



CHOICES CHARTER SCHOOL ACS WASC MID-CYCLE SCHOOL PROGRESS REPORT

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**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Choices Charter School Main Entrance

I: Student/Community Profile Data

Include the following:

- **Student/community profile that has been updated annually since the last full visit.**
- **From the analysis of the updated student/community profile, include the following:**
 - **An updated summary with implications of the data and identified student learner needs.**

Note: See Task 2, ACS WASC Student/Community Profile Guide, of the ACS WASC Focus on Learning manual.

Choices Charter School ("CCS" or "Choices" or "Choices Charter") 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, all 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, 2014, and 2019 for five-year terms (2018 Charter Renewal Document: <https://choicescharter.org/wp-content/uploads/2020/01/San-Juan-Choices-Charter-School-Charter-Renewal-2018-final.pdf>). The Choices Charter campus has been closed to students since March 2020, due to COVID-19. During distance learning, curriculum continues to be available to students online 24 hours a day; class sessions are offered at their regularly scheduled times, via Zoom. Choices' COVID-19 Operations Report: <https://choicescharter.org/wp-content/uploads/2020/06/covid19LCAPreportChoicesCharterJune2020.pdf>)

The primary goal of CCS is to offer personalized educational alternatives organized around how students learn best. Due 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 ("AP") 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-G coursework and a new Career Technical Education ("CTE") Pathway in Business & Finance support students as they become college and career ready. A variety of elective courses - offered both online and in the classroom setting - provide students with the opportunity to earn credits while exploring individual interests and developing life skills. Of 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 Course Catalog: <https://choicescharter.org/wp-content/uploads/2021/02/Course-Catalog-2020-2021-rev-2-12-21.pdf>) CCS's personalized educational environment builds students' confidence, interpersonal skills, commitment to school, and engagement in learning, which leads to the realization of high

academic standards. (Parent/Student Handbook: https://choicescharter.org/wp-content/uploads/2020/08/Parent_student_handbook_2020-2021.pdf)

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.

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-secondary academic and/or professional pursuits. ***Ninety-eight percent of 2020 graduates stated that they would recommend the program to other students. Forty-six percent of the graduates stated that they would not have graduated from high school if they had not attended CCS. Sixty-three percent of those graduates planned to attend college or trade school in the coming year.***

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 Graduation Outcomes

The Choices Charter School Graduation Outcomes ("GOs") are based on establishing and accomplishing goals. This process is modeled at Choices through a pursuit of high school graduation and college and career readiness. At Choices, students:

- Define Goals
- Implement a Plan
- Make Adjustments
- Persevere

The Mission Statement, Vision, and Graduation 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 (2015-2020) were redesigned in 2015 to be closely aligned with the Common Core Four Cs, based on a recommendation by the 2015 WASC Three-Year Term Revisit Committee, and were then renamed the Graduation Outcomes, based on a recommendation by the 2018 WASC Visiting Committee. In 2019-20, the Choices Staff decided to redefine the Graduation Outcomes to reflect a greater focus on graduation and college and career readiness. The Graduation Outcomes were updated, and in 2020-21, the staff will pilot a new method of measuring student achievement of the GOs, using a new rubric, which will be delivered to students electronically, as an online survey.

Choices Charter Staff

The Choices Charter Staff is a collaborative team of caring and highly qualified educators, half of whom have worked at Choices for more than fifteen years. Please visit the Choices Charter School website for more information: <https://choicescharter.org/who-are-you/our-staff/>



Mr. Oddo and Mrs. Summers

Student Enrollment

Total enrollment at Choices was 214 in 2017 and has gradually grown to 295 in 2020, thanks to high student satisfaction/word of mouth and a strong online marketing presence. Most Choices students belong to a disadvantaged student subgroup and benefit from CCS's flexible, personalized academic program and safe, supportive school culture.

2020 Enrollment by Student Group and Race/ Ethnicity*

Student Group	# Enrolled	% Enrolled
Socioeconomically Disadvantaged	131	44%
Students with Disabilities	38	13%
English Learners	12	4%
Foster Youth	6	2%
Homeless	3	1%
Race/Ethnicity	# Enrolled	% Enrolled
White	179	61%
African American	27	9%
Two or More Races	12	4%
Pacific Islander	5	2%
Filipino	2	1%
Hispanic	61	21%
American Indian	2	1%
Asian	7	2%
TOTAL	295	100%**

*CA School Dashboard data (<https://www.caschooldashboard.org/reports/34674473430758/2020>)

**Percentages are rounded to the nearest whole number.

Featured Students: <https://choicescharter.org/featured-student-page/>

Student/Parent Testimonials and Photo Gallery: <https://choicescharter.org/>

According to the Fall 2020 **New Student Survey**, 55% of new students heard about Choices from a friend, family member, or staff member, and 36% found Choices through an internet search; the five most common reasons that students enrolled at Choices were (respondents were asked to choose up to three):

- *Choices fits our family needs.* (50%)
- *I wanted a smaller environment.* (39%)
- *I would like more control over my education.* (35%)
- *I heard of the great reputation of Choices.* (26%)
- *I wanted to try online learning.* (21%)

Student Progress

In order to assess the fulfillment of CCS's charter agreement with the San Juan Unified School District ("SJUSD"), to track progress for goals in the CCS Local Control Accountability Plan ("LCAP") and its WASC School Wide Action Plan ("SWAP"), and to report to SJUSD in the school's Annual Report, student progress towards meeting standards and outcomes is measured primarily through analysis of the following types of student data, as tracked on the California School Dashboard (<https://www.caschooldashboard.org/reports/34674473430758/2020> and in some cases, at <https://caaspp-elpac.cde.ca.gov/caaspp/>):

- **Academic Performance**
 - **CAASPP ELA & Math**
 - **College/Career Indicator**
- **Academic Engagement**
 - **Chronic Absenteeism**
 - **Graduation Rate**
- **Conditions & Climate**
 - **Suspension Rate**

The data types above are presented in detail below, disaggregated where possible to show academic performance of students in the significant subgroups at Choices Charter School: Socioeconomically Disadvantaged Students (44% of CCS Students in 2020) and Students with Disabilities (13% of CCS Students in 2020).

CCS is a small school that specializes in serving at-risk students who have experienced difficulty in the traditional school environment and are typically below grade level in skills and credit deficient. With small sample sizes of testing data, high student turnover rate (as students get back on track and often decide to move back to the traditional school environment), and a population that tends to struggle academically, it is difficult to define the value that the CCS program offers to its students using the traditional measures above. For this reason, CCS also tracks and highly regards data concerning student progress and student and parent satisfaction with the program using internally developed tools:

- **Graduation Outcomes Rubric Evaluations**
- **Student School Satisfaction Survey**
- **Parent School Satisfaction Survey**
- **Senior Exit Interview**
- **Students with Disabilities Attitude Survey**

Key data points from these additional surveys will be included below, as well, to add perspective about the benefits of enrollment in CCS's non-traditional learning program.

Academic Performance

CAASPP (SBA) ELA & Math

CAASPP performance levels remained the same or dropped from 2018 to 2019. Math scores for All Students actually increased by 4.8 points in 2019. However, this increase did not result in an increase in the overall performance level for Math. In both years, the number of Students with Disabilities who took CAASPP exams was too small to qualify for a separate performance level rating for that subgroup.

All changes in 2019 were small, in comparison to the changes that occurred in the previous year, which may indicate that the 2018 scores were inflated due to the performance of a few students and adjusted to more typical averages in 2019; shifts such as these can frequently occur with small sample sizes. No significant program or staffing changes occurred in 2019 to cause these small shifts, which frequently take place from year to year in a small program. In all areas, the net progress since 2017 remains positive.

CCS seeks to improve its academic performance data through ongoing data analysis and program changes that will more effectively serve students. ***In 2020-21, CCS adopted a new curriculum system, SchoolsPLP ("PLP"), which offers promising opportunity to provide superior online curriculum to students - particularly important during this time of campus closures. All classes are offered at their regularly scheduled times and are conducted via Zoom. Tutoring and teacher office hours are available for support. Teachers have increased their rate of outreach to students and parents, in order to remain connected to student circumstances and needs.***

CAASPP (SBA) ELA & Math*

CCS CAASPP (SBA) Data**	2018	2019
ELA		
All Students	+37.9pts	-21.5pts
Socioeconomically Disadvantaged Students	+41.2pts	-22pts
Students with Disabilities	ISS***	ISS
Math		
All Students	+17.6pts	+4.8pts
Socioeconomically Disadvantaged Students	+17pts	-9.3pts
Students with Disabilities	ISS	ISS

*<https://www.caschooldashboard.org/reports/34674473430758/2020> data source

**No CAASPP data available for 2020 due to COVID-19 School Closure

***"ISS" means "Insufficient Sample Size"

Though Choices has been shifting to the use of the California School Dashboard measures of school achievement and progress, CCS has also continued to monitor the data points provided directly by CAASPP. The following tables show proficiency levels of All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities on the CAASPP (Smarter Balanced Assessments) for English Language Arts and Mathematics, as provided on <https://caaspp-elpac.cde.ca.gov/caaspp/>. For consistency purposes, the 2020-21 WASC School Wide Action Plan continues to track progress with these figures, as they were the original data

points driving growth targets leading to this 2021 WASC Mid-Cycle visit.

CAASPP (SBA) ELA*

Category of Focus	2018	2019
Percentage of ELA students who scored "Standard Not Met" on the ELA SBA**		
All Students	23	28
Socioeconomically Disadvantaged Students	26	28
Students with Disabilities	50	65
Percentage of ELA students who scored "Standard Met or Exceeded" on the ELA SBA**		
All Students	50	44
Socioeconomically Disadvantaged Students	39	38
Students with Disabilities	32	5

*<https://caaspp-elpac.cde.ca.gov/caaspp/> data source

**No CAASPP data available for 2020 due to COVID-19 School Closure

CAASPP (SBA) Math*

Category of Focus	2018	2019
Percentage of Math students who scored "Standard Not Met" on the Math SBA**		
All Students	60	56
Socioeconomically Disadvantaged Students	69	67
Students with Disabilities	81	95
Percentage of Math students who scored "Standard Met or Exceeded" on the Math SBA**		
All Students	14	18
Socioeconomically Disadvantaged Students	7	10
Students with Disabilities	7	5

*<https://caaspp-elpac.cde.ca.gov/caaspp/> data source

**No CAASPP data available for 2020 due to COVID-19 School Closure

The CAASPP (SBA) ELA table above supports the ELA data presented on the CA School Dashboard: student performance dropped for all student groups in 2019. However, the greater detail offered in the CAAPP (SBA) Math table reveals some more positive perspectives. Fewer students in the All Students and Socioeconomically Disadvantaged Students groups scored at "Not Met" in 2019 than in 2018. Also a positive: More students in the same two groups scored "Standard Met or Exceeded" in 2019 than in 2018. This is welcome progress on both ends of the scoring spectrum. Students with Disabilities' Math performance worsened on both the high and low end of the scoring spectrum in 2019, perhaps depressing averages on the CA School Dashboard.

Though small score fluctuations from year to year are common with small sample sizes, the uniformly low performance of Students with Disabilities in 2019, in comparison to 2018 figures, is of concern. ***The CCS Resource Specialists are working with great dedication and determination to support students with IEPs during the current distance learning conditions to minimize learning loss and maintain grade-level expectations.***

College/ Career Indicator

California School Dashboard College and Career Readiness performance levels have grown steadily and significantly since 2017 for All Students and, during the same time, Socioeconomically Disadvantaged students have seen less consistent but nonetheless, net-positive growth. In 2020, Students with Disabilities outpaced All Students and Socioeconomically Disadvantaged Students with 27% considered college and career ready.

Choices Charter recognizes that, although many CCS students advance to community college and trade schools instead of four-year universities, its students' college and career readiness levels must continue to improve. ***In 2020-21, CCS adopted a new set of Graduation Outcomes that focus on setting goals and following through to achieve them. At Choices, students will practice setting and reaching goals related to college and career readiness, through the focused pursuit of timely high school graduation and the completion of at least one of a variety of possible paths that lead to success in college and career. Of note, CCS now offers a Career Technical Education Pathway in Business & Finance and plans to add another in Aviation/Robotics and/or Computer Science, to debut in 2021-22.***

CCS College/ Career Indicator Data*	2018	2019	2020
All Students	+0.4%	+1.1%	+4.0% (18%)
Socioeconomically Disadvantaged Students	+2.3%	-8.9%	+7.6% (13%)
Students with Disabilities	ISS**	ISS	(27%)

* 2020 CCI data provided at

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2020&cdcode=&scode=3430758&reporttype=sgroups;>

no color coded performance levels available in 2020.

**"ISS" means "Insufficient Sample Size"

Academic Engagement

Chronic Absenteeism

Although both All Students' and Socioeconomically Disadvantaged Students' rates of Chronic Absenteeism declined (All Students: -5.8%, Socioeconomically Disadvantaged Students: -6.4%,) only the performance level for Socioeconomically Disadvantaged Students improved in 2019. A collaborative and consistent process of staff discussion and outreach to struggling students (those with chronic absences) has certainly improved this figure on the California School Dashboard in 2020 and 2021, though this data is not yet available.

CCS Chronic Absenteeism Data*	2018	2019
All Students	-5.8%	-5.8%
Socioeconomically Disadvantaged Students	-6.7%	-6.4%
Students with Disabilities	ISS**	ISS

*2018 & 2019 Data Source:

<https://www.caschooldashboard.org/reports/34674473430758/2019/academic-engagement#chronic-absenteeism>

No Chronic Absenteeism data publicly available on CA School Dashboard in 2020

**"ISS" means "Insufficient Sample Size"

Graduation Rate

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. The table below shows California School Dashboard Graduation Rate data:

CCS Graduation Rate Data*	2018	2019	2020
All Students	+5.4%	+1.1%	+4.0% (73%)
Socioeconomically Disadvantaged Students	+7.8%	+1.1%	+6.7% (75%)
Students with Disabilities	ISS**	ISS	(83%)

*2018 & 2019 Data Source: <https://www.caschooldashboard.org/reports/34674473430758/2019/academic-engagement#graduation-rate>

2020 Graduation Rate data provided at

<https://www6.cde.ca.gov/californiamodel/gradreport?&year=2020&cdcode=&scode=3430758&reporttype=sgroups>

(no color coded performance levels available in 2020)

**"ISS" means "Insufficient Sample Size"

CCS Graduation Rates have grown each year since 2017, demonstrating significant progress in retaining students and engaging them in the pursuit of a high school diploma. In 2020, the Graduation Rates for the two largest disadvantaged subgroups were greater than the Graduation Rate for All Students, demonstrating equity in educational opportunity at Choices. Whereas Socioeconomically Disadvantaged Students lag All Students in some other academic indicators, they are ultimately persevering to graduation at a slightly higher rate.

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 2020, this percentage was 46%.

Conditions and Climate

Suspension Rate

At Choices, students are very rarely suspended or expelled. Teachers and Administration are typically connected to students and families and able to intervene when concerned, usually well before significant problems arise. In 2019, the Suspension Rate for Socioeconomically Disadvantaged Students grew from 0% to 0.5% (+0.5%,) which caused a drop in performance level from blue to green. The following data from the California School Dashboard demonstrates that suspensions almost never occur at Choices.

CCS Suspension Rate Data*	2018	2019
All Students	+/-0%	+0.2%
Socioeconomically Disadvantaged Students	+/-0%	+0.5%
Students with Disabilities	+/-0%	+/-0%

*2018 & 2019 Data Source: <https://www.caschooldashboard.org/reports/34674473430758/2019/conditions-and-climate#suspension-rate>

2020 Suspension Rate data not available

Locally Collected Student and Parent Data

Graduation Outcomes Rubric Evaluations

In addition to mastery of academic content standards, Choices students are also expected to develop life skills while completing their coursework in the program. In 2015-16, the Student Learner Outcomes ("SLOs") for all students were updated to closely align with the Common Core Four Cs. At Choices, students have been guided in becoming accomplished at Critical Thinking, Communication & Collaboration, Creativity, and Commitment. CCS coursework provides opportunities for students to progress in these four areas. Once a year, using a rubric, all teachers have evaluated their students' progress toward accomplishment of each of the SLO objectives. In 2018-19, the Student Learner Outcomes were renamed the Graduation Outcomes ("GOs"), as recommended by a 2018 WASC Visiting Committee. Though the name changed, the skills remained the same.

The following data summarizes CCS seniors' achievement of the GOs, by graduating class, in 2018, 2019, and 2020, as evaluated with a Graduation Outcomes Rubric ("GO Rubric"). The CCS faculty has sought to ensure that at least 80% of graduating seniors are "At or Exceeding Standard" in each of the Graduation Outcome ("GO") categories. Unfortunately, though student growth was seen as students progressed through the grades at Choices, the 80% objective was never quite reached. It may have been too ambitious a goal, or it may have required more time to build the practice needed into the program's curriculum.

In the following table, green cells show data that is better than the data from the previous year's seniors but does not indicate that the 80% goal has been met. Orange cells indicate a decline from the previous year's data.

Percentage of Students "At or Exceeding Standard" as Seniors, by GO Category

Graduation Outcome	Class of 2018	Class of 2019	Class of 2020
Critical Thinking	65	78	71
Communication & Collaboration	63	61	59
Creativity	63	69	56
Commitment	63	65	54

In 2019-20, the Choices Staff decided to redefine the GOs to reflect a greater focus on graduation and college and career readiness. The GOs were updated, and in 2020-21, the staff will pilot a new method of measuring student achievement of the GOs, using a new rubric, which will be delivered to students electronically, as an online survey.

Student & Parent School Satisfaction Surveys

CCS Students and Parents are typically extremely satisfied with their experience at Choices Charter School, as can be seen in the following tables, which document responses from the Student & Parent School Satisfaction Surveys in 2018, 2019, and 2020.

In 2018, a transition to an online survey format involved an error on the student survey that significantly affected the data that was collected; therefore, answers were not recorded for this survey in 2018. Some survey questions have been added in recent years. Gray cells indicate that a question was not yet included on the survey for the given year. Cells in blue are data at the desired 90% or above (anxiety levels: same + less = 90%) and in green are approaching the goal (at 80%+). Several metrics without color are tracked for information purposes only and do not reflect the strength of the program, itself. All collected data is important to the CCS Staff; several of the questions on the surveys are tracked in the WASC SWAP and LCAP for annual progress.

Student Survey	Year		
# of respondents	158	132	72
Statement	2018	2019	2020
My experience at Choices Charter School last year was positive.	NA	96	96
I feel safe at Choices Charter School.	NA	93	96
I feel satisfied with the social opportunities and sense of community at Choices Charter School.	NA	89	90
My feelings about my education have become more positive since attending Choices Charter School.	NA	89	87
My education has become more personalized at Choices Charter School.	NA	98	90
The Choices staff is caring and responsive to	NA	98	99

student needs.			
My parents make sure that I do my schoolwork.	NA	95	97
I want to go to college/ vocational school.	NA	83	85
I utilize tutors/ teachers on campus.	NA	83	81
I plan to graduate from Choices.	NA	89	93
Attending core classes once a week is sufficient for me to get the educational support and knowledge that I need to be successful.	NA	96	94
How is your anxiety level since attending CCS?			
More	10	10	4
Less	44	54	58
Same	46	36	38
If you do not attend on-campus classes regularly, please tell us why (choose up to three).			
Lack of transportation		25	19
Work/ family commitments		16	21
My parents don't require me to attend		8	6
I have health issues that prevent regular attendance		15	18
Attending class does not help me learn/ complete assignments		7	22
I do not care for the instructor(s)/ manner of instruction		4	4
I do not feel comfortable on campus/ in class		9	8
I do not enjoy class		8	7
Other (please specify)		47*	47*
Which new elective(s) would you like to see added to the CCS Course Catalog?	**	**	**
What else would you like us to know?	***	***	***

*2019: Most students stated that they do attend class regularly; some miss due to illness or anxiety

2020: Many stated that they do attend regularly; some referenced COVID-19 and health challenges

** Most popular elective requests: Cooking, Woodshop/Metal shop/Home Economics, Sports, Computers/Coding, Additional Languages (esp. German)

***Overwhelmingly positive, appreciative comments about the school and teachers, and miscellaneous...

Parent Survey	Year		
	2018	2019	2020
# of respondents	144	106	84*
Statement	2018	2019	2020
The educational program at Choices Charter School met my expectations.	98	95	99
My child made satisfactory progress in learning this year.	92	95	96
The social environment at school was positive and supportive.	96	96	99
I have opportunities to provide input about the school program.	93	94	91
I understand the role of the school's governing board.	87	92	90
I have had the opportunity to participate in the school's meetings and operational processes.	87	88	84
Overall, Choices Charter School provides a positive educational experience.	99	100	100
The Choices Charter School website serves as a professional and engaging marketing tool for the school.	98	99	99
The Choices Charter School website accurately represents the program and its strengths.	98	100	99
The Choices Charter School website is helpful and informative.	97	97	98
I am satisfied with how the school keeps me informed about my student's academic progress.	95	98	96
I feel my student has the opportunity to demonstrate his knowledge in a variety of ways.	95	95	98
The facility meets the needs of the school.	99	97	99
The staff follows acceptable policies regarding cash, deposits, and fundraising.	97	100	100
The school provides adequate staffing to support the school's program.	98	98	100
Teachers modify the teaching/learning process based upon the results of the assessments they give students.	94	95	95
I am satisfied with my ability to access my student's information and communicate with my child's teachers through the online gradebook system, School Pathways.	96	100	95

Last year, I checked my student's grades on School Pathways (recommended that parents check at least once a week)			
Never	4	1	5
About Once a Month	19	10	22
About Once a Week	48	53	51
About Once a Day	30	36	23
Last year, I checked my student's progress and/or helped my student to complete homework on GradPoint (recommended that parents check at least once a week)			
Never	4	3	7
About Once a Month	12	7	12
About Once a Week	40	49	44
About Once a Day	44	41	37
I prefer that the school communicate with me regarding my student's progress and notify me of important school events via**			
Automated Phone Call	7	4	4
Automated Text	20	25	24
Automated Email	22	22	25
Phone Call from Teacher	5	5	0
Text from Teacher	14	12	10
Email from Teacher	32	33	37
I would recommend Choices Charter to my Friends/Family	99	99	100
My overall rating of Choices Charter School is (percent of parents who rate the school at an 8, 9, or 10 out of 10)	87	91	90

*School Satisfaction Surveys are typically administered in person at Fall Orientation. However, in 2020 a new online survey administration was necessary, due to the COVID-19 campus closure. The response rates were low, despite several requests. The CCS Leadership Team is currently discussing more effective methods of administering surveys from a distance that will elicit more, and therefore more reliable, feedback.

**In 2020: Automated Communication: 53%, Teacher Communication: 47%; Phone Call: 4%, Text: 34%, Email: 62%

Senior Exit Interview

At the close of each academic year, graduates are asked to complete a written Senior Exit Interview on which they can answer questions and provide feedback about their experience at Choices. The data listed in the following table, along with the student quotes below, demonstrate the significant positive impact that the CCS experience has on students' lives.

2018-2020 Senior Exit Interview Data			
Key Data Point	2018	2019	2020
% of surveyed graduates who believe that they would not have graduated from high school had they not enrolled at Choices	43	58	46
% of surveyed graduates who would recommend the CCS program to other students	100	100	98

CCS students typically experience life-altering success while attending the CCS program, as is exemplified by the following quotes from 2020 graduates' Senior Exit Interview responses. When students were asked, "What did you learn about yourself through this independent study program?" they responded with:

- *I'm strong.*
- *I have self-discipline.*
- *I am capable of things I didn't think I could do.*
- *I'm hardworking.*
- *I learned to be more assertive.*
- *I work better when I can do things at my own pace.*
- *If I set my mind to do something, I can do it.*
- *I can do it on my own.*
- *I was extremely shy, but it changed.*
- *I can do whatever I put my mind and heart to.*
- *I learned that what works best for me is staying on task and doing my assignments ahead of the due date.*
- *I learned that I am capable of doing my work and just need to plan it out better.*
- *I'm a visual learner, as well as someone who can be hard-working with the right motivation.*
- *I learned about time management.*
- *I learned to self-motivate.*
- *I'm more productive when I'm busy.*
- *I learned how to be more independent.*
- *I have to work hard and have self-discipline. But, when you see your hard work pay off, it's all worth it.*
- *I became more confident.*

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 table below.

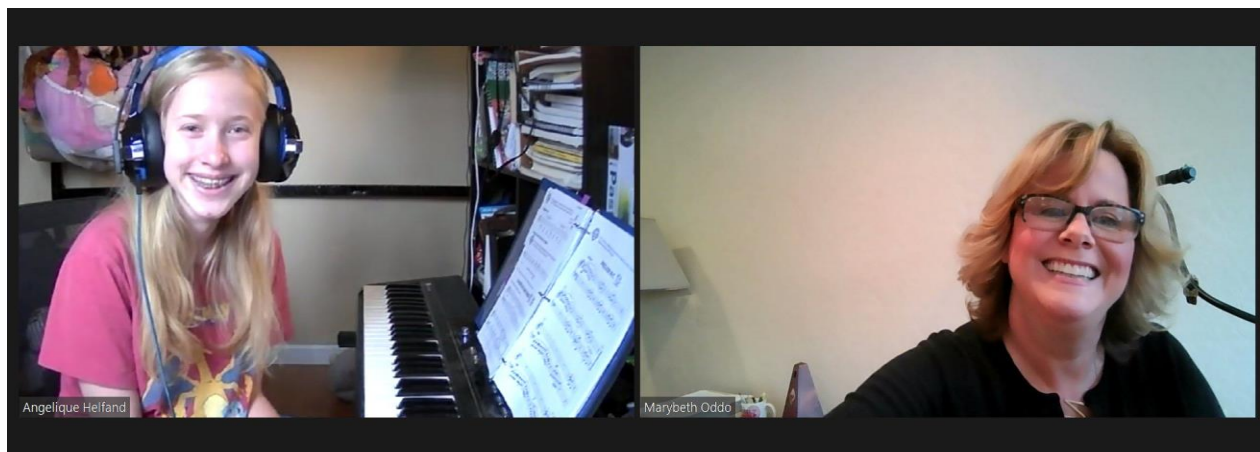
2018-2020 Students with Disabilities Attitude Survey Data			
# of survey responses	36	24	22
Statement	2018	2019	2020
I like to come to school at Choices.	79	96	86
I feel safe at Choices.	89	92	96
Getting good grades is important to me.	79	79	91
I have a computer with internet access.	86	96	96
I use a computer for schoolwork.	69	88	91
My parents make sure that I do my schoolwork.	72	83	100
I want to go to college/ vocational school.	50	83	59
I utilize tutors/ teachers on campus.	66	88	86
I plan to graduate from Choices.	81	88	86
I want to return to traditional school.	23	13	9
I am proud of how I did in school this year.	75	71	50
How is your anxiety level since attending CCS?			
More	3	13	9
Less	57	54	64
Same	40	33	27

Cells in blue indicate that the data is exemplary (90%+). Cells in green show very strong data (80%+). Cells in yellow contain data points that are strong but need further attention. Data in orange and red cells are a concern that require immediate remediation. Students' wish to return to traditional school is an ambiguous metric that is collected for general information, only. Anxiety levels that are the same or less are grouped together for color coding.

Students with IEPs have reported strong levels of satisfaction and engagement at Choices in most categories across the last three years, and scores have generally improved since 2018.

Consistent outreach to students, rapid intervention when students are struggling, strictly enforced policies governing on-campus behavior, technology assistance, flexible and supportive relationships with students, and additional tutoring services made available to prioritize students with IEPs have contributed to success with this student group.

The COVID-19 Campus Closure, which has been in place since March of 2020, likely influenced 2020 data, and in most cases, the effect seems to be positive. However, significant drops in the percentage of Students with Disabilities who report that they plan to attend college/vocational school and who report feeling pride in their academic performance are of great concern. The CCS Resource Specialists will work with students to emphasize the efforts and progress that they have made during a difficult time. A 2020-21 shift to new GOs that will reach all students will ensure that conversation specifically focused on high school graduation and post-secondary goals will take place more frequently, encouraging longer-term goal setting.



Mrs. Oddo Teaching Piano via Zoom

Progress toward Educational Goals in 2018-19 LCAP

Choices Charter closely monitors the progress of its significant student subgroups, the largest of which is Socioeconomically Disadvantaged Students (44% of enrollment in 2020). Students in this group, along with English Learners (4%) and Foster Youth (2%) are served, specifically, with the use of LCFF funding. Activities supported by this funding are outlined in the school's annual LCAP, the most recent of which was submitted before campus closures in 2019, which reflected on the 2018-19 school year. The following table outlines the progress made toward each of the two 2018-19 LCAP Goals. Below this table is a list of additional services made available in 2020 and noted in the new Learning Continuity and Attendance Plan ("LCP"), to expand services to meet student needs during the COVID-19 Campus Closure.

Progress Made on 2018-19 LCAP* Goals

2018-19 LCAP Goal	Progress Made
<p><u>LCAP Goal #1:</u> Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.</p>	<p>In 2018-19, CCS Students were supported through LCFF funds with supplemental services, such as:</p> <ul style="list-style-type: none"> • tutoring • computer lab renovations • College & Career Family Nights • assistance with college applications • a Career Fair • the debut of a CTE Pathway in Business & Finance • new elective courses and extracurricular events, • field trips • hardware and software upgrades • referrals to low-cost home internet service providers • laptops for loan • collection and careful review of student data by all school stakeholders each year • training on the administration of the Smarter Balanced Assessments • improvements in student intervention services • One-on-one instructional support targeting at-risk students • professional development on Poverty Culture <p><i>In 2019, all California School Dashboard Performance Levels were the same or within one performance level of each other for All Students and Socioeconomically Disadvantaged Students, demonstrating that students are educated in an equitable manner at Choices.</i> All Students and Socioeconomically Disadvantaged Students scored at the same performance level in CAASPP ELA, Chronic Absenteeism, and Graduation Rate. Socioeconomically Disadvantaged Students fell behind All Students by one performance level in CAASPP Math, College/ Career Indicator, and Suspension Rate.</p> <p>Newly released 2020 data shows that Socioeconomically Disadvantaged Students' College and Career Readiness Indicator ("CCI") grew by more than that of All Students (+7.6% vs. +4.0%); Socioeconomically Disadvantaged Students also made greater gains in the Graduation Rate in 2020 and now outscore All Students by 2% points (75% vs. 73%).</p>

<p>LCAP Goal #2: Foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well-being for each student.</p>	<p>Student anxiety is a growing concern in today's schools, and Choices is committed to doing all that it can to meet the needs of a growing population of anxious students. On a New Student Survey that is completed by students when they enroll at Choices, 26% reported "social/ other anxiety" as a primary reason for enrolling at Choices in 2017, and 34% reported the same in 2018. A sensitive and respectful school culture and program flexibility support students as they seek to overcome their anxiety. In August 2018, a leading anxiety specialist trained the staff on understanding anxiety, which has resulted in even greater levels of sensitivity and compassion in interactions with students who struggle.</p> <p>In Fall 2019, 54% of returning students reported that they felt less anxiety since enrolling at Choices (2019 Student School Satisfaction Survey).</p> <p>In Fall 2020, 64% of returning students reported less anxiety since enrolling at Choices (2020 Student School Satisfaction Survey).</p>
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* <https://choicescharter.org/wp-content/uploads/2021/02/Choices-Charter-School-2019-LCAP.pdf>

Learning Continuity and Attendance Plan* additions made in 2020:

- Return of one-on-one tutoring via Zoom.
- Expansion of teacher office hours for tutoring support.
- Commitment to improve frequency, quality, and documentation of communication with families.
- Commitment to provide more Zoom class meetings (during regularly scheduled class times), as well as recordings of meetings/ lessons to be posted online.
- Expanded Mental Health support.
- Chromebooks and Wi-fi/ hotspots for students in need.
- Technology purchases to support teachers with instruction from a distance.
- Training for teachers on technology/ resources that contribute to effective distance learning.
- CDC protocols in place for safe campus reopening (task force preparation).
- Parent and student training about best practices for online learning, specifically with respect to PLP curriculum.
- Technical support services for students struggling at home.

* https://choicescharter.org/wp-content/uploads/2021/02/LCaAP_Choices.pdf

In Summary

Each year, the Choices Charter staff analyzes GO Rubric results, student & parent survey results, and student performance data from diagnostic, formative, and summative assessments, in order to better understand the strengths and weaknesses of its program. Based on this data, changes in program structure & policies, course curriculum, and instructional strategies are implemented as needed to more effectively meet the learning needs of its students. CCS seeks to eliminate gaps in academic performance among student subgroups through thoughtful use of LCFF funds that target specific student needs.

Through the analysis of the school data presented above, the following primary Areas of Strength and Preliminary Student Learner Needs have been identified by the Choices Staff:

Areas of Strength:

- Highly qualified staff that is devoted to student success, meets students where they are, and engages and supports students through positive relationships.
- Program structure provides flexibility and personalization of instruction and curriculum that effectively meets at-risk students' needs, guiding them to high school graduation.
- Safe campus environment.
- 24/7 availability of standards-based online curriculum and grades.
- Breadth of course offerings that engage a variety of learners.
- Effective intervention when students struggle.
- New GOs, supported by AP, Honors, A-G, and CTE Pathway courses and a myriad of counseling services, special events, and field trips, build students' college and career readiness.

Preliminary Student Learner Needs:

- Increase percentage of students who meet or exceed standard in Mathematics. Ensure that no student groups remain at a red performance level on the CA School Dashboard.
- Increase percentage of students who meet or exceed standard in English Language Arts. Ensure that no student groups remain at a red performance level on the CA School Dashboard.
- Continue to grow percentage of students who are College and Career Ready. Ensure that no student groups remain at a red performance level on the CA School Dashboard.

As the Choices Staff looks to solutions for these student needs, it asks itself:

1. Which measures have been taken in the past to address these areas of need? Which have been effective and ineffective?
2. What potential solutions have we not yet considered and/or tried?
3. Given current resources and limitations, what actions can we take during the next three years to improve upon CCS Students' ELA, Math, and College/Career Readiness achievement levels?

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

1. Changes in Staff

Since the 2018 WASC Visit, due to personal tragedies and other circumstances, the CCS Staff has suffered losses - some permanent, some temporary - of several veteran staff members. Their loss has been difficult for remaining staff members, both professionally and personally. The staff is small and operates as a close-knit, caring, and collaborative team; the absence of a few members has ripple effects that touch the entire school community.

Staff members have rallied around their colleagues, offering personal support during difficult times, and have adjusted on a professional level to address new areas of need created by staff absences and departures. In less than a year's time, Choices lost two full-time teachers who taught all of the school's Science courses and some of the middle school Math courses. In 2018, a new Science Teacher was hired to cover all levels of Science, grades 9-12. Existing staff shifted to cover middle school Math and Science courses. A new full-time Social Sciences Teacher was hired in 2020 to replace a recent departure. And, the head of the Special Education Department assumed responsibility for all students with IEPs during the Fall 2020 semester, when her department partner was on leave, which required a shift from part-time to full-time employment. In 2019, an Instructional Aide was hired to facilitate tutoring and class attendance for students while on campus and now plays a significant role in the enrollment process; this individual also brings tremendous technology knowledge to the staff and has provided guidance in troubleshooting, software updates, computer loans to students, and new technology purchasing decisions. New staff members have brought to Choices a wealth of talent, passion, and fresh perspective, as experienced Choices faculty have applied their knowledge about the program to identify priorities and take on new classes and students in the most effective ways possible.

Some of these staff changes have taken place during the COVID-19 Campus Closure, which, in and of itself, has had a profound effect on both the student and teacher experiences at Choices. It is difficult to clearly understand the impact that staff changes, alone, have had on students and staff. However, the CCS Staff has endeavored to minimize the emotional and academic impact of the changes on students, through sound decisions and hard work. New and veteran teachers have worked feverishly to optimize curriculum and instruction, while maintaining meaningful relationships with students, and personalizing education as needed to meet students where they are, during these challenging times.

Preliminary data suggests that Choices has been successful at navigating staff changes in a way that minimizes negative impact on students and continues to maximize student well-being and learning. According to 2020 School Satisfaction Survey data, collected from returning families in Fall 2020:

- 100% of parents believe that the school provides adequate staffing to support the school's program.
- 99% of students feel that the Choices Staff is caring and responsive to student needs.
- 90% of students feel that their education had become more personalized at Choices.
- 99% of parents report that the academic program at Choices has met their expectations and

- that the social environment at Choices is positive and supportive.
- 100% of parents would recommend Choices to family and friends.

2. COVID-19 Campus Closure

Since March 2020, the CCS campus has been closed to students. Whereas many students are accustomed to coming to campus for in-person instruction, tutoring, use of the computer lab, nutrition services, and special events, Choices has not been permitted to welcome students to the site for nearly a year. Teachers have also been largely absent from the site, sometimes because their presence has been discouraged or even prohibited by state and/or school district guidelines, and sometimes out of teacher preference, due to safety concerns.

CCS, a school whose hallmark is, in large part, its meaningful relationships between staff members and students, has been challenged to rethink its methods of communication and connection. While teachers and students initially felt a rupture in their relationships when campus closed, a sense of adaptation and resiliency has generally prevailed.

Curriculum continues to be available to students and parents online, as has long been the case at Choices. The new SchoolsPLP curriculum program provides standards-based curriculum to students through an interface that is very similar to the previous GradPoint curriculum system. Online tutorial videos support students and parents as they navigate the software. Student access to curriculum remains unchanged with distance learning.

Teachers have increased the frequency of their communication with families, in order to remain closely in touch with students and aware of the circumstances that students are navigating during this particularly challenging time. In fact, many teachers meet with students and/or parents several times each day, one-on-one, via Zoom. Interaction with families is documented in School Pathways, where all teachers can learn from the knowledge and experiences of their colleagues, with respect to specific students. In Spring 2020, the CCS Staff created a spreadsheet that logged their interactions with each student, to document efforts to leave no student behind. Staff members meet every two weeks to discuss students who have accrued the most absences in recent weeks, in order to coordinate intervention efforts for students who are struggling.

Classes are held at regularly scheduled times, via Zoom, to ensure no disruption in instruction. Teachers have learned to utilize the features in Zoom to effectively share audio and video content and to facilitate both small- and large-group learning experiences. Teachers employ formative assessment strategies and applications, such as Kahoot!, Padlet, Zoom Annotate function, anonymous polling, and random questioning to be sure that students are learning content and skills during online instruction.

Special events and hands-on elective programs have been conducted online whenever possible. Senior Breakfast Awards, the Middle School Promotion ceremony, Honor Roll Awards, college information sessions, college tours, college representative visits, Orientation, Information Sessions, Celebrations of the Arts (piano recital portion only – watch one here: <https://youtu.be/YXTi1j7O2ik>), Character Board Awards, and more have been continued in modified formats, from a distance. The 2020 High School Graduation ceremony was held in a parking lot with social distancing. Field trips, the Sacramento Speaker Series, the Career Fair, Student Leadership, intramural sports, dances, choir, and some beginner-level musical instrument courses are currently on hold.

Nutrition services continue to be available at a handful of district schools, though Choices is not one of them. Choices students may go to designated sites for meals. Technology support is offered to families in the form of laptops on loan, assistance acquiring affordable internet

services, and technical support for students with technology problems. Laptop loans and technical support have been provided immediately (within hours) in most cases. One-on-one tutoring appointments are available via Zoom. Senior yard signs were delivered to students' homes in 2020 and 2021 to strengthen a sense of ongoing community during distance learning.

Community-wide distance learning, provided through the traditional schools in the area during the campus closures, has changed the reasons that students typically come to Choices. Whereas students usually seek out the independent study model that Choices offers, now that traditional schools are teaching online in a hybrid format, students who prefer independent study are more content at their home schools and are remaining enrolled there. The students now expressing interest in the program at Choices tend to feel that the traditional schools' version of independent study is unsatisfactory in some way, and they are interested in the distance learning expertise offered by CCS. Choices is unsure about the long-term impact of this shift in "clientele," and expects that more changes are ahead, as traditional schools open to in-person learning in one format or another. If many families realize during the COVID-19 campus closures that they prefer independent study and/or a blended learning format, Choices enrollment may grow substantially when traditional schools resume their all-day programs.

Also unexpected has been the inability to efficiently utilize the technology that has been purchased in recent years to support many students on campus. Virtual Reality headsets and drone aviation equipment are currently unused and aging while students work from home and many wait to enroll in hands-on electives until they can do so on campus. It is unclear how great of a financial loss this will ultimately represent for the school.

Staff members remain resilient and committed to providing the best education possible, despite difficult circumstances. The Staff continues to collaborate frequently via Zoom meetings to ensure that students continue to participate in school and make academic progress. Two Staff Meetings, two Leadership Meetings, and four or five Administration Team Meetings take place each month. WASC Home/Focus Groups meet once per month. The Advisory Council convenes three times each year. Staff members also continue to communicate frequently with one another via email and phone. Employees miss in-person camaraderie that typically takes place on campus, but they have adjusted well to new circumstances. Through this experience, the CCS Staff has, interestingly, gained a new understanding of the isolation and lack of connection that independent study students may be more likely to experience; this new understanding will help them to more effectively communicate with and help students going forward. Teachers received an end-of-year bonus in early 2021, in thanks for their hard work during unusual times, and teacher appreciation yard signs were delivered to teachers' homes in 2021 in an additional expression of gratitude and support.

Preliminary Satisfaction Survey data suggests that families continue to feel satisfied with the CCS program, despite the challenges presented by COVID-19 and distance learning. According to Fall 2020 data collected from returning families:

- 96% of students feel that their experience at Choices during the previous year was positive.
- 96% of students report feeling the same or less (58%!) anxiety since enrolling at Choices.
- 90% of students feel satisfied with the social opportunities and sense of community at Choices.
- 96% of parents state that their children made satisfactory academic progress during the previous year.

3. Adoption of New SchoolsPLP Curriculum System

Choices utilized GradPoint's online curriculum (<https://www.pearson.com/us/prek-12/products-services-teaching/online-blended-learning-solutions/gradpoint.html>) through 2019-20 but was required to move to a new system when GradPoint discontinued its suite of online curriculum products and technical support. Following consideration of several new programs, Choices piloted SchoolsPLP (<https://schoolsplp.com/>) curriculum in 2019-20 and adopted the program, school-wide, in 2020-21. The move to the new system was relatively seamless, as it provides an interface that is like GradPoint's and communicates in the same way with CCS's student information system, School Pathways (<https://schoolpathways.com/>).

Many teachers and returning students piloted PLP in 2019-20 for at least one class and were able to transition relatively easily to the new program for all classes in 2020-21. However, new curriculum typically requires more time from teachers, as they must create assignments and lesson plans for the first time. This additional workload has contributed to an overall challenging time for teachers. Summer 2020 stipends allowed faculty to prepare for the new school year in advance and to be compensated for their ancillary efforts. Teachers have done their best to move gracefully to the new curriculum but admit that more training and facilitated collaboration amongst staff would be helpful.

All CCS Teachers modify curriculum to meet the needs of their students and to ensure that subject-area standards are addressed. MathXL continues to be used in most Math courses (https://www.mathxlforschool.com/home_school.htm), and Houghton Mifflin curriculum is used to supplement PLP English Language Arts courses to ensure alignment with CAASPP Smarter Balanced Assessments (<https://www.hmhco.com/>).

Though 2021 standardized test scores will certainly be largely affected by the wide range of COVID-19-related experiences that students have faced in the last year, in the long term, test scores will point to alignment, or lack thereof, between PLP curriculum and CAASPP exams. As always, the CCS Staff will be watching trends closely and adjusting curriculum, instruction, and other program structures to respond to areas of need.

4. Addition of Electives and Career Technical Education Pathway(s)

Since the last WASC visit in 2018, Choices has significantly expanded its elective offerings, adding, of note, a new CTE Pathway in Business and Finance. More electives attract more students to the program and allow them more opportunity to explore interests and to become college and career ready, once they are enrolled. Technology-related and culinary arts courses satisfy ongoing requests by students on the annual School Satisfaction Survey. Honors and AP courses allow students to boost their grade point averages, to earn college credit, and to become more highly qualified university applicants.

New CTE Pathway Courses:

Business and Finance:

- Introduction to Business and Entrepreneurship
- Marketing and Advertising
- Manufacturing: Product Design and Innovation
- International Business: Global Commerce in the 21st Century

(Considering Aviation/Robotics and/or Computer Science CTE Pathway for 2021 and beyond)

New Technology Courses:

Robotics 1
Robotics 2
Drone Aviation
Introduction to Computer Science
AP Computer Science - Java
AP Computer Science Principles

Other Notable Recent Additions:

Introduction to Culinary Arts
Culinary Arts 1
Culinary Arts 2
Math Modeling (Transition from IM1 to IM2)
Gothic Literature
Mythology & Folklore
Honors English 1
Honors English 2
Music Appreciation
Life Skills
Success at Choices
Spanish 4

Now that many classes have been added, Choices will study course enrollment patterns in order to understand which electives, new or old, represent the best use of staff resources to serve the most students, and the courses that prove to be least valuable will be retired.



Choices Charter School Families at Honor Roll Awards Celebration

III: Engagement of Stakeholders in Ongoing School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan and preparing the progress report.**

CCS prides itself on its professional culture of ongoing data collection and analysis and dedication to continuous data-based program improvements that target student needs. Each school year, standardized assessment data, in addition to locally collected data from diagnostic, formative, and summative assessments, as well as surveys, inform the Staff about strengths and areas of need. Staff that serve students on the “front lines” contribute wisdom and perspective that help in understanding data and trends. This process of analysis drives changes to the SWAP, which is updated and reviewed by all school stakeholders each year. The Progress Report is a written description of the school’s data and implications and of the SWAP. The report is written by the Self-Study Coordinator and reviewed/modified by the Leadership Team, Staff, and Advisory Council.

- **How were stakeholders involved in developing the schoolwide action plan?**

The SWAP is a living document in that it is never static; updates are made whenever needed, frequently following meetings where data is analyzed and decisions about changes to plans take place. The SWAP that was presented to the WASC Visiting Committee in 2018 was modified following the visit, based on the suggestions made by the committee. The updated plan was drafted by the Self-Study Coordinator and reviewed by the Leadership Team and Staff before it was sent to WASC for approval.

- **How were stakeholders involved in implementing and monitoring the schoolwide action plan?**

Each year, the Staff, Leadership Team, and Advisory Council review school data and can suggest changes to the SWAP, based on the data. Each time that the school stakeholders review data and suggest changes, the Leadership Team makes decisions about changes to the plan, and the Self-Study Coordinator updates the plan, accordingly. Each year, the Staff, Leadership Team, and Advisory Council review the SWAP for accuracy.

The SWAP/LCAP/Events Action Items Spreadsheet is created and maintained by the Self-Study Coordinator and reviewed each year by the Leadership Team, Staff, and Advisory Council. This document serves as a to-do list; tasks from the SWAP & LCAP, as well as school events, are assigned to specific time frames for completion. This document ensures that tasks are not overlooked and reassures school stakeholders that school plans are on track.

- **How were stakeholders involved in the preparation of the progress report?**

Since the Progress Report is based on the SWAP, the priority in Fall 2020 was to ensure that the SWAP was updated and approved by all school stakeholders. In June 2020 and in September 2020, the Staff reviewed data from the following sources and made suggestions about changes to the SWAP:

- Graduation Outcomes Rubric

- Senior Exit Interview
- Special Education Attitude Survey
- Student and Parent School Satisfaction Surveys

The Staff also reviewed the following to evaluate whether changes were needed:

- Mission Statement
- Vision
- Graduation Outcomes

During a typical school year, the following types of data would have also been reviewed (not available due to COVID-19):

- Pre-Test vs. Post-Test Math data
- English Language Arts & Math formative assessment data, including frequent Renaissance Testing data (pointing to professional development needs)
- CAASPP (SBA & CAST) data
- CAASPP Student Survey data

Staff suggestions were reviewed by the Leadership Team, and final decisions were recorded in the plan by the Self-Study Coordinator. The SWAP was then reviewed for accuracy by the Staff and Advisory Council. Minor modifications and updates were made, and work on the Progress Report began in December 2020. The Progress Report is written by the Self-Study Coordinator and reviewed by all school stakeholders who suggest changes.

In January 2021, the Staff reviewed Chapter 1 of the Progress Report, and the Leadership Team then reviewed Chapter 2. In February 2021, the Staff reviewed Chapters 2 & 3, and the Leadership Team reviewed Chapter 4. At the end of February, the complete rough draft of the Progress Report, including the SWAP as Chapter 5, was submitted for review to the Leadership Team, Staff, and Advisory Council. Final changes were made to the Progress Report and SWAP, based on feedback from all school stakeholders, and the report was forwarded to the 2021 WASC Visiting Committee in early March.



2020 Drive-Thru High School Graduation

IV: Progress on the Implementation of the Schoolwide Action Plan

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- **Explain how the identified student learner needs have been addressed in the schoolwide action plan.**
- **Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the critical areas for follow-up. Cite relevant supporting evidence.**
- **Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.**

Note: If any recommended growth areas were not included in the school's schoolwide action plan, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.

School Strengths and Areas for Growth per WASC Committee Feedback (2018)

In March 2018, Choices participated in a full Self-Study Review for the Western Association of Schools and Colleges (WASC). At that time, through the Self-Study process, the Choices Staff identified the following primary school strengths and areas for growth:

Primary School Strengths:

- 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.

- 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 adjust 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.
- 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.
- 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.
- 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.

Areas for Growth:

- 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-Test 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.

Also in 2018, through the WASC Self-Study process, the CCS Staff identified three **Critical Student Learning Needs**, and the WASC Visiting Committee concurred:

1. Build Math proficiency at all grades/levels.
2. Build student proficiency in all Student Learner Outcome categories.
3. Maintain or build Graduation Rate.

In addition to the three Critical Student Learning Needs above, the 2018 WASC Visiting Committee identified the following five additional **Critical Areas for Follow-Up**:

1. The administration and district office leadership will engage all stakeholders in strategic planning in order to: project the enrollment outlook through the next WASC cycle and analyze staffing and facility needs as a result of growth; enhance course options and student activities; adopt equitable compensation; analyze succession and professional development and training needs; articulate a well-defined technology plan that promotes both the current curriculum and proposed CTE pathways.
2. The faculty and administration will analyze and revise Graduation Outcomes (former SLOs) to promote and improve college and career readiness including: integrating the CCS 4 Cs Rubric into a transition plan from 8th-12th grade and beyond; developing community-oriented field trip opportunities to include teachers, students and parents; increasing additional CTE pathways and opportunities based on student and staff input; monitoring rigorous implementation of A-G courses, especially in math and laboratory science; tracking

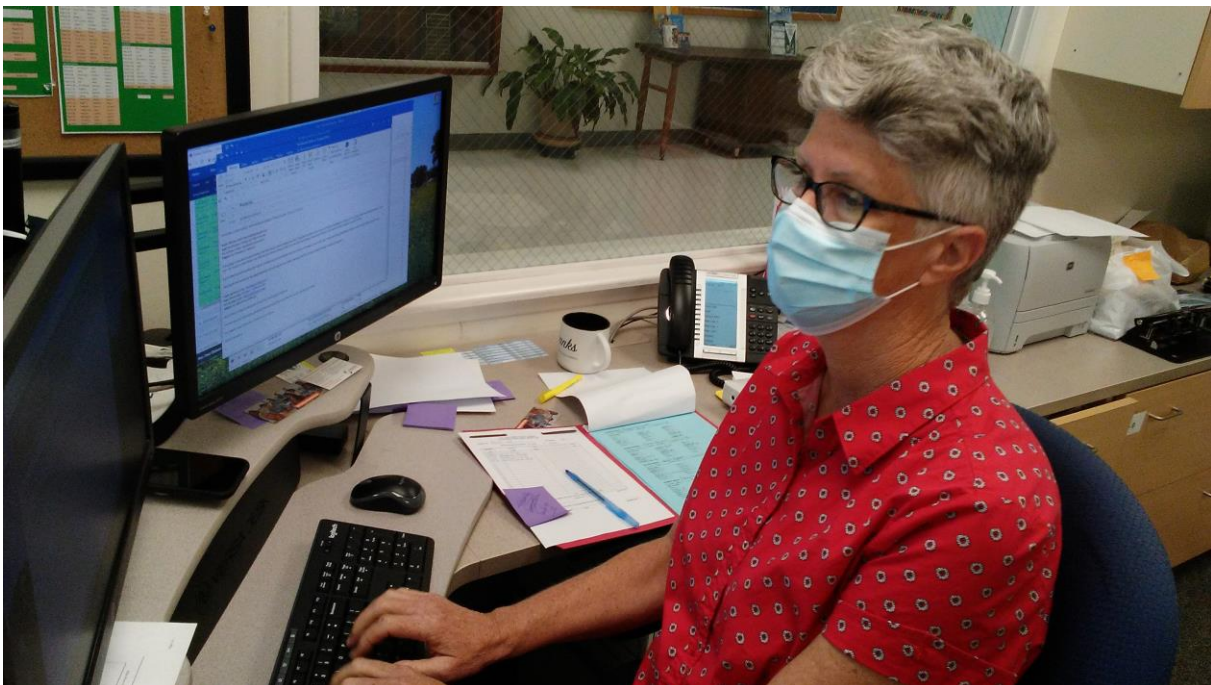
graduation rates and postsecondary pathways after graduation.

3. The teaching faculty will participate in professional development that focuses on research-based instructional methodology. Teachers will implement and evaluate the effectiveness of strategies learned through workshops both from outside resources and peer-to-peer learning in order to improve student learning and engagement.
4. The administration will formalize a Safety Plan to address both individual student safety/mental health and campus crisis scenarios in order to prepare all staff members to keep students safe in times of crisis.
5. The faculty and administration will develop and implement standards-based rubrics and processes for measuring student progress to ensure students receive targeted, varied, and continual feedback and assessment of student work in order to support students and guide them in monitoring their progress as they develop academic and independent learning skills.

Choices Charter School 2018 WASC Self-Study Report: <https://choicescharter.org/wp-content/uploads/2021/02/Choices-Charter-School-Self-Study-Report-2018.pdf>

2018 WASC Visiting Committee Report: <https://choicescharter.org/wp-content/uploads/2021/02/2018-WASC-Visiting-Committee-Report.pdf>

Each of these eight critical areas of focus are identified in the following table and linked with recent actions that have been taken to address them. When these areas of focus are included in the current WASC School Wide Action Plan - as a goal, a task within a goal, or a growth target within a goal - the goal number is provided for reference. Related data is also provided for each critical area of focus, along with implications of this data.



Mrs. Gollos at the Front Desk

Critical Student Learning Needs and Critical Areas for Follow-Up

1. Build Math Proficiency (Critical Student Learning Need & SWAP Goal #1)

Recent Actions Taken

- 2018-19 School Wide Focus on Math ("Massive Math")
 - Middle School Challenge
 - High School GradPoint Landing Page Math Challenge
 - Classcraft in 8th Grade Math Curriculum
 - Flashcard practice of basic Math skills in classes, school-wide
 - Bulletin boards feature Math challenges and winners
- Diagnostic assessment for appropriate class placement
- Formative assessment data drives professional development decisions and adjustments to curriculum and instruction
- Summative assessment data drives decisions about program changes, curriculum modifications, professional development and marketing strategies
- Staff-wide, as well as department-specific, professional development each year
- Frequent feedback, support, and opportunity to re-test
- Implementation of SchoolsPLP and MathXL curriculum, supplementing where necessary to align with standards (MathXL provides an online textbook and examples for each problem.)
- Faculty mastery of Common Core Standards
- Implementation of Master Agreement, supported with swift interventions, to ensure that students complete work in a timely fashion
- Updated Special Education curriculum with academic rigor that ensures equity
- Identification, support, and tracking progress of students who struggle with anxiety
- Tutoring services, including tutoring reserved specifically for middle school Math
- Technology assistance to families in need, including laptops on loan and Wi-Fi hotspots
- Preparation of students to succeed on standardized exams
- School culture that celebrates academic achievement (Math Stars Program, Honor Roll Celebrations, Math Awards at Middle School Promotion and Senior Breakfast)
- Students reminded about the importance of standardized testing during class
- Students are reassured about high correlation between course grades and test performance
- Students excused from final exams if they score "Standard Met or Exceeded" on the SBA exam
- SBA sample test questions included in core assignments
- Students coached in study skills and test-taking strategies for all assessments
- Two-week review of course content before administration of the SBA
- Math SBA administered first to avoid test fatigue in a subject where students frequently struggle
- Snacks provided during testing
- During COVID-19 Campus Closure:
 - Expansion of teacher office hours dedicated to individualized tutoring
 - Technical support
 - Technology purchases to support teachers with instruction from a distance

- Training for teachers on technology/resources that contribute to effective distance learning
- Regularly scheduled class sessions via Zoom
- Recordings of online class sessions and/or instructional videos posted online
- Counselor outreach to at-risk students
- Professional Development on working with students in COVID-19-related crisis to be provided in 2021
- Supplies delivered to students at home
- SchoolsPLP instructional video provided online
- Open Dialogue Zoom meetings held by Director to encourage communication with families

Related Data

According to the **California School Dashboard**, the following are net changes in Math proficiency between 2017 and 2019, measured by the **CAASPP Smarter Balanced Assessment**:

All Students: +22.4 points

Socioeconomically Disadvantaged Students: +7.7 points

Students with Disabilities: Insufficient Sample Size

According to **caaspp.org**, the following net changes in Math proficiency levels took place between 2018 and 2019, measured by the **CAASPP Smarter Balanced Assessment**:

% of Students who scored at "Standard Not Met":

All Students: -4% points

Socioeconomically Disadvantaged Students: -2% points

Students with Disabilities: +14% points

% of students who scored at "Standard Met or Exceeded":

All Students: +4% points

Socioeconomically Disadvantaged Students: +3% points

Students with Disabilities: -2% points

Though many CCS Students struggle in Math, often because they have experienced school changes, significant absences from school, and challenging times outside of school, CCS Parents have expressed consistently high levels of satisfaction with the Choices program. On the **Parent School Satisfaction Survey**, in 2018, 2019, and 2020, 95-99% of parents have stated that the Choices program has met their expectations, and 92-96% of parents have felt that their students have made satisfactory academic progress while enrolled at Choices.

Implications of the Data

Math scores have grown for All Students and Socioeconomically Disadvantaged Students in recent years but remain lower than state averages. Scores for Students with Disabilities have dropped.

Math students learn most when they practice material daily. Encouraging this habit in an independent study program has always been challenging. Independent Study law requires that students will have an entire week to complete assignments, which are due on Fridays. Families enroll at Choices expecting flexibility and Choices Students typically attend class just once a week, at most.

Choices Math Teachers encourage students to complete some Math homework each day, provide instructional videos online, teach live classes once or twice per week, provide MathXL's textbook and example problem resources, and offer tutoring all week by designated tutors and during teacher office hours.

Math students have been recognized for accomplishment with the Math Stars Program, the Honor Roll, Math Awards at Middle School Promotion, and Math Awards at the Senior Breakfast.

The following programs are under consideration for 2020-21 and beyond:

- Formal parent-student-teacher conference schedule
- Students who score below grade level on diagnostic exam will be enrolled in Math Foundations course to build basic skills
- Students with a "D" or "F" in Math will be required to attend tutoring
 - New Math program structure that will require students to complete/submit work daily (perhaps strongly encouraged by breaking assignments into five parts and/or employing incentives)



Student Intramurals

2. Build Student Learner Outcomes Proficiency (Critical Student Learning Need & SWAP Goal #3)

Recent Actions Taken

- In 2018-19, the Student Learner Outcomes were renamed the Graduation Outcomes, as recommended by the 2018 WASC Visiting Committee
- Students focused on one GO skill each log period in classroom discussions
- All classroom-based courses included opportunities to develop each of the GO categories
- Students rated themselves on the GO Rubric at the beginning and end of each school year and discussed their growth with their Supervising Teachers
- All teachers graded students on the GO Rubric at the end of fall semester each year. Scores were averaged for each student and then averaged for each graduating class. Scores were tracked through the years for each graduating class.
- In 2020, the GOs were redefined to focus on setting and reaching goals; the process of achieving goals will be modeled by the pursuit of high school graduation and post-secondary academic and professional goals. Students will be guided by a transition plan for 6th-12th grades. [See #5 Revise Graduation Outcomes: College and Career Readiness Transition Plan for 6th-12th grades (Critical Area for Follow-Up) below for more information about the new GOs and how they will be supported.]

Related Data

The CCS GOs were based on the Common Core's Four Cs through the 2019-20 school year. Students were guided in developing skills in Critical Thinking, Communication & Collaboration, Creativity, and Commitment. Graduating class averages were tracked from 6th to 12th grade. Proficiency scores in each GO category grew gradually as students progressed through the years. The percentage of seniors scoring "At or Exceeding Standard" on each GO in 2020 was as follows:

Critical Thinking	71%
Communication and Collaboration	59%
Creativity	56%
Commitment	54%

Implications of the Data

Senior proficiency rates never quite reached the projected 80% goal threshold, but gradual growth through the years was evident.

In 2020, Choices redefined the GOs around college and career readiness and is in the process of building a rubric that will be used to measure student progress.

The following programs are under consideration for 2020-21 and beyond:

- Require students to enroll in a master class where students are exposed to grade-appropriate College/Career opportunities, take surveys, and complete a new GO Rubric
- Consider expansion of middle school elective offerings to allow additional opportunity to explore interests
- Possible addition of CTE Pathway in Aviation/Robotics and/or Computer Science

3. Maintain or Build Graduation Rate (Critical Student Learning Need & SWAP Goal #3)

Recent Actions Taken

- Full-time tutoring services available
- Technology assistance to families in need, including laptops on loan and Wi-Fi hotspots
- Implementation of the Master Agreement, which requires students to complete standards-based assignments in a timely fashion
- Collaborative and swift intervention process for students who struggle
- School awareness about anxiety and other student health challenges; counseling and referrals to outside agencies and resources available
- Revision of Graduation Outcomes to focus on student goals of high school graduation and post-secondary academic and professional pursuits
- New GO Rubric will ask students to select high school graduation as a minimum goal; data from the rubric will inform the Staff about which classes are on track to graduate in four or five years
- Grade-level field trips, the Sacramento Speaker Series, the Brown Bag Speaker Series, the Career Fair, college visits, and a breadth of elective courses encourage students to discover and pursue interests in and beyond high school
- Support with college research and applications encourages high school graduation
- Implementation of formal Fifth Year Senior Credit Recovery Program
- 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.
- Poverty Culture training helps staff to understand and engage students from various backgrounds.
- During COVID-19 Campus Closure:
 - Expansion of teacher office hours dedicated to individualized tutoring
 - Technical support
 - Technology purchases to support teachers with instruction from a distance
 - Training for teachers on technology/resources that contribute to effective distance learning
 - Regularly scheduled class sessions via Zoom
 - Recordings of online class sessions and/or instructional videos posted online
 - Counselor outreach to at-risk students
 - Professional Development on working with students in COVID-19-related crisis to be provided in 2021
 - Supplies delivered to students at home
 - SchoolsPLP instructional video provided online
 - Open Dialogue Zoom meetings held by Director to encourage communication with families

Related Data

Graduation Rate Growth (All Students per the **California School Dashboard**):

2018: 62.3%
 2019: 69.4%
 2020: 73.4% *

Graduation Rate Growth (Socioeconomically Disadvantaged Students per the **California School Dashboard**):

2018: 60.4%
 2019: 68.3%
 2020: 75.0% *

Graduation Rate Growth (Students with Disabilities per the **California School Dashboard**):

2018: Insufficient Sample Size (ISS)
 2019: ISS
 2020: 83.3%*

*2020 data by **California Department of Education Dashboard Combined Graduation Report**, where data that would normally be published on the CA School Dashboard has been provided.

Student Survey Feedback:

% of surveyed graduating seniors on the **Senior Exit Survey** who reported that they would not have graduated from high school, had they not enrolled at Choices:

2018: 43%
 2019: 58%
 2020: 46%

63% of 2020 graduates planned to enroll directly into a college, university, or trade school.

% of surveyed students who reported on the **Student School Satisfaction Survey** that they:

Plan to graduate from Choices:

2018: Data not available
 2019: 89%
 2020: 93%

% of Students with Disabilities who reported on the **Students with Disabilities Attitude Survey** that they planned to graduate from Choices:

2018: 81%

2019: 88%

2020: 86%

Student Engagement during COVID-19 Campus Closure:

50% of Fall 2020 students earned first or second honor roll grade point averages (3.0 or above), demonstrating student engagement during Distance Learning.

Implications

Graduation Rates of All Students (+11.1%) and Socioeconomically Disadvantaged Students (+14.6%) have grown dramatically since 2018. And, in 2020, the Graduation Rates for both Socioeconomically Disadvantaged Students (75.0%) and Students with Disabilities (83.3%) outpaced All Students (73.4%).

Roughly half of graduates state that they would not have graduated from high school, had they not enrolled at Choices. Roughly 90% of both All Students and Students with Disabilities reported in 2020 that they plan to graduate from Choices. At least 50% of current students are well on their way to graduation, and maintaining GPAs making them potentially eligible (pending A-G course completion) to enter four-year universities, based on Fall 2020 data, with grade point averages at or above 3.0.

All data indicates that the Choices program, which enrolls students who may be unlikely to graduate in their previous schools, is increasingly more successful at engaging and graduating its students in an equitable fashion, offering opportunity to students who belong to all significant student subgroups.

Choices has adopted new GOs that are based on guiding students to graduation and post-secondary academic and professional pursuits. The school-wide focus on these objectives will lead to higher rates of graduation in the coming years.

The following programs are under consideration for 2020-21 and beyond:

- Require students to enroll in a master class where students are exposed to grade-appropriate College/Career opportunities, take surveys, and complete a new GO Rubric
- Formal parent-student-teacher conference schedule



Mrs. Hannon and Guitar Students

4. Strategic Planning (Critical Area for Follow-Up & SWAP Goal #4)

Recent Actions Taken

- Enrollment trends studied and budget adjusted accordingly
- Compensation Schedule improved to prevent employee turnover/ Fiscally responsible salary increases were built into 2019 Charter Renewal
- Assistant Director training to carry out various administrative tasks, such as budgeting and personnel
- Mentoring program for new teachers
- Employee Handbook being updated to more precisely describe employee responsibilities and more formally define and document a new employee training/mentoring process
- Gradual replacement of aging equipment with new and refurbished models, maximizing value while maintaining the integrity of the district network and ensuring new equipment meets the needs of the school (72 Chromebooks currently on order to expand supply and replace old models)
- Research on new curriculum systems and pilot program of SchoolsPLP
- Research of program growth options
- Ongoing growth of the middle school program (enrollment has more than doubled since 2014-15)
- Implementation of Fifth Year Senior Credit Recovery Program
- During COVID-19 Campus Closure:
 - Leadership Team to act as task force in preparation for safe campus reopening, following CDC protocols
 - Choices is advertised as an expert at Distance Learning

Related Data

Choices Charter School Enrollment (per the **California School Dashboard**):

2018: 263

2019: 279

2020: 295

Highest recorded enrollment:

2018-19: 328

2019-20: 318

Computer to Student Ratios:

2018-19: 1.4:1

2019-20: 1.4:1

Mentor/New(er) Teacher Ratio:

2018-19: 1:2

2019-20: 1:1

Maximum Class Size:

2018-19: 24

2019-20: 24

Full-Time Teacher/Student Ratio at Highest Enrollment:

2018-19: 1:22

2019-20: 1:21

Budget Information:

Employees received a significant salary increase in 2019-20, which represented a 14% increase in annual operating costs. Budget projections through the 2022-23 school year forecast increasing revenues and stable expenses, supported by a growing and healthy reserve.

WASC Accreditation Information

In 2018, Choices Charter School was awarded a six-year term of accreditation from the Western Association of Schools and Colleges (WASC).

Charter Renewal Information

In 2019, Choices Charter School's charter was renewed by the San Juan Unified School District for five additional years.

Student and Parent Satisfaction Data:

% of students who reported on the **Student School Satisfaction Survey** that they feel safe at Choices:

2018: Data not available

2019: 93%

2020: 96%

% of parents who reported on the **Parent School Satisfaction Survey** that:

The facility meets the needs of the school:

2018: 99%

2019: 97%

2020: 99%

The school provides adequate staffing to support the school's program:

2018: 98%

2019: 98%

2020: 100%

Implications

Choices Charter enrollment is growing steadily, and projections are strong for the coming years, as many students will likely learn during COVID-19 campus closures that they prefer the independent study or blended learning format for learning and seek to continue when their home school returns to the traditional full-day model. Meanwhile, as revenue will likely grow, school expenses will remain comparatively constant.

Teacher and computer resources are sufficient to meet student needs. Class sizes remain small. Mentor Teachers serve just one or two new teachers each year.

Choices is currently in a stable position, with WASC accreditation and a renewed charter. However, the Choices Staff recognizes that, as a small charter school with at-risk students and a non-traditional learning model, it must always strive to improve the services that it provides to students in order to demonstrate its value to school stakeholders.

Student and parent satisfaction data is consistently strong but watched closely, as the CCS Staff believes that it is the most authentic measure of the school's program quality. Well above 90% of students and parents have reported that the school is safe, the facility is acceptable, and the staff is adequate in meeting the school's needs. 100% of 2020 parents would recommend the school to their family and friends. Choices is very proud of the way that it serves its families and strives to continue to deliver a program of excellence.

The following programs are under consideration for 2020-21 and beyond:

- Additional Math Teacher to be hired in 2021
- Schedule alternatives to accommodate higher levels of enrollment
- Some courses offered online only in order to optimize classroom use
- Implementation of student mentor program



Choices Students on a Field Trip to Sacramento City College

5. Revise Graduation Outcomes: College and Career Readiness Transition Plan for 6th-12th grades (Critical Area for Follow-Up & SWAP Goal #3)

Recent Actions Taken

- 2020 revision of the Graduation Outcomes to reflect a focus on student goals pertaining to high school graduation and post-secondary academic and professional pursuits
- Development of a new Graduation Outcomes Rubric, which outlines college/career readiness activities that are consistent with each grade level
- All CCS Students to be provided with opportunities to work towards the CCS Graduation Outcomes
- Evaluation of student progress towards accomplishment of the GOs, using the GO Rubric
- Student progress tracked by graduating class
- Students are encouraged to reflect upon and prepare for college and career at Choices with:
 - Grade-level field trips
 - Sacramento Speaker Series
 - Brown Bag Speaker Series
 - Career Fair
 - College Visits
 - Breadth of elective courses
 - College & Career Information Session
 - Four-Year approach to college & other helpful college preparation links on the CCS website
 - Naviance College & Career Readiness program available to students in grades 6-12
 - Counseling support for college research and applications
 - CTE Pathway in Business & Finance
 - A-G coursework
 - AP & Honors Courses
 - Opportunity to earn the State Seal of Biliteracy in French and Spanish
 - 11th Grade CAASPP Smarter Balanced Assessments
 - Co-enrollment in college courses
 - Co-enrollment in ROTC through SJUSD

Related Data

College and Career Readiness:

The following percentages of All Students were considered "Prepared" for college and career on the **California School Dashboard** (College/Career Indicator):

2018: 13.0%

2019: 14.1%

2020: 18.1%

In 2020, 13.3% of Socioeconomically Disadvantaged Students and 27.3% of Students with Disabilities were "Prepared."

When combining the “Prepared” and “Approaching Prepared” categories, the scores across subgroups are closely aligned. The following percentages of students in each student subgroup were either “Prepared” or “Approaching Prepared” in 2020:

All Students: 29.2%

Socioeconomically Disadvantaged Students: 26.6%

Students with Disabilities: 27.3%

Student Post-Secondary Goals:

According to the **Student School Satisfaction Survey**, the following percentages of All Students want to go to college or vocational school after high school graduation:

2018: Data not available

2019: 83%

2020: 85%

According the **Students with Disabilities Attitude Survey**, the following percentages of Students with Disabilities want to go to college or vocational school after high school graduation:

2018: 50%

2019: 83%

2020: 59%

Implications

Typically, after graduation, Choices students either continue their studies at a local community college (sometimes leading to university enrollment), attend a vocational school, or proceed directly to the workforce. These three scenarios do not require them to pursue specific coursework or to earn a specific score on the high school CAASPP exams. However, with a recent emphasis on the importance of guiding students to qualify as “Prepared” for college and career on the California School Dashboard, Choices recognizes the need to prioritize and focus in this area.

As a first and important step, Choices has redefined its GOs to focus on student goals; setting and reaching goals will be modeled through the context of high school, college, and career pursuits. High school graduation will be presented to students as a goal that is a “given.” Students will track their progress towards graduation by becoming more aware of the requirements and their progress towards meeting them. All students will also be asked to choose a path that, if followed to its conclusion, will lead them to a “Prepared” rating on the California School Dashboard. If students aspire to enroll directly into a four-year university after graduation, they will be encouraged to pursue multiple pathways to college and career readiness, in order to improve the likelihood that they will be accepted into their program of choice.

The data above demonstrates that Choices has already improved its CCI and that students in the various subgroups are scoring very similarly on the CCI when the percentages of students who are either “Prepared” or “Approaching Prepared” are combined. With 85% of students reporting in 2020 that they plan to attend college or vocational school after high school graduation, the vast majority of CCS Students are clearly already planning to graduate from high school and are thinking about their plans for the years that will follow. This suggests that students will be receptive to the new GOs and GO Rubric.

Choices students who qualified as "Prepared" for college and career in 2020 did so with strong scores on the CAASPP Smarter Balanced Assessments in 11th grade and/or A-G course completion and/or by earning the State Seal of Biliteracy. Choices expects that, with its new CTE Pathway in Business and Finance, an increasing percentage of "Prepared" students will have qualified in coming years because of the completion of this series of courses.

The following programs are under consideration for 2020-21 and beyond:

- Require students to enroll in a master class where students are exposed to grade-appropriate College/Career opportunities, take surveys, and complete a new GO Rubric
- New CTE Pathway in Aviation/Robotics and/or Computer Science



Mrs. Moore Delivering a Yard Sign to a 2020 Graduate

6. Research-Based Professional Development (Critical Area for Follow-Up & SWAP Goals #1 & 2)

Recent Actions Taken

- Two professional development opportunities are provided to the entire staff each year (a few additional trainings are typically added to the original two):

2018-19:

- School Wide Focus on Math ("Massive Math") (training from Math Department on incorporating Math in other disciplines)
- Working with Students with anxiety (training from Dr. Robin Zasio of The Anxiety Treatment Center <http://anxietytreatmentexperts.com/>)
- CPR Training (training from SJUSD Nurse)

2019-20:

- Team Visit to Other Independent Study Program (TBD) to Learn Best Practices (on hold due to COVID-19 Campus Closures)
- Training on New Curriculum System (SchoolsPLP) (Staff Sharing Out)
- Working with Students from Poverty Culture (training from aha! Process, Inc. <https://www.ahaprocess.com/>)
- Epipen Administration (training from SJUSD Nurse)
- Human Trafficking (training from 3Strands Global Foundation <https://www.3strandsglobalfoundation.org/>)

2020-21:

- SchoolsPLP Training (Staff Sharing Out)
- Distance Learning/Zoom Training (Staff Sharing Out)
- School Safety Communication System (training from Catapult EMS <https://www.catapultemergencymanagement.com/>)

Other research-based professional development opportunities provided by the following organizations, pursued by various staff members since 2018:

- San Juan Unified School District (Child Abuse Training, ELPAC Coordinator and Administration Trainings, CAASPP Coordinator and Administration Trainings, Weekly High School and Middle School Counselor Meetings, AP Coordinator Meetings, PSAT Coordinator Meetings)
- California Consortium for Independent Study (Conferences & Webinars on several subjects)
- Parallax (Robotics/Boe-Bot Training)
- APLUS+ (Personalized Learning Meetings, Conferences, Webinars)
- American River College (Drone Aviation)
- Federal Aviation Administration (Drone Aviation)
- Ethan Sawyer (English: How to Lead a Life-Changing College Essay Workshop)
- School Pathways (Teacher Trainings and Conference)

- Simon Wiesenthal Center (Holocaust Survivor Speaker Training)
- SkyOp (Drone Aviation)
- Amazon Future Engineer (Computer Science Teacher Training)
- Computer Science Teacher Association (Computer Science Conference & Seminars)
- Kittyhawk (Drone Aviation)
- AP Summer Institutes (AP English Literature & Composition, AP English Language and Composition, AP French Language and Culture)
- Brandman University (Career Technical Education Pathway Training)
- Safe School Conferences
- ParentSquare (What's New, Direct Messaging)
- California Department of Education (AB 1505, State's Public Health Guidance, Updated School Guidance, School Reopening, COVID Response, Charter Renewal)
- Capital Advisors (Webinar on state budget and economy overview for charter schools)
- Charter School Management Corporation (LCAP Stakeholder Engagement)
- National Collegiate Athletic Association (Eligibility and COVID-19)
- Western Association of Schools and Colleges (Webinars with Updates, Mid-Cycle Virtual Visits)
- Assemblyman Jim Cooper Legislative Webinar (Health Guidelines)
- Charter School Development Center (Budget, School Reopening, Legislative Update)
- Young, Minney, and Corr (Legal Updates, AB1505 Related to Charter Renewal and New Charter Petitions)
- Resilience and Student-Centered Learning Summit (Webinar)
- Amazon (Webinar on Business Practices)
- CAPSIM (CTE curriculum updates)
- Follett (Webinar: Using New Library Systems)
- Catapult EMS (School Emergency Training)
- The Content, Literacy, Inquiry, and Citizenship (CLIC) Project (Region 3 Training for Social Studies)

Related Data

The professional development activities above are as diverse as they are essential to the success of the Choices program. All data presented in Chapter 1's Student/Community Profile reflects the efforts of the CCS Staff, which are fueled and guided by these professional trainings.

Implications

Choices values expert guidance and is committed to continuous education of its staff and improvement of its program. The CCS Staff will continue to pursue education about research-based instructional methodologies that can be applied in its independent study/blending learning program.

7. Formalize a Safety Plan (Critical Area for Follow-Up & SWAP Goal #4)

Recent Actions Taken

- Formalization of Safety Plan completed in 2018-19
- CCS Staff identifies, supports, and tracks progress of CCS students who struggle with anxiety
- Full-time Counselor on site
- Consistent and collaborative intervention system ensures swift outreach when students are struggling
- Catapult EMS training in 2020-21
- During COVID-19 Campus Closure:
 - Counselor conducts outreach to at-risk students
 - Director distributes mental health resources to families via ParentSquare and holds weekly Open Dialogue Zoom meetings to encourage communication and wellness from a distance
 - Leadership Team to act as task force in preparation for safe campus reopening, following CDC protocols
 - Student bios on website and social media pages to maintain a sense of school community for students
 - CCS Staff increases its phone, email, and texting correspondence with families to ensure that students remain connected, engaged, and supported from a distance
 - 2021 Professional Development on working with students whose health has been adversely affected by COVID-19

Related Data

Student Satisfaction (All Students) per the **Student School Satisfaction Survey**:

% of students who feel safe at Choices Charter School:

2018: Data not available

2019: 93%

2020: 96%

% of students who feel satisfied with the social opportunities and sense of community at CCS:

2018: Data not available

2019: 89%

2020: 90%

% of students who feel that the Choices Staff is caring and responsive to student needs:

2018: Data not available

2019: 98%

2020: 99%

% of students whose anxiety level is *less* since enrolling at CCS:

2018: 44% (only 10% report experiencing *more* anxiety)

2019: 54% (only 10% report experiencing *more* anxiety)

2020: 58% (only 4% report experiencing *more* anxiety)

Student Satisfaction (Students with Disabilities) per the **Students with Disabilities Attitude Survey:**

% of students who like to come to school at Choices:

2018: 79%

2019: 96%

2020: 86%

% of students who feel safe at Choices:

2018: 89%

2019: 92%

2020: 96%

% of students whose anxiety level is *less* since enrolling at CCS:

2018: 57% (only 3% report experiencing *more* anxiety)

2019: 54% (only 13% report experiencing *more* anxiety)

2020: 64% (only 9% report experiencing *more* anxiety)

Parent Satisfaction per the **Parent School Satisfaction Survey:**

% of parents who believe that the social environment at Choices is positive and supportive:

2018: 96%

2019: 96%

2020: 99%

Implications

All of the survey data presented above is strong and trending toward even greater levels of student and parent satisfaction with the emotional and physical safety at Choices Charter. The CCS Staff prides itself in its student-centered approach and dedication to student well-being and will continue to strive to maintain and grow a culture of safety at Choices.

The following program is under consideration for 2020-21 and beyond:

- Implementation of student mentor program

8. Develop and Implement Standards-Based Rubrics to Support Assessment and Feedback (Critical Area for Follow-Up & Not Included in SWAP)

Recent Actions Taken

CCS Teachers have been encouraged to use rubrics that work best for their disciplines and specific courses.

Related Data

Examples of rubrics used by Choices Teachers since 2018:

- SchoolsPLP Rubrics (used in Science, English, World History, Spanish, French, Culinary Arts, Career Technical Education Pathway courses, and Health; sometimes rubrics are slightly modified at teachers' discretion)
- TBEAR Graphic Organizer
- AVID Writing Template
- Common Core Writing Rubric
- AP College Board Literature & Composition Rubric
- AP College Board Language & Composition Rubric
- Rubrics Created by Choices Teachers used for:
 - English Language Arts courses
 - Online Discussion Participation
 - Resume & Cover Letters
 - Précis Grading
 - Literature Review
 - College Application Essays
 - Math (How to Show Work)
 - Science (Non-SchoolsPLP Projects)

(Rubric samples are available upon request.)

Implications

With 50% of CCS Students earning a 3.0 or above in Fall 2020, it seems that course expectations are clear and that course content is closely aligned with assessments. In Spring 2021, the Leadership Team will revisit at length the topic of school-wide equity in grading practices and will consider the use of more standardized rubrics as part of this conversation.

The Areas for Growth that were identified by the CCS Staff through the last Self-Study Process but that were not identified as “critical” have also been addressed as described below:

Areas for Growth:

- **Continue to transition to automated, online parent and student surveys for efficient data computation and storage. (Not Included in SWAP)**

- Since Spring 2020, the Parent School Satisfaction Survey, Student School Satisfaction Survey, New Student Survey, Senior Exit Interview, and Students with Disabilities Attitude Survey have been administered online.
- In 2021, the above surveys, as well as the Graduation Outcomes Rubric (completed by students) and the CAASPP Student Survey, will also be administered online.

- **Expand selection of modified versions of GradPoint courses to serve Students with Disabilities, school wide. (Not Included in SWAP)**

- The Special Education Department has modified conditions and expectations associated with general education courses in GradPoint and SchoolsPLP, as a method of ensuring grade-level rigor for students with IEPs, while also addressing their individual needs. Some of the modifications that have been made include manipulating the number of activities due each week, allowing unlimited retakes, eliminating time limits on tests, and enabling the “Save and Continue” option that allows students to move on from a particularly challenging assignment to complete other work. In some cases, the highest score of several scores on activities covering a given concept is the one that is counted toward the final grade in the course. Students may print all activities and complete in writing, if they wish, as well.

- **Consider adoption of courses to comprise CTE Pathways. (SWAP Goal #3)**

- The following courses (added in the following years) have been adopted to provide a CTE Pathway in Business and Finance:
 - 2018-19: Introduction to Business and Entrepreneurship
 - 2019-20: Marketing and Advertising
 - 2020-21: Manufacturing: Product Design and Innovation
 - 2020-21: International Business: Global Commerce in the 21st Century
- CCS is now considering the development of a second CTE Pathway to debut in 2021 in either Aviation/Robotics or Computer Science (both subject areas that have been repeatedly requested for new electives on the Student School Satisfaction Survey in recent years).

- **Build additional staff development opportunities that support teacher use of GradPoint and School Pathways, as a foundation for instructional enhancements. (SWAP Goals #1 & 2)**

- With the shift from GradPoint to SchoolsPLP and the COVID-19 Campus Closure, professional development has been primarily focused on SchoolsPLP and teaching via Zoom. Professional development for both has been limited to sharing out among staff members as they have organized their assignments and shifted to online instruction.

Teachers were offered stipends over Summer 2020 in order to support them in learning about the new curriculum system and in preparing for Fall classes to begin.

- **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-Test 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. (SWAP Goal #1)**

- CCS has tested this method of collecting Math achievement data but, with students arriving and leaving the program at all times of the year and, particularly in 2019-20 and 2020-21, infrequently or never coming to campus, teachers have struggled to collect data from enough students to demonstrate authentic growth. Choices Teachers have tried a few different assessments and procedures but have been frustrated with small sample sizes and students who score low on post-tests because they have forgotten content from the beginning of the semester or year.
- The Leadership Team, in collaboration with the Math and English Departments, is planning to use online Renaissance testing (<https://www.renaissance.com/products/star-math/> , <https://www.renaissance.com/products/star-reading/>) in 2021-22 to regularly check the grade level equivalent of students in Math and English. Renaissance's adaptable tests will likely be embedded into course assignments. Students will be aware of their scores and focused on their improvement. Data will be tracked and reported to school stakeholders through the SWAP.

- **Expand grade-level field trips to reach all grades and align with academic standards, Student Learner Outcomes, and College and Career Readiness Standards. (SWAP Goal #3)**

- Each year, Choices has expanded grade-level field trips to include one additional grade. Before the COVID-19 Campus Closure, CCS was planning field trips for grades 6, 7, 8, 9, & possibly 11 in 2019-20. In recent years, students have enjoyed trips to a traditional festival in the local foothills (Apple Hill: <https://applehill.com/>), literacy workshops (916 Ink: <https://www.916ink.org/>), the Crocker Art Museum (<https://www.crockerart.org/>), the State of California Capitol Museum (<https://capitolmuseum.ca.gov/>), the Sacramento Speaker Series (www.sacramentospeakers.com), and local community colleges (<https://losrios.edu/>), as well as CSU Sacramento (<https://www.csus.edu/>).

The Choices Staff is proud of the program improvements that it has made during the last three years, particularly because these changes demonstrate a commitment to growth despite challenging conditions. The Staff has remained connected to students and families from additional distance during the COVID-19 Campus Closure; redefined Graduation Outcomes that feel critical and authentic and align with college & career readiness as a school priority; increased services to support and engage students, resulting in a significantly higher Graduation Rate; instituted fiscally responsible salary increases; expanded technology resources to reach each student; added a CTE Pathway in Business and Finance; successfully supported students with anxiety; piloted and implemented a new online curriculum system; adjusted to school-wide instruction via Zoom; and formalized a Safety Plan. Going forward, the Choices Staff remains committed to frequent and thoughtful analysis of student data and continuous data-based program improvement.

V: Schoolwide Action Plan Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan as needed and include a link to the school's most recent schoolwide action plan.**

2020-21 Choices Charter School – WASC School Wide Action Plan:

<https://choicescharter.org/wp-content/uploads/2021/03/20-21-SWAP.pdf>