chrome Books: Common Core Standards; SWAP Action Items Spreadsheet; SJUSD CAASPP Training; CCIS Conference; SJUSD Secondary Math Course Planning; GradPoint; Pathways; SJUSD Special Education Training; GradPoint Training; SJUSD Training on SBAC Interim; SJUSD Training on Illuminate Education Data & Assessment; Socioeconomically Disadvantaged Student- Focus Group Survey; LCAP; Healthy Kids Survey.

Goal #5 Means to Assess Improvement:

Annual comparison of survey statistics and assessment results; Student rubric scores compared over time; WASC Review; Classroom Observations; Teacher Feedback; Formative and Summative Assessment Results; Student Surveys at close of CAASPP testing; Student/Parent School Satisfaction Survey; Senior Exit Interview; Students with Disabilities Attitude Survey; Analysis of Action Item Resolution evidenced in Meeting Minutes; Feedback from Staff Members/ Leadership Team; Support Staff Feedback; Leadership Team Feedback; Analysis of Completion of SWAP Tasks within timeline using SWAP Action Items Spreadsheet; Comparison across years of SBAC Interim Data; Student Intervention Data Spreadsheet reveals successful/ unsuccessful student intervention rates; Healthy Kids Survey.

Goal #5 Reporting Progress:

Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; CCS Website; CCS Newsletter; CCS Facebook page; WASC Progress/ Self Study Reports

Revision of SWAP each year, based on completion of tasks, formative and summative assessment data, survey results, and marketing data.

Goal 6:

Improve CCS students' ability to perform well on standardized assessments in all subjects by building students' motivation, test-taking skills, and knowledge of content standards.

Supporting Data:

- In recent years, growth in student proficiency on standardized exams has been inconsistent.
- CCS Faculty members believe that the majority of CCS students would perform better on standardized exams if they possessed greater test-taking skills and higher motivation levels.

Category of Focus	2013-14	2014-15	2015-16	2016-17	2017-18
Northwest Evaluation Association Measures of Academic Progress Test ("NWEA MAP")					
Growth in Mean RIT score between Fall and Winter administrations of the NWEA MAP, by subject and grade				(NWEA MAP replaced by the SBAC Interim)	
Mathematics MAP					
Grade 6	ISS	ISS	ISS		
Grade 7	ISS	-3.3	1.1		
Grade 8	ISS	0.2	1.3		
Grade 9	ISS	0.9	Not Administered		
Reading MAP					
Grade 6	ISS	ISS	ISS		
Grade 7	ISS	-0.3	4.0		
Grade 8	-1.2	0.8	2.7		
Grade 9	-2.0	-2.1	1.0		
Smarter Balanced Assessment Consortium Interim Exam ("SBAC Interim")					
Percentage of students who score "At/ Near or Above Standard" on the SBAC Interim by subject, grade, and specific module tested					
SBAC Interim- Mathematics				(Interim Pilot)	*
Grade 6				44	NA
Grade 7				Not Tested	NA
Grade 8- Geometry				50	NA
Grade 8- Expressions & Equations				67	NA
Grade 9				Not Tested	NA
Grade 11- Linear Functions				45	NA
Grade 11- Quadratic Equations				50	NA

Category of Focus	2013-14	2014-15	2015-16	2016-17	2017-18
SBAC Interim- English Language Arts				(Interim Pilot)	
Grade 6- Reading Informational Text				100	TBD
Grade 7- Reading Literary Text				79	TBD
Grade 8- Reading Literary Text				74	TBD
Grade 9- Reading Literary Text				69	TBD
Grade 11- Reading Literary Text				95	TBD
Smarter Balanced Assessment ("SBA")					
Percentage of students who score "At or Exceeding Standard" on the SBA, by subject and student subgroup					
Math SBA	(SBA Pilot)	(Baseline)			
All Students		16	10	12	TBD
Socioeconomically Disadvantaged Students		16	4	8	TBD
Students with Disabilities		ISS	5	13	TBD
ELA SBA					
All Students		53	41	39	TBD
Socioeconomically Disadvantaged Students		53	28	31	TBD
Students with Disabilities		ISS	14	20	TBD
Standardized Testing and Reporting ("STAR")/ California Standards Tests ("CST") & California Science Test ("CAST")					
Percentage of students scoring "Proficient" or "Advanced" on the STAR/ CST					
All Science CST					
All Students	39	32	36	(Science CST Discontinued)	
Science CAST (First data expected in 2019)				(CAST Pilot)	(CAST Pilot)
California High School Exit Examination ("CAHSEE")					
Percentage of 10 th Grade students who pass the CAHSEE during their 10 th grade year, by subject and student subgroup			(CAHSEE Suspended)		
CAHSEE ELA					
All 10 th Grade Students	70	71			
Socioeconomically Disadvantaged 10 th Grade Students	72	71			
10 th Grade Students with Disabilities	ISS	ISS			

Category of Focus	2013-14	2014-15	2015-16	2016-17	2017-18
CAHSEE Math					
All 10 th Grade Students	75	69			
Socioeconomically Disadvantaged 10th Grade Students	79	59			
10 th Grade Students with Disabilities	ISS	ISS			
California Healthy Kids Survey ("CHKS")					
Percentage of students who ranked the following categories as "High" on the California Healthy Kids Survey, by grade					
CHKS Academic Motivation				(Baseline)	*
7 th				47	NA
8 th				36	NA
11 th				23	NA
CHKS High Expectations					
7 th				68	NA
8 th				68	NA
11 th				67	NA

*ISS = Insufficient Sample Size

*CHKS not available for administration in 2017-18

Goal 6 Growth Targets: ("●" indicates that the objective has been achieved)

Annual Objective	2014-15	2015-16	2016-17	2017-18
NWEA MAP			(NWEA MAP to be replaced by the SBAC Interim)	
3% points growth (between Fall and Winter administrations) in percentage of all students grades 6-8 who score at "Proficient or Advanced" on the NWEA MAP exam.				
Mathematics				
Reading				
3% points growth (between Fall and Winter administrations) in percentage of all students in grade 9 who score as "AYP Pass" on the NWEA MAP exam.				
Mathematics		Not Administered		
Reading				
SBAC Interim				
SBAC Interim- Mathematics			(Interim Pilot)	
3% points annual growth in % of students who score "At/ Near or Above Standard" on the SBAC Interim- Mathematics (or 100%)				
Grade 6			Baseline	TBD
Grade 7			Not Tested	Baseline
Grade 8- Geometry			Baseline	TBD
Grade 8- Expressions & Equations			Baseline	TBD
Grade 9			Not Tested	Baseline
Grade 11- Linear Functions			Baseline	TBD
Grade 11- Quadratic Equations			Baseline	TBD
SBAC Interim- English Language Arts				
3% points annual growth in % of students who score "At/ Near or Above Standard" on the SBAC Interim- English Language Arts (or 100%)				
Grade 6- Reading Informational Text			Baseline	TBD
Grade 7- Reading Literary Text			Baseline	TBD
Grade 8- Reading Literary Text			Baseline	TBD
Grade 9- Reading Literary Text			Baseline	TBD
Grade 11- Reading Literary Text			Baseline	TBD

Annual Objective	2014-15	2015-16	2016-17	2017-18
SBA				
Increase percentage of students scoring "At or Exceeding Standard" on the Math SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline			TBD
Students with Disabilities	ISS	Inconclusive	•	TBD
Increase percentage of students scoring "At or Exceeding Standard" on the ELA SBA by at least 3% points annually				
All Students	Baseline			TBD
Socioeconomically Disadvantaged Students	Baseline		•	TBD
Students with Disabilities	ISS	Inconclusive	•	TBD
STAR/ CST				
Increase percentage of All Students scoring "Proficient or Advanced" on the Science CST by at least 3% points annually		•	(Science CST Discontinued)	
CAHSEE				
Increase percentage of 10 th Grade students who pass the CAHSEE ELA during their 10 th grade year by at least 3% points annually				
All 10 th Grade Students				
Socioeconomically Disadvantaged 10 th Grade Students				
10 th Grade Students with Disabilities	•			
Increase percentage of 10 th Grade students who pass the CAHSEE Math during their 10 th grade year by at least 3% points annually				
All 10 th Grade Students				
Socioeconomically Disadvantaged 10 th Grade Students				
10 th Grade Students with Disabilities	•			
CHKS				
Increase percentage of students in each grade surveyed who rate the following categories as "High" by at least 3% points with each survey administration				
CHKS Academic Motivation				*
7 th			Baseline	NA
8 th			Baseline	NA
11 th			Baseline	NA

Annual Objective	2014-15	2015-16	2016-17	2017-18
CHKS High Expectations				*
7 th			Baseline	NA
8 th			Baseline	NA
11 th			Baseline	NA
At the close of CAASPP testing (includes SBA, STAR/CST, and CAST exams), administer a brief survey questioning students about how CCS can improve in its ability to prepare students for CAASPP testing and support them in their quest to perform at their best.	•	•	•	TBD

*CHKS not available for administration in 2017-18

Goal 6 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Encourage students to try their best on the SBAC Interim, SBA, and CAST Exams by:</p> <ul style="list-style-type: none"> learning and executing strategies from professional development on preparing students to succeed on standardized exams. building a school culture that celebrates academic achievement on an ongoing basis, through the implementation of the Math Stars Program, Honor Roll, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and Scholarship Program providing healthy snacks to students during testing at Back to School Night, reminding families about the importance of CAASPP testing in classes, reminding students about the importance of CAASPP testing before administering the tests reassuring students that earning an "A" or "B" in grade-level Mathematics and English Language Arts classes at CCS means that they are very likely to earn a "Near, At, or Exceeding Standard" score on the SBA (based on 2017 study) celebrating the conclusion of CAASPP testing with a school barbecue excusing students from final exams in Math and English classes if they perform "Near, At, or Exceeding Standard" on the SBA exam (based on preliminary results.) 	<p>All CCS Teachers</p> <p>Director</p> <p>Support Staff</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal 6 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Build students' test taking skills and knowledge of academic standards.</p> <ul style="list-style-type: none"> • Build students' test taking skills by: <ul style="list-style-type: none"> ○ Inserting sample test questions into core course assignments. ○ Coaching students to perform well on frequent formative assessments, including SBAC Interim testing for 6th – 8th and 11th grade students. This includes guidance with study skills and test-taking strategies for success. ○ In 2017-18, the CCS Mathematics and English Language Arts Faculty will conduct a two-week review of course content and test-taking skills before the administration of the CAASPP. • Develop students' knowledge of academic standards through: <ul style="list-style-type: none"> ○ Annual analysis of test scores and translation of test results into appropriate and impactful changes in program format and/or curriculum that result in more effective instruction in areas of need- a process refined by ongoing professional development from SJUSD. ○ Augmented faculty awareness of Common Core Standards and migration of curriculum, technology, and instructional techniques to GradPoint to better prepare students for SBAC Interim and SBA testing. ○ Implementation of the Master Agreement, which requires students to complete standards-based assignments in a timely fashion. ○ Updated Special Education Curriculum that ensures academic rigor for Students with Disabilities. ○ Tutoring services that support students' understanding of academic standards. (LCAP) ○ In 2017-18, the CCS Mathematics and English Language Arts Faculty will conduct a two-week review of course content and test-taking skills before the administration of the CAASPP. 	<p>All CCS Teachers</p> <p>Leadership Team</p> <p>Director</p> <p>Director of Technology</p> <p>Special Education Department</p> <p>Support Staff</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>

Goal #6 Professional Development/ Resources:

SBAC Interim Test Results; STAR/CST Test Results; SBA Test Results; SJUSD Training on Analysis of Assessment Data using Illuminate Data & Assessments; SJUSD SBAC Interim Training; SJUSD CAASPP Training; Chrome Books; Common Core Standards, Master Agreement, Math Stars Program; Student Honor Roll; Tutoring Hours; LCAP, Back to School Night, GradPoint.

Goal #6 Means to Assess Improvement:

STAR/CST Test Results; SBAC Interim Test Results; SBA Test Results; Student Feedback; Teacher Feedback; Support Staff Feedback; Leadership Team Feedback; Student Surveys at close of CAASPP testing; WASC Review; GradPoint course grades.

Goal #6 Reporting Progress:

Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; WASC Progress/ Self Study Reports; Math Stars Program; Student Honor Roll.

Revision of SWAP each year, based on completion of tasks, formative and summative assessment data, survey results, and marketing data.

Appendices

A. **LCAP**

<http://choicescharter.org/wp-content/uploads/2018/01/Choices-Charter-2017-LCAP.pdf>

B. **Results of student questionnaires/ interviews**

Provided on-site

C. **Results of parent/ community questionnaire/ interviews**

Provided on-site

D. **CHKS San Juan Unified**

http://surveydata.wested.org/resources/San_Juan_Unified_1617_Sec_CHKS.pdf

E. **Master Schedule**

Provided on-site

F. **Approved AP Course List:**

<https://apcourseaudit.epiconline.org/ledger/school.php>

G. **UC A-G Approved Course List:**

http://choicescharter.org/wp-content/uploads/2017/12/Parent_student_handbook-2017-2018.pdf

H. **Miscellaneous School Program Information:**

http://choicescharter.org/wp-content/uploads/2017/12/Parent_student_handbook-2017-2018.pdf

I. **LCFF Eight Priorities Rubric Performance Information**

<https://www.caschooldashboard.org/#/Details/34674473430758/3/EquityReport>

J. **SARC**

http://choicescharter.org/wp-content/uploads/2018/01/2017_SARC_Choices_Charter.pdf

K. **CBEDS Information**

Provided on-site

L. **Graduation Requirements**

http://choicescharter.org/wp-content/uploads/2017/12/Parent_student_handbook-2017-2018.pdf

M. **Charter Renewal**

<http://choicescharter.org/wp-content/uploads/2018/01/San-Juan-Choices-Charter-School-Charter-Renewal-2013.pdf>

N. **Choices Charter WASC Three-Year Term Revisit Report 2015**

<http://choicescharter.org/wp-content/uploads/2018/01/Choices-Charter-School-WASC-Three-Year-Term-Revisit-Report-2015.pdf>

O. **Budgetary Information**

Provided on-site

P. **Choices Charter WASC Self-Study Report 2012**

Provided on-site

Q. **WASC Visiting Committee Report 2012**

Provided on-site

R. **WASC Visiting Committee Report 2015**

Provided on-site

S. **SWAP Action Items Spreadsheet**

Provided on-site

T. **High, Medium, and Low Quality Student Work Samples that Demonstrate Student Achievement of Student Learner Outcomes and Academic Standards**

Provided on-site

U. **Choices Charter School Photo Gallery:**

<http://choicescharter.org/news/gallery/>

