

2023-24 Choices Charter School- WASC School Wide Action Plan

[2023 Local Control Accountability Plan (“LCAP”) Tasks Incorporated]

Goal 1: (2021 Critical Student Learning Need and 2021 Critical Area for Follow-Up)

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

Supporting Data:*

Category of Focus	2018-19	2019-20 **	2020-21	2021-22	2022-23
Percentage of Math students who scored “Standard Not Met” on the Math SBA					
All Students	56	NA	40	54	TBD
Socioeconomically Disadvantaged Students	67	NA	38	57	TBD
Students with Disabilities	95	NA	71	88	TBD
Percentage of Math students who scored “Standard Met or Exceeded” on the Math SBA					
All Students	18	NA	32	15	TBD
Socioeconomically Disadvantaged Students	10	NA	43	6	TBD
Students with Disabilities	5	NA	7	0	TBD
Average change in grade level equivalent on Renaissance Math Test between the beginning and end of the school year					
Pre-Integrated Math		NA	+3.2 grade levels	NA***	
Change in the % of students who scored two or more years behind in Math between Fall & Winter iReady test administrations					
Grade 6					-12
Grade 7					-13
Grade 8					-5
Grade 9					-26
Grade 10					-23
Grade 11					-7
Grade 12					-15

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

**Due to COVID-19, data not available in 2019-20.

***Pre- and Post-Tests in Pre-Integrated Math were replaced with a pilot of iReady in 2021-22.

Additional Supporting Evidence:

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

Goal 1 Growth Targets: (“✓” indicates that the objective has been achieved)

Annual Objective	2018-19	2019-20 *	2020-21	2021-22	2022-23
Decrease percentage of students scoring “Not At Standard” on the Math SBA by at least 3% points annually					
All Students	✓	NA	✓		TBD
Socioeconomically Disadvantaged Students		NA	✓		TBD
Students with Disabilities		NA	✓		TBD
Increase percentage of students scoring “At or Exceeding Standard” on the Math SBA by at least 3% points annually					
All Students	✓	NA	✓		TBD
Socioeconomically Disadvantaged Students	✓	NA	✓		TBD
Students with Disabilities		NA			TBD
Increase average grade level equivalent on Renaissance Math Test between the beginning and end of the school year by at least one grade level					
Pre-Integrated Math		NA	✓	NA**	
Percentage of students who scored two or more years behind in Math reduced by at least 3% points between Fall & Winter iReady administrations					
Grade 6					✓
Grade 7					✓
Grade 8					✓
Grade 9					✓
Grade 10					✓
Grade 11					✓
Grade 12					✓
Based on analysis of SBA data, iReady growth data, and data from all other diagnostic, formative, and summative assessments, in conjunction with an analysis of school survey results, WASC Home Groups and the Leadership Team review the effectiveness of current strategies and revise the School Wide Action Plan each year. (LCAP)	✓	✓	✓	✓***	✓***

* Due to COVID-19, data not available in 2019-20. In the absence of academic assessment data, staff reviewed all available survey data in an effort to make changes that would more effectively serve students and families, particularly with respect to distance learning.

**Pre- and Post-Tests in Pre-Integrated Math were replaced with a pilot of iReady in 2021-22.

***2021-22 and 2022-23: Subject-Area Departments analyzed diagnostic, formative, and summative assessment data; the Leadership Team (2022) and Director / Self-Study Coordinator (2023) analyzed all other available student data, as well as the feedback from the departments and decided upon modifications to the School Wide Action Plan.

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Professional Development in Instructional Strategies</p> <ul style="list-style-type: none"> • Each year, all subject-area departments review their diagnostic, formative, and summative assessment data, as well as school survey data, and suggest professional development based on their findings. Leadership reviews these recommendations and revisits WASC Visiting Committee recommendations and current educational research. Based on this information, the Director chooses two topics of school-wide professional development to pursue in the coming year and dedicates professional development time for training/implementation. • 2023-24 Professional Development Topics: <ul style="list-style-type: none"> o Focused Professional Development: Engaging Online Curriculum o Departmental Collaboration: Curriculum Supplementation and Scaffolding • Staff collaboration, professional development, department meetings, and WASC/LCAP data analysis and discussions take place twice monthly on Fridays. • The Director observes classes each semester to confirm that students are benefiting from new strategies implemented, school-wide. • Each year, CCS Faculty members participate in professional development trainings and workshops that correspond to their subject areas or functions. This includes, but is not limited to, SJUSD and Sacramento County Office of Education (SCOE) trainings that are available to CCS Faculty at no additional cost, AP Institute trainings, California Consortium for Independent Study (CCIS) conferences, and APLUS+ conferences. 	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2023-2024 2024-2025 2025-2026

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Individual Feedback to Students to Improve Skills</p> <ul style="list-style-type: none"> • Faculty members provide constructive and motivating feedback to students in class and on homework assignments. Professional development on feedback from experts Brown Wessling, Rapp, Wiggins, and Slavin offered specific suggestions to support this motivational technique. • Tutors meet students where they are and build skills through individualized feedback. (LCAP) • Re-testing permitted, school-wide, to support the use of feedback to improve work. • iReady results communicated to families in a meaningful and motivating format. 	<p>Faculty Tutors</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Data Analysis for Formative Applications</p> <ul style="list-style-type: none"> Diagnostic assessment takes place at the beginning of the school year or upon enrollment with the iReady Test in Math. This assessment informs faculty members, students, and parents of individual students' skills at the beginning of a learning term. Diagnostic assessment data informs remediation activities, as needed, and serves as a baseline from which to assess growth. (LCAP) Formative assessment is ongoing, using MathXL for School ("MathXL"), SchoolsPLP ("PLP"), and MathSpace assignments, quizzes, unit tests, and midterms. In the early spring, iReady is administered again and scores are compared to the baseline diagnostic scores from the fall semester to assess growth. The Math Department also utilizes Kahoot! and Zoom polling capabilities to engage students during instruction and to generate immediate informative feedback for both students and teachers. Students are always required to show their work and complete mindset questions in homework assignments. Formative assessment data drives changes in curriculum and instructional strategies to immediately address students' needs. (LCAP) Summative assessments are administered each semester, with final exams, and in the spring, with the Math SBA. Staff is trained annually to administer the Math SBA. The results from summative assessments are analyzed in June and August In-Service Meetings (pending the availability of test results). This data drives decisions about curriculum and program changes that will address needs in subsequent learning terms. (LCAP) At the close of each school year, all subject area departments (including the Math Department) analyze their diagnostic, formative, and summative assessment data, as well as school survey data. Based on this analysis, each department decides upon class and departmental changes, recommends program changes, recommends professional development, and requests resources for the coming school year. Based on feedback from the staff, school leadership decides upon two main topics for professional development and new tasks for the WASC School Wide Action Plan in the coming year or years. (LCAP) 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>4. Preparation for Standardized Assessments</p> <ul style="list-style-type: none"> ● CCS Staff members encourage students to try their best on SBA exams by: <ul style="list-style-type: none"> ○ Emphasizing the importance of attendance and best effort on standardized testing during the enrollment process. ○ Learning and executing strategies from professional development on preparing students to succeed on standardized exams. ○ Building a school culture that celebrates academic achievement on an ongoing basis, through the implementation of Honor Roll Celebrations, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and Scholarship Program. Student character is recognized through a monthly award and photo display in the school hallway. In 2023-24, CCS will explore ways to celebrate academic growth. (LCAP) ○ Defining the CAASPP test window during the fall semester and communicating it early, clearly, and repeatedly to teachers, students, and parents, so that all educational partners can effectively prepare. ○ Providing free breakfast and lunch on campus during the testing window. (LCAP) ○ Providing healthy snacks to students during testing. ○ In classes, reminding students about the importance of CAASPP testing before administering the tests. ○ Reassuring students that earning an "A" or "B" in grade-level Mathematics and English Language Arts classes at CCS means that they are very likely to earn a "Standard Nearly Met, Met, or Exceeded" score on the SBA (based on 2017 study). ○ Canceling all instruction during the regular CAASPP testing window. ○ Celebrating the conclusion of CAASPP testing with free ice cream. ○ Excusing students from final exams in Math classes if they perform at "Standard Met or Exceeded" on the SBA exam (based on preliminary results, when results are available in time). ● CCS Staff members build students' test taking skills and relevant content knowledge by: <ul style="list-style-type: none"> ○ Inserting sample test questions into core course assignments, starting no later than in January of the testing year. ○ Coaching students to perform well on frequent formative assessments, including unit tests and iReady (LCAP) formative assessments. This includes guidance with study skills and test-taking strategies for success. ○ Conducting a two-week review of course content and test-taking strategies in Math classes before the administration of the CAASPP. 	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2023-2024 2024-2025 2025-2026

<ul style="list-style-type: none"> o Administering the Math SBA before the ELA SBA in order to prevent testing fatigue and maximize performance in Math, where students frequently struggle. o Throughout the school year, Math Teachers supplement curriculum to effectively prepare students for the SBA Math in the following ways: <ul style="list-style-type: none"> o Continue focus on Math basics, including frequent review and practice. o More focus on Math vocabulary, including its use in writing assignments and/or framing questions. o Continuous repetition and review of previously learned concepts. o Encouragement of daily Math practice through reminders and presentation of assignments in daily sections. o Focus on development of student confidence on key topics likely to present themselves in real-life situations and on standardized exams. o Reinforcement of Math topics' relevance in students' lives. o Encouragement of parent involvement through resources and communication. o Mindset questions that show students that they are capable of learning Math. o Critical thinking questions and class discussions that promote deeper understanding of concepts. o Tutoring during regular office hours and on weekly Zoom meetings to address areas of need. o Throughout the school year, other teachers prepare students for the SBA Math by: <ul style="list-style-type: none"> o Avoiding using phrases, such as "good at Math" or "bad at Math." o Encouraging students to devote the time and effort that is needed for all students to learn Math. 		
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Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>5. Develop Students' Knowledge of Academic Standards through:</p> <ul style="list-style-type: none"> • Implementation of Math XL, Schools PLP, and Mathspace curriculum, supplemented where necessary to meet all California Academic Standards. • Annual analysis of test scores and translation of test results into appropriate and impactful changes in program format and/or curriculum that result in more effective instruction in areas of need. (LCAP) • Implementation of the Master Agreement, which requires students to complete standards-based assignments in a timely fashion. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>6. Intervention and Remediation Guidelines and Procedures</p> <ul style="list-style-type: none"> Advisory Teachers reach out to new families to provide a main point of contact upon student enrollment. (LCAP) A Community Outreach Specialist reaches out to new families shortly after enrollment on behalf of the administration and facilitates a smooth transition to the independent study model. (LCAP) Teachers offer regular office hours and are readily available for communication with students and parents when they are not teaching. All correspondence is answered within 24 hours, excluding weekend days. Partial credit for coursework is awarded whenever reasonably possible. Retesting permitted school-wide. In some cases, modifications within MathXL are utilized to meet student needs. For example: Teachers may encourage students to print content or utilize the audio version of text. Time restrictions may be removed from exams. Teachers may count only a student’s highest score and allow them to continue with subsequent assignments even if they have not completed some work. CCS Staff members identify, support, and track progress of students who struggle with anxiety. (LCAP) In 2023-24, Choices will consider the implementation of SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) universal screening process to identify students in crisis and connect them with Counselor and support services. Resource Specialists utilize updated Special Education Curriculum that ensures both academic rigor and built-in support for Students with Disabilities. (LCAP) Tutors support students’ developing understanding of academic standards. Online tutoring available. Tutors focus on building skills. (LCAP) Additional Math tutoring hours are made available to Middle School students as needed. (LCAP) 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team Community Outreach Specialists</p>	<p>2023-2024 2024-2025 2025-2026</p>

<ul style="list-style-type: none"> • Assistant Director assigns students to specific on-campus tutoring locations and monitors student activity. (LCAP) • Resource Specialists provide specialized tutoring to meet the needs of Students with Disabilities. (LCAP) • Assistance to families in need with low-cost internet options, Wi-Fi hotspots, and laptops on loan. (LCAP) • Outreach to students who are struggling academically or emotionally. Counselor and Community Outreach Specialist to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. (LCAP) • Technical support services for students struggling at home. (LCAP) • Evening training sessions on PLP, Pathways, and independent study best practices. (LCAP) • When students have not completed all work and earned all attendance for a class in a given week, course teachers reach out to parents early in the following week to discuss solutions for the student. An emphasis during this outreach is to confirm that the parent is able to log in to SchoolsPLP and supervise all of their student’s activity. If this is not the case, assistance is provided to facilitate this connection. When students are not completing enough work to earn full attendance in at least four of their classes, they are sent an official warning letter by school administration. If students do not complete their work by the following week, they will be dropped from the program. During the conversation with the classroom teacher and the conversations that often take place with administration once the warning letter has been sent, students and parents are reminded of school support services, such as support classes, tutoring, technology resources, and counseling. All CCS Faculty document their interactions with parents in the School Pathways Contact Manager. • Intervention activity and status is tracked continuously and discussed in bi-weekly Staff Meetings. • In 2023-24, plan to create email templates and to update technology how-to videos to support teachers as they support students and parents with online curriculum. • A yearlong Pre IM1 course serves as a bridge to IM1 for students who need more practice of fundamentals. 		
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<ul style="list-style-type: none"> • New in 2023-24: Pre-IMA and Pre-IMB two-year course that will allow students to complete Pre-IM more slowly, spending more time practicing basic concepts introduced in the course. • In development for 2024-25 debut: IM1A and IM1B two-year course that will allow students to complete IM1 more slowly, spending more time practicing basic concepts introduced in the course. • A yearlong Consumer Math course guides students in applying arithmetic skills. • A yearlong Math Modeling course is often recommended for students who have completed IM1 and would like to apply what they have learned to real-world situations before progressing to IM2. 		
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Goal #1 Professional Development/ Resources Utilized in Recent Years:

Common Core Math Standards; Math Faculty participation in CSUS Math workshops and conferences (SAME & Saturday Math Project Saturday Seminars), CMC-N Mathematics Conference; CSUS Common Core in the Classroom Conference; SCOE Common Core Math Workshops; SCOE Smarter Balanced Workshop for Next Generation Assessment; SJUSD Summer Math Professional Development; SCOE Grade Level Math Workgroup; PCOE Research-Based Teaching Practices Essential for High-Quality Mathematics Education; SJUSD Secondary Math Course Planning; MathXL for School; Student use of CCS Computer Lab; Math Department Meetings; SBA; iReady; Master Agreement; Character Board; Student Honor Roll; Middle School Promotion Subject-Area Awards; Senior Breakfast Subject-Area Awards; Scholarship Program; SchoolsPLP; CCS Graduation Outcomes; Chromebooks; *Grading Smarter, Not Harder* (Dueck); *25 Alternatives to Using the Word "Great"* by Sarah Brown Wessling; *Quality Feedback, What is it and How to Give It* by Katie Rapp; *Seven Keys to Effective Feedback* by Grant Wiggins; *How can Teachers Increase Students' Motivation to Learn* by Robert Slavin, Tutoring Program, LCAP; CDE Dataquest; California School Dashboard, AP Institute trainings, California Consortium for Independent Study (CCIS), APLUS+; School Pathways; Zoom; YouTube; Kahoot!; MathSpace; *Grading for Equity* (Feldman).

Goal #1 Means to Assess Improvement:

Course Assessments; Final Exams; iReady; SBA; Observation of Students in Classroom Setting; School Satisfaction Survey; Zoom polling; Kahoot!.

Goal #1 Reporting Progress:

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

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

Goal 2: (2021 Critical Student Learning Need)

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

Supporting Data*:

Category of Focus	2018-19	2019-20 **	2020-21	2021-22	2022-23
Percentage of ELA students who scored "Standard Not Met" on the ELA SBA					
All Students	28	NA	18	24	TBD
Socioeconomically Disadvantaged Students	28	NA	25	27	TBD
Students with Disabilities	65	NA	38	33	TBD
Percentage of English Language Arts students who scored "Standard Met or Exceeded" on the ELA SBA					
All Students	44	NA	57	51	TBD
Socioeconomically Disadvantaged Students	38	NA	64	42	TBD
Students with Disabilities	5	NA	31	27	TBD
Change in the % of students who scored two or more years behind in Reading between Fall & Winter iReady test administrations					
Grade 6					-3
Grade 7					-13
Grade 8					-5
Grade 9					-21
Grade 10					+2
Grade 11					+14
Grade 12					+5

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

**Due to COVID-19, data not available in 2019-20.

Additional Supporting Evidence:

English teachers are in agreement that continuing to align curriculum more closely to the academic standards and content of the SBA through widespread use of SchoolsPLP curriculum, and in some cases, supplemental lessons, supports student success on this exam. Administration of iReady assessments provides students with practice working with standardized assessment content and format.

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

Annual Objective	2018-19	2019-20 *	2020-21	2021-22	2022-23
Decrease percentage of students scoring “Not At Standard” on the ELA SBA by at least 3% points annually					
All Students		NA	✓		TBD
Socioeconomically Disadvantaged Students		NA	✓		TBD
Students with Disabilities		NA	✓	✓	TBD
Increase percentage of students scoring “At or Exceeding Standard” on the ELA SBA by at least 3% points annually			✓		
All Students		NA	✓		TBD
Socioeconomically Disadvantaged Students		NA	✓		TBD
Students with Disabilities		NA	✓		TBD
Percentage of students who scored two or more years behind in Reading reduced by at least 3% points between Fall & Winter iReady administrations					
Grade 6					✓
Grade 7					✓
Grade 8					✓
Grade 9					✓
Grade 10					
Grade 11					
Grade 12					
Based on analysis of SBA data, iReady growth data, and data from all other diagnostic, formative, and summative assessments, in conjunction with an analysis of school survey results, WASC Home Groups and the Leadership Team review the effectiveness of current strategies and revise the School Wide Action Plan each year. (LCAP)	✓	✓	✓	✓**	✓**

*Due to COVID-19, data not available in 2019-20. In the absence of academic assessment data, staff reviewed all available survey data in an effort to make changes that would more effectively serve students and families, particularly with respect to distance learning.

**2021-22 and 2022-23: Subject-Area Departments analyzed diagnostic, formative, and summative assessment data; the Leadership Team (2022) and Director / Self-Study Coordinator (2023) analyzed all other available student data, as well as the feedback from the departments and decided upon modifications to the School Wide Action Plan.

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Professional Development in Instructional Strategies</p> <ul style="list-style-type: none"> ● Each year, all subject-area departments review their diagnostic, formative, and summative assessment data, as well as school survey data, and suggest professional development based on their findings. Leadership reviews these recommendations and revisits WASC Visiting Committee recommendations and current educational research. Based on this information, the Director chooses two topics of school-wide professional development to pursue in the coming year and dedicates professional development time for training/implementation. ● 2023-24 Professional Development Topics: <ul style="list-style-type: none"> ○ Focused Professional Development: Engaging Online Curriculum ○ Departmental Collaboration: Curriculum Supplementation and Scaffolding ● Staff collaboration, professional development, department meetings, and WASC/LCAP data analysis and discussions take place twice monthly on Fridays. ● The Director observes classes each semester to confirm that students are benefiting from new strategies implemented, school-wide. ● Each year, CCS Faculty members participate in professional development trainings and workshops that correspond to their subject areas or functions. This includes, but is not limited to, SJUSD and Sacramento County Office of Education (SCOE) trainings that are available to CCS Faculty at no additional cost, AP Institute trainings, California Consortium for Independent Study (CCIS) conferences, and APLUS+ conferences. 	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2023-2024 2024-2025 2025-2026

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Individual Feedback to Students to Improve Skills</p> <ul style="list-style-type: none"> Faculty members provide constructive and motivating feedback to students in class and on homework assignments. Professional development on feedback from experts Brown Wessling, Rapp, Wiggins, and Slavin offered specific suggestions to support this motivational technique. Tutors meet students where they are and build skills through individualized feedback. (LCAP) Re-testing permitted, school-wide, to support the use of feedback to improve work. iReady results communicated to families in a meaningful and motivating format. 	<p>Faculty Tutors</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Data Analysis for Formative Applications</p> <ul style="list-style-type: none"> Diagnostic assessment takes place at the beginning of the school year or upon enrollment with the iReady Test in Reading. This assessment informs faculty members, students, and parents of individual students' skills at the beginning of a learning term. Diagnostic assessment data informs remediation activities, as needed, and serves as a baseline from which to assess growth. (LCAP) Formative assessment is ongoing, through the use of SchoolsPLP assignments, several types of rubrics, graphic organizers, quizzes, unit tests, midterms, and iReady. Early spring iReady scores are compared to the baseline diagnostic scores from the fall semester to assess growth. The English Language Arts Department also utilizes Kahoot!, Quizlet, and Padlet classroom activities to engage students and generate immediate informative feedback. Formative assessment data drives changes in curriculum and instructional strategies to immediately address students' needs. (LCAP) Summative assessments are administered each semester, with final exams and, in the spring, with the ELA SBA. Staff is trained annually to administer the ELA SBA. The results from summative assessments are analyzed in June and August In-Service Meetings (pending the availability of test results). This data drives decisions about curriculum and program changes that will address needs in subsequent learning terms. (LCAP) At the close of each school year, all subject area departments (including the English Language Arts Department) analyze their diagnostic, formative, and summative assessment data, as well as school survey data. Based on this analysis, each department decides upon class and departmental changes, recommends program changes, recommends professional development, and requests resources for the coming school year. Based on feedback from the staff, school leadership decides upon two main topics for professional development and new tasks for the WASC School Wide Action Plan in the coming year or years. (LCAP) 	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2023-2024 2024-2025 2025-2026

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>4. Preparation for Standardized Assessments</p> <ul style="list-style-type: none"> ● CCS Staff members encourage students to try their best on the SBAC Interim and SBA exams by: <ul style="list-style-type: none"> ○ Emphasizing the importance of attendance and best effort on standardized testing during the enrollment process. ○ Learning and executing strategies from professional development on preparing students to succeed on standardized exams. ○ Building a school culture that celebrates academic achievement on an ongoing basis, through the implementation of Honor Roll Celebrations, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and Scholarship Program. Student character is recognized through a monthly award and photo display in the school hallway. In 2023-24, CCS will explore ways to celebrate academic growth. (LCAP) ○ Defining the CAASPP test window during the fall semester and communicating it early, clearly, and repeatedly to teachers, students, and parents, so that all educational partners can effectively prepare. ○ Providing free breakfast and lunch on campus during the testing window. (LCAP) ○ Providing healthy snacks to students during testing. ○ In classes, reminding students about the importance of CAASPP testing before administering the tests. ○ Reassuring students that earning an “A” or “B” in grade-level Mathematics and English Language Arts classes at CCS means that they are very likely to earn a “Standard Nearly Met, Met, or Exceeded” score on the SBA (based on 2017 study). ○ Canceling all instruction during the regular CAASPP testing window. ○ Celebrating the conclusion of CAASPP testing with free ice cream. ○ Excusing students from final exams in English classes if they perform at “Standard Met or Exceeded” on the SBA exam (based on preliminary results, when results are available in time). ● CCS Staff members build students’ test taking skills and relevant content knowledge by: <ul style="list-style-type: none"> ○ Inserting sample test questions into core course assignments, starting no later than in January of the testing year. ○ Coaching students to perform well on frequent formative assessments, including unit tests and iReady (LCAP) formative assessments. This includes guidance with study skills and test-taking strategies for success. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2023-2024 2024-2025 2025-2026</p>

<ul style="list-style-type: none"> o Conducting a two-week review of course content and test-taking strategies in English classes before the administration of the CAASPP. o Throughout the school year, English Teachers supplement curriculum to effectively prepare students for ELA SBA testing in the following ways: <ul style="list-style-type: none"> o Practice writing argumentative, informative, and expository essays o Sentence and paragraph framing. o Vocabulary instruction (including how to use context clues and utilizing roots, prefixes, and suffixes). o Annotation instruction (i.e. AVID Writing in the Margins & Soapstone strategies). o Use of writing templates/outlines/examples (models) (i.e. TBEAR, Academic Summary, Rhetorical Precis). o Assignments that require students to restate prompts, identify elements in a text, cite evidence, and use analytical/summary statements. o Throughout the school year, other teachers prepare students for the ELA SBA by requiring them to: <ul style="list-style-type: none"> o Write in complete sentences with proper capitalization, grammar, and usage. o Restate prompts and respond in their own words. o Respond to questions or prompts correctly utilizing specific vocabulary words. o Employ basic writing fundamentals, such as topic sentences and citation of evidence from texts. o Download and use grammarly.com for all of their written responses. 		
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Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>5. Develop Students' Knowledge of Academic Standards through:</p> <ul style="list-style-type: none"> • Implementation of PLP Curriculum, supplemented where necessary to meet all California Academic Standards. • Supplemental curriculum from Houghton-Mifflin California Collections to address Common Core Standards; content is closely aligned with content of ELA SBA. • Annual analysis of test scores and translation of test results into appropriate and impactful changes in program format and/or curriculum that result in more effective instruction in areas of need. (LCAP) • Implementation of the Master Agreement, which requires students to complete standards-based assignments in a timely fashion. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>6. Intervention and Remediation Guidelines and Procedures</p> <ul style="list-style-type: none"> Advisory Teachers reach out to new families to provide a main point of contact upon student enrollment. (LCAP) A Community Outreach Specialist reaches out to new families shortly after enrollment on behalf of the administration and facilitates a smooth transition to the independent study model. (LCAP) Teachers offer regular office hours and are readily available for communication with students and parents when they are not teaching. All correspondence is answered within 24 hours, excluding weekend days. Partial credit for coursework is awarded whenever reasonably possible. Retesting permitted school-wide. In some cases, modifications within SchoolsPLP are utilized to meet student needs. For example: Teachers may encourage students to print content or utilize the audio version of text. Time restrictions may be removed from exams. Teachers may count only a student’s highest score and allow them to continue with subsequent assignments even if they have not completed some work. CCS Staff members identify, support, and track progress of students who struggle with anxiety. (LCAP) In 2023-24, Choices will consider the implementation of SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) universal screening process to identify students in crisis and connect them with Counselor and support services. Resource Specialists utilize updated Special Education Curriculum that ensures both academic rigor and built-in support for Students with Disabilities. (LCAP) Tutors support students’ developing understanding of academic standards. Online tutoring available. Tutors focus on building skills. (LCAP) Assistant Director assigns students to specific on-campus tutoring locations and monitors student activity. (LCAP) 	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team Community Outreach Specialists	2023-2024 2024-2025 2025-2026

<ul style="list-style-type: none"> ● Resource Specialists provide specialized tutoring to meet the needs of Students with Disabilities. (LCAP) ● Assistance to families in need with low-cost internet options, Wi-Fi hotspots, and laptops on loan. (LCAP) ● Outreach to students who are struggling academically or emotionally. Counselor and Community Outreach Specialist to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. (LCAP) ● Technical support services for students struggling at home. (LCAP) ● Evening training sessions on PLP, Pathways, and independent study best practices. (LCAP) ● When students have not completed all work and earned all attendance for a class in a given week, course teachers reach out to parents early in the following week to discuss solutions for the student. An emphasis during this outreach is to confirm that the parent is able to log in to SchoolsPLP and supervise all of their student’s activity. If this is not the case, assistance is provided to facilitate this connection. When students are not completing enough work to earn full attendance in at least four of their classes, they are sent an official warning letter by school administration. If students do not complete their work by the following week, they will be dropped from the program. During the conversation with the classroom teacher and the conversations that often take place with administration once the warning letter has been sent, students and parents are reminded of school support services, such as support classes, tutoring, technology resources, and counseling. All CCS Faculty document their interactions with parents in the School Pathways Contact Manager. ● Intervention activity and status is tracked continuously and discussed in bi-weekly Staff Meetings. ● In 2023-24, plan to create email templates and to update technology how-to videos to support teachers as they support students and parents with online curriculum. ● In 2023-24, addition of a second ELD course to specialize instruction for middle and high school students. (LCAP) 		
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Goal #2 Professional Development/ Resources Utilized in Recent Years:

Common Core ELA Standards; Student use of CCS Computer Lab; English Department Meetings; School wide focus on inclusion of writing across the curriculum; SCOE Smarter Balanced Workshop for Next Generation Assessment; SJUSD Expository Reading and Writing Training; SCOE Common Core Training; CCIS Conference; SBA; ELA curriculum (grades 6-12); Master Agreement; Chromebooks; Character Board; Student Honor Roll; Middle School Promotion Subject-Area Awards; Senior Breakfast Subject-Area Awards; Scholarship Program; SchoolsPLP; CCS Graduation Outcomes; *Grading Smarter, Not Harder* (Dueck); *25 Alternatives to Using the Word "Great"* by Sarah Brown Wessling; *Quality Feedback, What is it and How to Give It* by Katie Rapp; *Seven Keys to Effective Feedback* by Grant Wiggins; *How can Teachers Increase Students' Motivation to Learn* by Robert Slavin; Renaissance Testing; iReady; LCAP; CDE Dataquest; California School Dashboard, ELPAC, AP Institute trainings, California Consortium for Independent Study (CCIS), and APLUS+; School Pathways; Zoom; YouTube; Kahoot!, Quizlet, Padlet; *Grading for Equity* (Feldman).

Goal #2 Means to Assess Improvement:

Course Assessments; Final Exams; Student Course Grades; English AP Exam; In-class discussions about individual and class progress; Student Writing; Ready; SBA; Observation of Students in Classroom Setting; SJUSD Writing Rubric; Graphic Organizers; ELPAC; School Satisfaction Survey, Kahoot!, Quizlet, Padlet.

Goal #2 Reporting Progress:

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

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

Goal 3: (2021 Critical Area for Follow-Up)

Guide students in becoming College and Career Ready through accomplishment of the Choices Charter School Graduation Outcomes ("GO"s), real-world experiences that link to academic standards and college and career planning, completion of college and career readiness pathways, and timely high school graduation.

Supporting Data:

In 2015, the CCS Graduation Outcomes were revised to more closely align with the Common Core's "The Four Cs." The GO Rubric was updated to reflect the changes. ALL teachers evaluated ALL of their students using the GO Rubric, each year. Student scores were calculated as averages of the scores received from all of their teachers. These scores are documented by graduating class below.

The following tables show the percentages of students scoring "At or Exceeding Standard" in each GO category, each year, by graduating class. The ideal scenario was that all 12th grade students would score "At or Exceeding Standard" in all GO categories. Due to a high percentage of turnover in student enrollment on an annual basis, CCS's ultimate goal was for just 80% or more of seniors to score as "At or Exceeding Standard" in each GO category.

Graduation Outcomes: % of Students "At or Exceeding Standard", by Graduating Class, by Year*

Class of 2020 (Graduated in 2019-20)	2018-19 (11)	2019-20 (12)
Critical Thinking	71	71
Communication & Collaboration	71	59
Creativity	62	56
Commitment	68	54
Class of 2021 (Graduated in 2020-21)	2018-19 (10)	2019-20 (11)
Critical Thinking	56	70
Communication & Collaboration	56	75
Creativity	51	60
Commitment	60	56

*Internally developed Graduation Outcomes Rubric; discontinued in 2020-21 when GOs were redefined.

Annual growth in the four Graduation Outcomes categories proved generally more consistent from grade 10 to grade 11. Scores softened with seniors, as their levels of participation tended to wane slightly, approaching graduation. Achievement scores grew gradually and reliably in grades 6-12, but seniors ultimately fell short of the 80% "At or Exceeding Standard" goal.

In 2019-20, the CCS Faculty decided to redefine the Graduation Outcomes, believing that the current set, founded on the Common Core Four Cs, was somewhat redundant with the Common Core curriculum. New Graduation Outcomes, centered on setting and achieving goals related to high school completion and college and career readiness, were established.

CCS Graduation Outcomes (established in 2020):

At Choices, while meeting academic content standards, students learn, with the guidance of staff and curriculum, to define and pursue college and career goals. Choices students:

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

Real-world experiences and coursework in career-related subjects support students in making connections to their interests and goals and make education relevant to their lives. The following tables track the availability of these opportunities and the degree to which students are participating.

Services Available to Students & College/Career Readiness Key Data Points, by Year

Services Available to Students & College/ Career Readiness Key Data Points	2018-19	2019-20	2020-21 ***	2021-22 ****	2022-23 *****
Speaker Series Offered to Students (Eight per Year, High School Only)	Yes	Yes/NA	NA	Yes	Yes
Field Trips Offered (Grade Levels)	4	2/NA	NA	0	1
Community Colleges and Four-Year University Visits Offered	Yes	Yes/NA	Virtual	0	0
CTE Pathway (Business & Finance) Course(s) Offered	Yes	Yes	Yes	Yes	Yes
CTE Pathway (Public Services / Public Safety) Course(s) Offered					No
Graduation Rate*	71%	76%	77%	78%	TBD
Percentage of Students who were College/Career "Prepared" per CA School Dashboard	14%	18%	NA	NA	TBD
Rate of Chronic Absenteeism (Grades 6-12; Students absent 10% or more of the days enrolled)**	18%	NA	32%	29%	TBD

*Data Source for all years: <https://dq.cde.ca.gov/dataquest/dqcensus/Coh5YrRate.aspx?aggllevel=school&year=2021-22&cds=34674473430758>

** Data Source for all years: <https://dq.cde.ca.gov/dataquest/DOCensus/AttChrAbsRate.aspx?aggllevel=School&cds=34674473430758&year=2021-22>

***In 2020-21, the Speaker Series and Grade-Level Field Trips were not offered due to COVID-19 Campus Closure. College visits were conducted virtually, as possible. The College/Career Indicator was not published.

**** In 2021-22, the Speaker Series was offered virtually for most of the year and then in person in late spring. Field Trips and College Visits did not occur due to continuing reluctance to gather in groups and staff resource limitations.

*****In 2022-23, field trips resumed in individual classes and for all students, schoolwide, but were discontinued in large part by grade level. College visits were replaced by a field trip to the SJUSD College Night.

Choices students are encouraged to complete fifty-five credits during each year of high school to support the goal of high school graduation in four academic years. (Because many students transfer to Choices with credit deficiencies from other schools, not all students will meet this objective right away. Choices graduates, with very rare exceptions, complete all high school credits within five academic years.) Each spring, students are also required to declare their planned pathway to college and career readiness upon registration for new classes. A senior survey administered to all graduates through Naviance (and in 2022-23, through an internal Senior Exit Survey) gathers data about CCS Students' post-secondary goals. The following tables provide data about Choices students by grade level and by year. (Data calculated at the end of each school year.)

Percentage of Students On Track to Graduate in Four Years, by Grade (9-11), by Year*

Percentage of Students On Track to Graduate in Four Years	2020-21	2021-22	2022-23
Percentage of 9th Grade Students Who Have Completed at Least 55 Credits	66	48	64
Percentage of 10th Grade Students Who Have Completed at Least 110 Credits	60	47	63
Percentage of 11th Grade Students Who Have Completed at Least 165 Credits	69	60	42

*Internal analysis of student transcripts

Declared College and Career Pathway of CCS Students, by Graduating Class, by Year* (some students selected more than one)

Class of 2022	Spring 2020-21 **
Percentage who plan to complete CTE Pathway	7
Percentage who plan to complete Seal of Biliteracy	3
Percentage who plan to pursue completion of A-G coursework	55
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	38
Percentage who plan to score 3 or higher on at least two AP exams	10
Percentage who plan to co-enroll in community college for two semesters or three quarters	17
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	0
Percentage of survey respondents who chose at least one College and Career Pathway	100

Class of 2023	Spring 2020-21**	Spring 2021-22**
Percentage who plan to complete CTE Pathway	6	24
Percentage who plan to complete Seal of Biliteracy	6	4
Percentage who plan to pursue completion of A-G coursework	39	28
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	50	28
Percentage who plan to score 3 or higher on at least two AP exams	6	4
Percentage who plan to co-enroll in community college for two semesters or three quarters	17	12
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	6	4
Percentage of survey respondents who chose at least one College and Career Pathway	72	100

Class of 2024	Spring 2020-21**	Spring 2021-22**	Spring 2022-23**
Percentage who plan to complete CTE Pathway	18	14	NA
Percentage who plan to complete Seal of Biliteracy	0	14	NA
Percentage who plan to pursue completion of A-G coursework	55	45	NA
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	46	50	NA
Percentage who plan to score 3 or higher on at least two AP exams	9	5	NA
Percentage who plan to co-enroll in community college for two semesters or three quarters	27	18	NA
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	0	0	NA
Percentage of survey respondents who chose at least one College and Career Pathway	73	100	NA

Class of 2025	Spring 2020-21**	Spring 2021-22**	Spring 2022-23**
Percentage who plan to complete CTE Pathway	13	26	NA
Percentage who plan to complete Seal of Biliteracy	50	12	NA
Percentage who plan to pursue completion of A-G coursework	56	31	NA
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	75	53	NA
Percentage who plan to score 3 or higher on at least two AP exams	19	11	NA
Percentage who plan to co-enroll in community college for two semesters or three quarters	6	0	NA
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	6	5	NA
Percentage of survey respondents who chose at least one College and Career Pathway	100	89	NA

Class of 2026	Spring 2021-22**	Spring 2022-23**
Percentage who plan to complete CTE Pathway	13	NA
Percentage who plan to complete Seal of Biliteracy	13	NA
Percentage who plan to pursue completion of A-G coursework	38	NA
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	38	NA
Percentage who plan to score 3 or higher on at least two AP exams	0	NA
Percentage who plan to co-enroll in community college for two semesters or three quarters	13	NA
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	0	NA
Percentage of survey respondents who chose at least one College and Career Pathway	100	NA

Class of 2027	Spring 2022-23**
Percentage who plan to complete CTE Pathway	NA
Percentage who plan to complete Seal of Biliteracy	NA
Percentage who plan to pursue completion of A-G coursework	NA
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	NA
Percentage who plan to score 3 or higher on at least two AP exams	NA
Percentage who plan to co-enroll in community college for two semesters or three quarters	NA
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	NA
Percentage of survey respondents who chose at least one College and Career Pathway	NA

*Internally developed course registration survey

**Top three most frequently chosen responses are highlighted in blue
2022-23 data was not collected as planned due to an error

Post-Secondary Plans of CCS Graduates, by Graduating Class and Year*

	2020-21**	2021-22**	2022-23**
Percentage who plan to complete a two-year community college program	50	19	33
Percentage who plan to complete a four-year college/university program	24	16	21
Percentage who plan to complete a vocational/technical school program	3	22	15
Percentage who plan to join the military	2	6	0
Percentage who plan to work (no further schooling)	19	16	18
Percentage who have other plans	2	21	12
Percentage of survey respondents who chose at least one post-secondary plan	100	100	100

*Naviance Senior Exit Survey

**Top three most frequently chosen responses are highlighted in blue

In 2022-23, this data was collected through an internally developed Senior Exit Survey

Goal 3 Growth Targets: (“✓” indicates that the objective has been achieved)

Annual Objective	2018-19	2019-20
3% points or greater annual growth in percentage of students scoring “At or Exceeding Standard” in each category of GOs at 11th and 12th grade levels:		
Class of 2020		
Critical Thinking	✓	
Communication & Collaboration	✓	
Creativity	✓	
Commitment	✓	
Class of 2021 (Not an official growth target for 2019, but tracking for 2020 and 2021)		
Critical Thinking	Baseline	✓
Communication & Collaboration	Baseline	✓
Creativity	Baseline	✓
Commitment	Baseline	
80% or more of seniors score “At or Exceeding Standard” in all GO categories		
Critical Thinking		
Communication & Collaboration		
Creativity		
Commitment		
Revise School-Wide Action Plan annually, based on analysis of data derived from the implementation of the GO Rubric as an assessment tool. (LCAP)	✓	✓

Services Available to Students & College/Career Readiness Key Data Points	2018-19	2019-20	2020-21	2021-22	2022-23
Speaker Series Offered to Students (Eight per Year, High School Only)	✓	✓	NA	✓	✓
Grade-Level Field Trips Offered (Two in 2017-18 as Baseline; One Grade Added per Year)	✓	✓	NA		
Community College and/or Four-Year University Visit Offered	✓	✓	✓		
CTE Pathway (Business & Finance) Course(s) Offered	✓	✓	✓	✓	✓
CTE Pathway (Public Services / Public Safety) Course(s) Offered					
Graduation Rate (2017-18 is Baseline; +1% points minimum per year)	✓	✓	✓	✓	TBD
Percentage of Students who were College/Career "Prepared" per CA School Dashboard (+3% points minimum per year)	Baseline	✓	NA	NA	TBD
Rate of Chronic Absenteeism (Grades 6-12; Students absent 10% or more of the days enrolled) (-3% points minimum per year)	Baseline	NA		✓	TBD
Percentage of 9-11 Students On Track to Graduate in Four Years (2020-21 is Baseline; +1% points minimum per year in each grade)			Baseline		
Percentage of Students Who Have Chosen a College/Career Readiness Pathway (44% or higher at each grade level)*			✓	✓	NA

Goal 3 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Integrate the CCS Graduation Outcomes Rubric into a Transition Plan from 6th through 12th and Beyond</p> <ul style="list-style-type: none"> • Graduation Outcomes redefined to reflect a focus on student goals pertaining to high school graduation and post-secondary academic and professional pursuits. • Develop and begin implementation of a seven-year program to promote college/career readiness at each high school grade level. (LCAP) <ul style="list-style-type: none"> • Students are guided in becoming college/career ready through a CDE-based integrated set of assignments in English courses 6-12 that are administered during a College & Career Week. (LCAP) • Students are further supported in college/career readiness through at least one additional assignment in all other courses each year. (LCAP) • Students declare their chosen college/career readiness pathway and post-secondary plans each spring when they register for new classes. (LCAP) • Counselor visits English classes to guide students in college/career planning and course selections. 8th and 9th grades visited in 2021-22. To be expanded to all grade levels as staff resources allow. • Maintain college/career resources on the school website. (LCAP) • Students' progress towards timely graduation, college/career readiness pathways, and post-secondary plans are tracked in the School Wide Action Plan. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal 3 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Develop College & Career On-Campus and Field Trip Opportunities to Include Teachers, Students, and Parents</p> <ul style="list-style-type: none"> • Provide at least ten off-campus graduation- and college/career-oriented field trips available to high school students each year. Includes but is not limited to: Sacramento Speaker Series (priority access for Socioeconomically Disadvantaged Students), SJUSD College Night, CSU Sacramento College Fair, college visits (American River College, CSU Sacramento, UC Davis), and Grad Night (Disneyland). Field trips to colleges/universities include Disabilities Services & Programs for Students (DSPS) and Financial Aid Office visits when possible. (LCAP) • Continue Brown Bag Speaker Series- on-campus enrichment (LCAP) • Annual College & Career Week (LCAP) <ul style="list-style-type: none"> ○ Lobby decorated with college / trade school posters and banners; alumni who's who board highlights former students' post-secondary achievements. ○ All students will complete a college/career assignment in English classes. (LCAP) ○ Lunchtime presentations by guest speakers (community professionals or former students) (LCAP) ○ Celebratory Event (LCAP) ○ Virtual Tours of Colleges ○ Honor Roll Celebration ○ College Family Night(s) - addresses the approach to four-year universities, two-year colleges, and trade schools. Covers scholarship information. ○ Field trip to /SJUSD College Night ○ Prize raffle (LCAP) • Advertise and provide Counselor assistance with college/post-secondary education research and applications by appointment. (LCAP) • FAFSA Information Workshops • Resume Development & Interview Strategies Presentation to seniors. • Transition to College & Career Workshops for Students with Disabilities (LCAP) 	<p>Faculty Administration Counselors Support Staff Resource Specialists Tutors Leadership Team</p>	<p>2023-2024 2024-2025 2025-2026</p>

<ul style="list-style-type: none">• In 2023-24, explore efficient ways to reach out to alumni for updates that can be used as encouragement to current students, as well as for marketing and school documents.• In 2023-24, consider opportunities to visit local professional organizations on field trips (facility tour and information about the various roles within the organization).		
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Goal 3 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Develop Additional CTE Opportunities Based on Student and Staff Input</p> <ul style="list-style-type: none"> • Develop CTE Pathway in Business & Finance (Full series of courses currently available.) (LCAP) <ul style="list-style-type: none"> o Introduced in 2018-19: Introduction to Business and Entrepreneurship o Introduced in 2019-20: Marketing and Advertising o Introduced in 2020-21: Manufacturing: Product Design and Innovation; International Business: Global Commerce in the 21st Century • Develop CTE Pathway in Public Services / Public Safety or Arts, Media, & Entertainment (LCAP) 	<p>Faculty</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal 3 Tasks	Responsible Person(s) Involved	Timeline
<p>4. Support Students in their Completion of A-G courses; Monitor Rigorous Implementation of A-G courses, Especially in Mathematics and Laboratory Science.</p> <ul style="list-style-type: none"> • Director audits one A-G class per year. (Audit timeline TBD.) This audit will involve: <ul style="list-style-type: none"> o Classroom Observation o Faculty Interview(s) o Examination of Student Work Samples • Partial credit for coursework is awarded whenever reasonably possible. • Tutors support students' developing understanding of academic standards. Online tutoring available. Tutors focus on building skills. (LCAP) 	Faculty Administration Tutors	2023-2024 2024-2025 2025-2026

Goal #3 Professional Development/ Resources Utilized in Recent Years:

Common Core Standards; WASC *Focus on Learning* Handbook; CCS GOs; LCAP; CA School Dashboard College/Career Readiness criteria; Choices Charter School Graduation Requirements; College Entrance Requirements; CCS Website; Sacramento Speaker Series; CDE Career and College Readiness Lesson Plans

Goal #3 Means to Assess Improvement:

GO Rubric; iReady; SBA; Course Assessments; Final Exams; Student Course Grades; Graduation Rate, College/Career Indicator; Chronic Absenteeism; High School credits earned; CCS Course Registration Survey: Percentage of students who have chosen a college/career pathway; Naviance Senior Exit Survey: graduates' post-secondary plans; CCS Senior Exit Survey

Goal #3 Reporting Progress:

WASC Home/Focus Group Meetings; Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; Weekly, quarterly, and semester grades reported to parents and students through School Pathways; Transcripts sent to families annually; Standardized Exam Results online through CA School Dashboard; In-class discussions about individual and class progress; WASC Progress Reports/Self Study Reports/School Wide Action Plan; LCAP; Annual Reports; Charter Renewal

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

Goal 4: (2021 Critical Area for Follow-Up)

Engage in Strategic Planning.

Supporting Data:

As school enrollment grows, a knowledgeable veteran faculty approaches retirement, and new Career Technical Education Pathways are developed, school leadership must prepare for change. Capacity limits must be defined, opportunities for school expansion must be explored, and wait-list processes must be established and managed. A process for transferring knowledge from experienced employees to new employees must be defined and implemented. Technology requirements for an expanding program must be identified and addressed. Post-pandemic transitions must be planned and executed.

Category of Focus	2018-19	2019-20	2020-21	2021-22	2022-23
Highest Enrollment (Maximum Capacity at current site = 341)	328	318	276	285	270
Computer/Student Ratio at Highest Enrollment	1.4:1	1.4:1	1.6:1	0.8:1	0.8:1
Mentor/ New(er) Teacher Ratio (Transfer of knowledge to new(er) teachers throughout school year)	1:2	1:1	1:1	1:1	
Induction Program Mentor to New Teacher Ratio					1:1
Maximum Class Size	24	24	24	24	24
Full Time Teacher/Student Ratio at Highest Enrollment	1:22	1:21	1:17	1:18	1:18
% of Students who report on the Student School Satisfaction Survey that they have lower anxiety levels since attending CCS	54	58	43	53	57
% of Students who report on Student School Satisfaction Survey that they feel safe at Choices Charter School	93	96	100	100	98
% of Parents who report on the Parent School Satisfaction Survey that the facility meets the needs of the school	97	99	100	100	98
% of Parents who report on the Parent School Satisfaction Survey that the school provides adequate staffing to support the school's program	98	100	95	100	99

Goal 4 Growth Targets: (“✓” indicates that the objective has been achieved)

Category of Focus	2018-19	2019-20	2020-21	2021-22	2022-23
Highest Enrollment (Annual growth to be +2%-4%)	Baseline			✓	
Computer/Student Ratio at Highest Enrollment to remain at 1:3 or greater	✓	✓	✓	✓	✓
Mentor/New(er) Teacher Ratio at opening of school year to remain 1:3 or greater	✓	✓	✓	✓	
Mentor / Inductee Ratio at opening of school year to remain 1:1					✓
Maximum Class Size < 25	✓	✓	✓	✓	✓
Full Time Teacher/Student Ratio at Highest Enrollment to remain greater than 1:25	✓	✓	✓	✓	✓
Minimum 3% points annual growth in % of Students who report on the Student School Satisfaction Survey that they have lower anxiety levels since attending CCS	Baseline	✓		✓	✓
% of Students who report on Student School Satisfaction Survey that they feel safe at Choices Charter School > 90%	✓	✓	✓	✓	✓
% of Parents who report on the Parent School Satisfaction Survey that the facility meets the needs of the school >90%	✓	✓	✓	✓	✓
% of Parents who report on the Parent School Satisfaction Survey that the school provides adequate staffing to support the school's program >90%	✓	✓	✓	✓	✓

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Project the Post-Pandemic Enrollment Outlook through the Next WASC Cycle and Analyze Staffing and Facility Needs as a Result of Growth, Enhanced Course Options, and Student Activities</p> <ul style="list-style-type: none"> Using a conservative estimate of 2% growth based on projections from prior years, continue to compare projected enrollment and budget projections with actual P2 and revenue actuals. Watch for trends and adjust accordingly. Additional teachers hired in 2021 to strengthen Math and Science Departments. Additional Resource Specialist hired in 2022 to accommodate growing number of Students with Disabilities. Under consideration: schedule alternatives, such as longer days, to accommodate higher levels of enrollment. Under consideration: offering some courses online only in order to manage classroom use in a way that will support higher enrollment. Under consideration: offering more sections of support classes at the middle school level to expand the program, growing overall enrollment from the bottom up. Identify methods/criteria to encourage enrollment only for students most likely to experience success at Choices. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Analyze Succession and Training Needs to Sustain the Quality of the Program through Planned and Unplanned Transitions</p> <ul style="list-style-type: none"> • Train Assistant Director to carry out various administrative tasks, such as budgeting and personnel (In-Progress and Ongoing). • Train Self-Study Coordinator on LCAP financials. • Share school documents related to internal processes, communication with educational partners, school data, and reporting out to WASC, State of CA (LCAP), and SJUSD (Charter and Annual Reports) on a school Google Drive for emergency access and easy change of hands when staff members leave Choices. • Continue induction support for new teachers. • New Choices teachers are paired with veteran teachers who provide guidance with procedures. • Employee Handbook updated in 2022 to more precisely describe employee responsibilities and school policies and to more formally define and document a new employee training/mentoring process. 	<p>Faculty Administration Leadership Team</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Articulate a Well-Defined Technology Plan that Supports Delivery of Curriculum, Communication with Students/Families, and new CTE Pathways</p> <ul style="list-style-type: none"> • 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 (LCAP) • Advertise low-cost internet to families in need. (LCAP) • Provide Wi-fi hotspots for students in need. (LCAP) • Provide laptops on loan for students without computers at home. (LCAP) • Staff/families tech/curriculum support. (LCAP) • Reimbursement to teachers for mobile phone plans that support texting to students and parents. • School website renovated in 2023. New site will be managed in a dynamic fashion by school staff so that the content will be current and accurate. • New marketing strategies are under consideration; student satisfaction data and testimonials to be utilized more often. • Facebook and Instagram sites promote school events and important information. • SchoolsPLP curriculum system allows student and parent access to curriculum, announcements, and current grades at all times. Families and teachers are able to communicate through the use of the messaging system within PLP. PLP sends automated grade reports via text and/or email to parents each week. • FinalSite allows for communication from teachers and administration to families. • Virtual Reality headsets facilitate virtual Science labs. (LCAP) • In 2023-24, new big screen TVs and iPads were purchased to facilitate support class instruction. 	Faculty Administration Support Staff Marketing Consultant	2023-2024 2024-2025 2025-2026

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>4. Implement a Safety Plan (both individual safety/mental health and campus crisis preparation)</p> <ul style="list-style-type: none"> Identify, support, and track progress of all CCS students who struggle with anxiety. (LCAP) Full-time Counselor on site. Outreach to students who are struggling academically or emotionally. Counselor and Community Outreach Specialists to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. (LCAP) Safety trainings took place in 2022-23 to redefine and practice evacuation, shelter-in-place, and lockdown procedures. Catapult EMS allows staff to interact about emergencies through an app on their phones. Under consideration: implementation of a student mentor program. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>5. Seek Resources Beyond ADA Funding, Such as CTE and Other Grants, and Potential District Resources, Such As Transportation for Field Trips</p> <ul style="list-style-type: none"> • Implement 5th Year Senior Credit Recovery Program. • Continue to grow the middle school program enrollment (which has more than doubled since 2014-15). <ul style="list-style-type: none"> ○ In 2023-24, middle school electives (French 1, Introduction to Culinary Arts, and Spanish 1) were added in response to student and parent requests. ○ In 2023-24, explore outreach opportunities to regional middle school counselors, encouraging referrals. 	<p>Faculty Administration</p>	<p>2023-2024 2024-2025 2025-2026</p>

Goal #4 Professional Development/ Resources:

CCS Budget; Multi-year Enrollment Data; CCS Employee Handbook; CCS Technology Plan; Chromebooks; Wi-fi Hotspots; CCS Safety Plan; CCS Website & Social Media Pages (Facebook, Instagram).

Goal #4 Means to Assess Improvement:

Student School Satisfaction Survey; Parent School Satisfaction Survey; Choices Charter School enrollment/technology/employment records

Goal #4 Reporting Progress:

Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; WASC Progress/ Self Study Reports; LCAP; LCP; Annual Report; Charter Renewal

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