

# San Juan Choices Charter School

## Annual Report for 2022-2023

(School Data through 2021-22 Academic Year)

### San Juan Choices Charter School Summary

Current Charter Term: July 1, 2019 through June 30, 2024 (extended to June 30, 2026 per AB 130)

Opened: Fall 1999

Grades Authorized: 6th – 12th / Grades Offered 2021-2022: 6th – 12th

Leader: Brent Givens, Director

Website: [www.choicescharter.org](http://www.choicescharter.org)

#### Location / Facility

*District Facility/Billy Mitchell Elementary School (Closed)*

4425 Laurelwood Way

Sacramento, CA 95864

(916) 979-8378

#### Mission

The Choices Charter School mission is to effectively prepare students to succeed in their educational and professional pursuits through the development of knowledge and of life skills that support the accomplishment of personal goals. (This Mission was simplified by the CCS Staff in Fall 2022.)

#### Distinguishing Features of the Educational Program

- Personalized Learning Public Charter School - Independent Study Program, choice of:
  - one-on-one instructional program with once-weekly meeting
  - hybrid/blended learning program with community college scheduling format
  - online-only learning program
  - 5th-year high school option
- A-G approved courses including Honors and AP courses
- 20:1 student/teacher ratio
- Three levels of free tutoring support, offered five days a week:
  1. Classroom teacher
  2. Drop in tutoring in computer lab
  3. Volunteers tutors in core subjects
- Safe, positive environment builds self-esteem and student confidence
- College and Career Readiness through:

- accomplishment of the Choices Charter School Graduation Outcomes (“GO”s)
- real-world experiences that link to academic standards and college and career planning (Sacramento Speaker Series, On-campus Brown Bag Speaker Series, Field Trips, College Visits)
- completion of Career Technical Education courses (Introduction to Business and Entrepreneurship, Marketing and Advertising, Manufacturing: Product Design and Innovation, International Business: Global Commerce in the 21st Century )
- completion of A-G coursework
- completion of college-level AP coursework
- dual enrollment at community college
- State Seal of Biliteracy
- Leadership/Military Science (ROTC)
- college application
- timely high school graduation
- World Language courses available in French and Spanish
- Engagement of parent/guardian through parent training on SchoolsPLP and School Pathways, interventions when needed, and frequent communication via phone, text, and email
- High Student Satisfaction - 100% in 2022
- High Parent Satisfaction – 100% in 2022

**Governance**

Dependent Charter authorized through San Juan Unified School District

Name of non-profit corporation holding the charter: NA

Date of incorporation: NA

Number of authorized board members: NA

Number of seated board members (current): 5

The San Juan Unified School Board is the board for Choices Charter School

Current Board President (2023): Zima Creason

Board Members (2023): Vice President: Pam Costa; Clerk: Saul Hernandez; Members: Ben Avey, Paula Villescaz, and Tanya Kravchuk.

**Enrollment** (current CDE-posted data from CALPADS)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Enrollment	263	279	295	273	212

<b>2021-2022 Comparison of Total Students</b>	<b>Total Enrollment</b>	<b>Hispanic/Latino</b>	<b>Am. Indian or Alaska</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Filipino</b>	<b>African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Not Reported</b>
Choices Charter School	212	46	1	5	2	1	25	125	7	0
San Juan Unified School District	49,220	12,864	277	4,182	324	494	3,550	23,488	3,757	284
Sacramento County (all schools)	243,002	80,673	1,182	40,563	3,440	6,466	25,916	64,340	19,228	1,194

<b>2021-2022 Comparison of Total Students</b>	<b>Students with Disabilities</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>	<b>Homeless Youth</b>
Choices Charter School	31	97	13	1	3
San Juan Unified School District	6,382	25,373	7,578	195	2,127
Sacramento County (all schools)	31,801	136,781	42,410	934	6,901

## Student Progress

In order to assess the fulfillment of CCS's charter agreement with SJUSD, to track progress for goals in the CCS Local Control and Accountability Plan ("LCAP") and its WASC School Wide Action Plan, and to report to SJUSD in the school's Annual Report, student progress towards meeting standards and outcomes in 2021-2022 is measured primarily through analysis of the following types of student data, as tracked on the California School Dashboard and/or the California Department of Education's DataQuest:

- **Academic Performance**
  - CAASPP ELA, Math & Science
  - College/Career Indicator ("CCI")
- **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 (46% of CCS Students in 2021-2022) and Students with Disabilities (15% of CCS Students in 2021-2022). (CDE DataQuest)

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/or credit deficient. With small sample sizes of testing data, a 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 values **locally-collected student and parent data** collected through the use of internally-developed tools, such as:

- Course Registration Survey (Graduation Outcomes Student Self-Assessments & Other Goals-Related Data collected)
- 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.

In addition to the data types mentioned above, an analysis of 2021-22 **Local Control and Accountability Plan** actions taken to support students, particularly those of disadvantaged subgroups, will demonstrate CCS's commitment to providing equitable education for all students.

The extent to which Choices Charter has **fulfilled its purposes and goals** in 2021-22 will be addressed through a review of the program's strengths, areas of need, and progress made in critical areas of focus as defined by a 2018 WASC Self-Study and a follow-up 2021 WASC Mid-Cycle Progress Report process.

Finally, the **major accomplishments** and **finances** of 2021-22 will be summarized.

## Academic Performance

### CAASPP ELA, Math & Science

Both ELA and Math CAASPP performance levels improved significantly for All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities in 2021. For each student group, both a greater percentage of students met or exceeded standard and a smaller percentage of students did not meet standard. Socioeconomically Disadvantaged Students outscored All Students in percentage of students who met or exceeded standard in ELA and on both ends of the scoring spectrum in Math. ***In 2022, scores settled but remained stronger than those of 2019.***

On the Science CAST exam, 2021 performance scores were either identical or nearly identical to 2019 scores at each level of performance for each of the three student groups. In 2022, Socioeconomically Disadvantaged Students experienced significant gains in proficiency. Also in 2022, both All Students and Socioeconomically Disadvantaged Students saw great drops in the percentage of students who did not meet standard.

This evidence demonstrates that CCS Students have continued to excel academically during and following the COVID-19 pandemic and campus closure. The online curriculum delivery system at Choices made the transition to distance learning essentially seamless for CCS Students. Teachers offered instruction at regularly scheduled times via Zoom. Tutoring and teacher office hours were made available for support. Outreach to families was intensified and collaborative during and following the campus closure. Technology and technical support services were augmented to meet students' needs at home.

CAASPP exams were not administered in 2020, due to COVID-19. 2022 data that has improved since 2021 is highlighted in blue. Changes in percentages of students who nearly met standard are not included in annual comparisons, as those changes may be positive or negative.

CCS CAASPP (SBA & CAST) Data*	2019	2021**	2022
<b>ELA % Met or Exceeded Standard</b>			
All Students	44	57	51
Socioeconomically Disadvantaged Students	38	64	42
Students with Disabilities	5	31	27
<b>ELA % Nearly Met Standard</b>			
All Students	28	25	24
Socioeconomically Disadvantaged Students	34	11	31
Students with Disabilities	30	31	40
<b>ELA % Did Not Meet Standard</b>			
All Students	28	18	24
Socioeconomically Disadvantaged Students	28	25	27
Students with Disabilities	65	38	33

CCS CAASPP (SBA & CAST) Data*	2019	2021**	2022
<b>Math % Met or Exceeded Standard</b>			
All Students	18	32	15
Socioeconomically Disadvantaged Students	10	43	6
Students with Disabilities	5	7	0
<b>Math % Nearly Met Standard</b>			
All Students	26	27	31
Socioeconomically Disadvantaged Students	23	19	38
Students with Disabilities	0	21	13
<b>Math % Did Not Meet Standard</b>			
All Students	56	40	54
Socioeconomically Disadvantaged Students	67	38	57
Students with Disabilities	95	71	88
<b>Science % Met or Exceeded Standard</b>			
All Students	30	29	29
Socioeconomically Disadvantaged Students	19	17	31
Students with Disabilities	8	8	ISS
<b>Science % Nearly Met Standard</b>			
All Students	52	53	66
Socioeconomically Disadvantaged Students	57	59	62
Students with Disabilities	44	47	ISS
<b>Science % Did Not Meet Standard</b>			
All Students	18	18	6
Socioeconomically Disadvantaged Students	24	24	7
Students with Disabilities	47	45	ISS

\*CAASPP data provided at <https://caaspp-elpac.cde.ca.gov/caaspp/Default>

\*\*No CAASPP testing in 2020 due to COVID-19.

ISS = Insufficient Sample Size

### College/Career Indicator

CCS's College/Career Indicator ("CCI") metric for All Students has improved steadily since 2018. The percentage of prepared students in the Socioeconomically Disadvantaged Students and Students with Disabilities subgroups have been more difficult to reliably track, given their small sample sizes (sometimes too small for published data). Socioeconomically Disadvantaged Students have both outscored and lagged behind All Students in the three years in the table below. Students with Disabilities scored significantly higher than All Students in 2020 (the only of the three years with enough students for published results). The CCI metric has not been published since 2020 because of COVID-19

but will continue to be an area of focus upon its return.

Choices Charter recognizes that 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 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 Public Services / Public Safety, when resources allow. In Fall 2021, a new annual College & Career Week debuted; guest speakers, competitions, decorations, family information sessions, and college/career assignments promote long-term thinking amongst students. 2020 CCI data that improved since 2019 is highlighted in blue below.

<b>CCS College/Career Indicator Data*</b> <b>% of students graduating who are Prepared</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
All Students	13	14	18
Socioeconomically Disadvantaged Students	15	6	13
Students with Disabilities	ISS	ISS	27

\* CCI data provided at <https://www6.cde.ca.gov/californiamodel/ccireport?&year=2020&cdcode=&scode=3430758&reporttype=sgroups>.  
ISS = Insufficient Sample Size

## **Academic Engagement**

### **Chronic Absenteeism**

K-8 Chronic Absenteeism data has not been made available on the California School Dashboard in 2020, 2021, or 2022. For the purpose of direct comparison, K-12 Chronic Absenteeism data from CDE DataQuest is provided below, though 2020 data is unavailable there, as well.

Chronic Absenteeism rates were declining for All Students and Socioeconomically Disadvantaged Students in 2019, but all groups experienced significant increases by 2021, largely because students and families were harder to reach, and work was completed in a less consistent fashion during the COVID-19 distance learning experience. Students were more likely than usual to fall behind for periods, accruing absences, and then work to catch up or to earn partial credits. This pattern is seen consistently across student groups whose 2021 Chronic Absenteeism rates are nearly identical to one another.

2022 Chronic Absenteeism rates began to stabilize, as teachers were able to communicate more frequently and consistently with students and their families with the return to on-campus classes. 2022 data that compares favorably to 2021 data is highlighted in blue in the table below.

CCS Chronic Absenteeism Data*	2019	2021	2022
% of students who were chronically absent			
All Students	18	32	29
Socioeconomically Disadvantaged Students	22	35	34
Students with Disabilities	21	34	25

\*Chronic Absenteeism data from <https://dq.cde.ca.gov/dataquest/>

## 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. Many students benefit from an extra semester or school year to complete credits that they are missing, typically from their experiences at previous schools.

Also unavailable in 2020 and 2021 on the California School Dashboard is the Graduation Rate. For comparison purposes, the Five-Year Graduation Rate data below is provided by CDE DataQuest. 2022 Graduation Rate figures that compare favorably to those in 2021 are highlighted in blue.

CCS Five-Year Graduation Rate Data*	2020	2021	2022
% of students who graduated in five years or less			
All Students	76	77	78
Socioeconomically Disadvantaged Students	75	76	78
Students with Disabilities	ISS	82	87

\*Graduation Rate data found at

<https://dq.cde.ca.gov/dataquest/dqcensus/Coh5YrRate.aspx?cds=34674473430758&agglevel=school&year=2021-22&initrow=&ro=y>

ISS = Insufficient Sample Size

Graduation Rates have been rising steadily for all student groups. In 2022, Socioeconomically Disadvantaged Students graduated at the same rate as All Students, and Students with Disabilities surpassed both other groups, further underlining the equity of the CCS program. All Students at Choices are closing in on the 2022 Graduation Rates for All Students in the district (84%), county (85%), and state (87%).

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 2022, this percentage was **34%**.

## 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. Suspension Rate data is not available on the California School Dashboard for 2020 or 2021, so the data below is taken from the CDE DataQuest website.



CCS Suspension Rate Data* % of students suspended	2020	2021	2022
All Students	0	0	0
Socioeconomically Disadvantaged Students	ISS	ISS	ISS
Students with Disabilities	ISS	ISS	ISS

\*Suspension Data found at <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?cds=34674473430758&agglevel=School&year=2021-22&initrow=&ro=y>  
ISS = Insufficient Sample Size

## **Locally-Collected Student and Parent Data**

### **Graduation Outcomes Data**

In addition to mastery of academic content standards, Choices students are also expected to develop life skills while completing their coursework in the program. The Graduation Outcomes were based on the Common Core Four Cs from 2016 to 2020. In 2020, new Graduation Outcomes were established to focus on setting and achieving goals as modeled through achievement of high school completion and college and career readiness.

#### **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*

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. Each semester, students are also required to declare their planned pathway to college and career readiness upon registration for new classes. This information allows counselors to guide students towards their individual goals through careful course selection, participation in special opportunities, and use of targeted support services. Students are supported in their consideration of post-secondary options by a breadth of core and elective course offerings as well as by the availability of special school events, such as College & Career Week, field trips, college visits, and guest speakers.

The following tables provide data about Choices students by grade level in 2021 and 2022. (Data calculated at the end of the school year.) Choices plans to track this data each year to better understand student interests and trends.

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

<b>Percentage of Students On Track to Graduate in Four Years</b>	<b>2021</b>	<b>2022**</b>
Percentage of 9th Grade Students Who Have Completed at Least 55 Credits	66	48
Percentage of 10th Grade Students Who Have Completed at Least 110 Credits	60	47
Percentage of 11th Grade Students Who Have Completed at Least 165 Credits	69	60

\*Based on internal analysis of student transcripts

\*\* Cells highlighted in red show data that compares unfavorably to data from the previous year.

**Declared College and Career Pathway of CCS Students, by Graduating Class, by Semester\***

(Some students selected more than one.)

<b>Class of 2023</b>	<b>Spring 2021**</b>	<b>Spring 2022**</b>
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
<b>Percentage of survey respondents who chose at least one College and Career Pathway</b>	<b>72</b>	<b>100</b>

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

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

<b>Class of 2026</b>	<b>Spring 2022**</b>
Percentage who plan to complete CTE Pathway	13
Percentage who plan to complete Seal of Biliteracy	13
Percentage who plan to pursue completion of A-G coursework	38
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	0
Percentage who plan to co-enroll in community college for two semesters or three quarters	13
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	0
<b>Percentage of survey respondents who chose at least one College and Career Pathway</b>	<b>100</b>

\*Based on internally developed course registration survey

\*\*Top three most frequently chosen responses are highlighted in green. Cells highlighted in blue show data that equals or compares favorably to data from the previous year. Cells highlighted in red show data that compares unfavorably to data from the previous year.

### Post-Secondary Plans of CCS Graduates, by Year\*

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

\*Based on Naviance Senior Exit Survey

\*\*Top three most frequently chosen responses are highlighted in green. Cells highlighted in blue show data that equals or compares favorably to data from the previous year. Cells highlighted in red show data that compares unfavorably to data from the previous year.

## Student & Parent School Satisfaction Surveys

CCS Students and Parents are typically extremely satisfied with their experience at Choices Charter School. This can be seen in the following tables, which document responses from the Student & Parent School Satisfaction Surveys in 2020-2022. Students feel safe and cared for at Choices. Parents feel that the school culture is positive and supportive and that their students are able to demonstrate their knowledge in a variety of ways. In the last few years, students have lost some desire to continue with formal education after high school. Parents were less engaged in their students' work during the COVID-19 campus closure but resumed their active involvement in 2021-22.

### Student and Parent Satisfaction Surveys:

- Gray cells indicate that a question was not yet included on the survey for the given year.
- 2022 cells in blue are at the desired 90% or above (anxiety levels: same + less = X%).
- 2022 cells in green are approaching the goal (at 80%+).
- One 2022 metric is in red to indicate that it is of concern and on watch.
- 2021 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 School Wide Action Plan and Local Control Accountability Plan to determine annual progress.

Student Survey			
# of respondents	72	47	40
Statement	2020	2021	2022
My experience at Choices Charter School last year was positive.	96	96	100
I feel safe at Choices Charter School.	96	100	100
I feel satisfied with the social opportunities and sense of community at Choices Charter School.	90	83	95
My feelings about my education have become more positive since attending Choices Charter School.	87	91	95
My education has become more personalized at Choices Charter School.	90	98	90
The Choices staff is caring and responsive to student needs.	99	96	100
My parents make sure that I do my school work.	97	91	98
I want to go to college / vocational school.	85	72	73
I utilize tutors/ teachers on campus.	81	81	83
I plan to graduate from Choices.	93	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.	94	94	90

How is your Anxiety level since attending CCS?*			
More	4	15	13
Less	58	43	53
Same	38	43	35
If you do not attend on-campus classes regularly, please tell us why (choose up to three).			
Lack of transportation	19	15	25
Anxiety		21	18
Work/ family commitments	21	17	18
My parents don't require me to attend	6	11	10
I have health issues that prevent regular attendance	18	9	5
Attending class does not help me learn / complete assignments	22	11	13
I do not care for the instructor(s) / manner of instruction	4	0	0
I do not feel comfortable on campus / in class	8	0	3
I do not enjoy class	7	0	10
I DO attend class regularly.		43	45
Other	47	19	13

<b>Parent Survey</b>			
<b># of respondents</b>	<b>84</b>	<b>66</b>	<b>38</b>
<b>Statement</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
The educational program at Choices Charter School met my expectations.	99	100	100
My child made satisfactory progress in learning this year.	96	97	95
The social environment at school was positive and supportive.	99	95	100
I have opportunities to provide input about the school program.	91	92	95
I understand the role of the school's governing board.	90	75	92
I have had the opportunity to participate in the school's meetings and operational processes.	84	77	92
Overall, Choices Charter School provides a positive educational experience.	100	100	100
The Choices Charter School website serves as a	99	97	97

professional and engaging marketing tool for the school.			
The Choices Charter School website accurately represents the program and its strengths.	99	98	97
The Choices Charter School website is helpful and informative.	98	97	97
I am satisfied with how the school keeps me informed about my student's academic progress.	96	98	97
I feel my student has the opportunity to demonstrate his knowledge in a variety of ways.	98	98	100
The facility meets the needs of the school.	99	100	100
The staff follows acceptable policies regarding cash, deposits, and fundraising.	100	100	100
The school provides adequate staffing to support the school's program.	100	95	100
Teachers modify the teaching/learning process based upon the results of the assessments they give students.	95	94	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.	95	98	100
Last year, I checked my student's grades on School Pathways (recommended that parents check at least once a week) (Never + About Once a Month and About Once a Week + About Once a Day are grouped as two categories for annual comparisons)			
Never	5	9	8
About Once a Month	22	23	8
About Once a Week	51	41	58
About Once a Day	23	27	26
Last year, I checked my student's progress and/or helped my student to complete homework on GradPoint/SchoolsPLP (recommended that parents check at least once a week) (Never + About Once a Month and About Once a Week + About Once a Day are grouped as two categories for annual comparisons)			
Never	7	17	3
About Once a Month	12	17	8
About Once a Week	44	35	61
About Once a Day	37	30	29
I prefer that the school communicate with me			

regarding my student’s progress and notify me of important school events via*			
Automated Phone Call	4	2	0
Automated Text	24	23	26
Automated Email	25	24	24
Phone Call from Teacher	0	6	5
Text from Teacher	10	15	18
Email from Teacher	37	30	26
I would recommend Choices Charter to my Friends/ Family	100	100	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)	90	94	97

\*2022: Automated Communication: 50%, Teacher Communication: 49%; Phone Call: 5%, Text: 38%, Email: 50%

### Senior Exit Interview

At the close of each academic year, graduates complete a Senior Exit Interview, providing feedback about their experience at Choices Charter School. 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. 2022 recommendation data of 90%+ is highlighted in blue.

2020-2022 Senior Exit Interview Data Key Data Points Across the Years	2020	2021	2022
% of surveyed graduates who believe that they would not have graduated from high school had they not enrolled at Choices	46	42	34
% of surveyed graduates who would recommend the CCS program to other students	98	98	100

CCS students typically experience life-altering success while attending the CCS program, as is exemplified by the following quotes from 2022 graduates’ Senior Exit Interview responses. When students were asked, “What did you learn about yourself through this independent study program?” they responded with:

- *I learned I can work well independently.*
- *I learned that I should rely on myself.*
- *I learned that even though I was not successful in a traditional classroom setting, it is still possible to thrive in an unconventional one.*
- *I learned to develop grit.*
- *I learned that even through tough obstacles, I can make it through anything.*
- *I’m a self-starter and disciplined. I get work done.*
- *I learned that I work well independently, turning in assignments on time because of my organization skills.*
- *I have learned that I succeed in an independent study program instead of a traditional public high school.*

- *It's better to take your time than to do it over.*
- *I learned that I work best under pressure and that challenging myself is sometimes a good thing.*
- *That I need to change the way I do things.*
- *That if I put my mind and time towards my school work, I can achieve a lot.*
- *That I need to get better at time management.*
- *I learned that I was able to depend on myself more, and I have discovered my path from the extracurricular activities that I participated in. This was due to the fact that I had more free time so I was able to explore more opportunities.*
- *I learned that I was smarter than I have given myself credit for.*
- *I learned that I can defy expectations and do more than I thought possible.*
- *I learned to trust in myself more and how to ask for help.*
- *I learned that sometimes I can be my own enemy. While in this process of getting to know myself and my strengths and weaknesses, I learned that I am capable of doing anything I put my mind to even if at first I do not think I can do it.*
- *I learned that I can push through and get my homework done.*
- *I learned that I have a tendency to be analytical (perhaps too much on occasion). I also learned that I can be a bright person who can make other people smile. ☺*
- *That I need to stop procrastinating and keep track of time.*
- *I learned that I can avoid procrastination by taking better care of myself and making sure I set aside specific times for that as well as making time for work.*
- *I learned a lot of things. This program helped me to grow a lot.*

### 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, in most years, more than half of them submit surveys. While it was previously administered on paper, the survey was administered via Google Forms for the first time in 2020. This survey was not administered in 2021 based on the recommendation of the Special Education Resource Specialists who believed that students needed fewer requirements due to COVID-19-related fatigue and strain on students' mental health. Results for recent years are shown in the table below.

#### Students with Disabilities Attitude Survey:

- 2022 cells in blue are at the desired 90% or above (anxiety levels: same + less = X%).
- 2022 cells in green are approaching the goal (at 80%+).
- 2022 cells in red indicate data of concern and on watch.
- Students' wish to return to traditional school is an ambiguous metric that is collected for general information only.

### 2019-2022 Students with Disabilities Attitude Survey

% of students who agree with the statements, by year

# of respondents	24	22	14
Statement	2019	2020	2022
I like to come to school at Choices.	86	86	62
I feel safe at Choices.	92	96	79



Getting good grades is important to me.	79	91	93
I have a computer with internet access.	96	96	100
I use a computer for school work.	88	91	93
My parents make sure that I do my school work.	83	100	79
I want to go to college / vocational school.	83	59	50
I utilize tutors/teachers on campus.	88	86	50
I plan to graduate from Choices.	88	86	86
I want to return to traditional school.	13	9	14
I am proud of how I did in school this year.	71	50	57
How is your anxiety level since attending CCS? (Same + Less grouped into one category for annual comparison)			
More	13	9	0
Less	54	64	43
Same	33	27	57

In 2021-22, many Students with Disabilities remained hesitant to return to campus after the COVID-19 campus closure year. Some were worried that they would fall sick. Others were unaccustomed to leaving home. Many felt disengaged from their education. However, they remained interested in getting good grades, utilized technology for schoolwork, and reported stabilized or decreasing levels of anxiety, overall, since enrolling at Choices. In 2022-23, a new Resource Specialist / Teacher joined the Special Education Department, and great lengths have been taken to re engage students and address learning loss in Students with Disabilities. 2023 data should reflect these efforts.

## **2021-2024 Local Control and Accountability Plan (“LCAP”) Analysis**

Choices Charter School is committed to providing an educational program that serves all student groups equitably. The LCAP is drafted annually to report the ways in which the needs of disadvantaged student subgroups are addressed. Choices seeks to minimize or eliminate achievement gaps between student groups.

All LCAP actions address at least one of the following LCAP goals:

1. Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
2. Foster a respectful, collaborative, and reflective school culture that ensures academic success and social/emotional well-being of each student.

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

- Tutoring Services
- College & Career Planning Support

- School Community Features
- Technology Resources
- Support for Students with Anxiety
- Mental Health Support
- Miscellaneous Support Services

The table below describes how these services have been made available to students in recent years.

### 2021-2024 Local Control and Accountability Plan Actions

LCAP Actions
<p><b>Tutoring:</b></p> <ul style="list-style-type: none"> <li>● Tutoring is available to students during normal school hours, either in-person or via Zoom. Tutors focus on building skills. Teachers provide tutoring during office hours. Math teachers focus on providing Math tutoring to middle school students in order to address gaps in skills early.</li> </ul>
<p><b>College &amp; Career Planning Support:</b></p> <ul style="list-style-type: none"> <li>● Students are supported in their approach to college and career through a College &amp; Career Week, a field trip to the SJUSD College Night, college/career-related assignments in all classroom-based courses, counseling support, guest speakers, field trips, counselor presentations to English classes and families, a breadth of course offerings (A-G, Honors, AP, World Languages, CTE Pathway in Business &amp; Finance, electives), co-enrollment at community colleges, and college resources on the school website.</li> </ul>
<p><b>Community Enhancements:</b></p> <ul style="list-style-type: none"> <li>● Upon enrollment, English Learners are encouraged to enroll in classroom-based electives and to participate in extracurricular activities to practice listening and speaking skills. An ELD course formally supports English Learners as they also pursue credits in mainstream classes. Each year, Choices adds at least one new elective course and one new extracurricular activity. At least four field trip experiences are provided each year. Science classes are embracing the use of virtual reality to engage students in learning.</li> </ul>
<p><b>Technology Resources:</b></p> <ul style="list-style-type: none"> <li>● Technology upgrades are made each year, according to need. Students in need are provided with laptops on loan and Wi-Fi hotspots. Families are given information about low-cost internet providers. CCS staff provide technical/curriculum support to students who are struggling.</li> </ul>
<p><b>Support for Students with Anxiety:</b></p> <ul style="list-style-type: none"> <li>● Choices prides itself on its caring staff, program flexibility, and safe learning environment. Students are met where they are and supported where they are struggling with personalized education. Faculty members collaborate to help students in need. Students have more control of their education at Choices than in the traditional school format. These factors tend</li> </ul>

to ameliorate feelings of anxiety. CCS tracks the percentage of students who report that they have enrolled at Choices in large part due to problems with anxiety. CCS also tracks the percentages of students who believe that their anxiety has grown, remained the same, or decreased since enrolling at Choices.

**Mental Health Support:**

- The Choices staff has conducted vigilant outreach in recent years, in order to reach students who are struggling academically or emotionally. The counselor and community liaison provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies.

**Miscellaneous Support Services:**

- Students are supported through a wide variety of measures at Choices. During registration, extra care is taken to be sure that parents are able to utilize the online curriculum systems to supervise and support their children. Once enrolled, a Community Outreach Worker contacts new families to facilitate their smooth transition to CCS's independent study program. Students take diagnostic and formative assessments with iReady; this helps teachers to target areas of need through curriculum and instruction. The CCS staff is trained on the administration of CAASPP exams. SJUSD Food Services provides breakfast and lunch to all interested students during standardized testing and throughout the school year. CCS provides intervention services for students who are struggling academically and/or socially. Student data is tracked and utilized as a foundation for changes in curriculum, instruction, or program structure, as needed.

Very little data is available for English Learners and Foster Youth at Choices, as the sample sizes are nearly always insufficient to produce published results. In analyzing achievement gaps at Choices, most emphasis is on Socioeconomically Disadvantaged Students' data and how it compares to the data for All Students (the entire school population). In some cases, student data is also compared to California state averages, in order to provide additional perspective. In 2022, Socioeconomically Disadvantaged Students at Choices:

- Matched the Graduation Rate of All Students at Choices (78%).  
<https://dq.cde.ca.gov/dataquest/dqcensus/Coh5YrRate.aspx?aggllevel=school&year=2020-21&cds=34674473430758>
- Exceeded the Science proficiency rate of All Students at Choices (CAASPP).
- Exceeded the CAASPP proficiency rates of Socioeconomically Disadvantaged Students across the state in both English Language Arts and Science.  
<https://caaspp-elpac.cde.ca.gov/caaspp/>
- Maintained a lower Chronic Absenteeism rate than Socioeconomically Disadvantaged Students across the state.  
<https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?cde=34674473430758&aggllevel=School&year=2021-22&initrow=Sub&ro=y>

Choices is proud of its equitable educational program, which meets all students where they are and guides them in building grade-level skills and knowledge.

## **Fulfillment of the School’s Purposes and Goals**

The following Choices Charter School Mission and Vision Statements guide the school program and are reviewed annually:

### **Choices Charter School Mission Statement**

*The Choices Charter School mission is to effectively prepare students to succeed in their educational and professional pursuits through the development of knowledge and of life skills that support the accomplishment of personal goals.*

### **Choices Charter School Vision**

*To provide a supportive independent study program that fosters the development of personal responsibility and lasting independence.*

Through an analysis of student data in 2020-21, the CCS Staff identified the following primary program strengths:

- 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 Graduation Outcomes, 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.

In March 2018, Choices participated in a full Self-Study Review for the Western Association of Schools and Colleges (WASC). Through the Self-Study process, the Choices Staff identified three Critical Student Learning Needs. In early 2021, as part of a WASC Mid-Cycle Review, Choices reflected on the actions that had been taken to address each need. The table below highlights:

- the Critical Student Learning Needs
- the actions that have been taken in 2018-2022 to address each need (table updated to reflect updates from 2021-22)
- related data
- implications of that data

<b>1. Build Math Proficiency</b>
<b>Recent Actions Taken</b>
<ul style="list-style-type: none"><li>• 2018-19 School Wide Focus on Math (“Massive Math”)<ul style="list-style-type: none"><li>○ Middle School Challenge</li></ul></li></ul>

- 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
- Community Outreach Worker reaches out to new families shortly after enrollment on behalf of administration to facilitate a smooth transition to the independent study model
- iReady diagnostic and formative assessment data drives professional development 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 standardized 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
- Breakfast and lunch provided during testing (and throughout the school year)
- 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
- 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 Department of Education**, the following net changes in Math proficiency levels took place between 2018 and 2022, measured by the **CAASPP Smarter Balanced Assessment**:

% of Students who scored at “Standard Not Met”:

All Students: **-6% points**

Socioeconomically Disadvantaged Students: **-12% points**

Students with Disabilities: **+8% points**

% of students who scored at “Standard Met or Exceeded”:

All Students: **+1% points**

Socioeconomically Disadvantaged Students: **-1% points**

Students with Disabilities: **-7% 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 each year 2018-2022, 95-100% of parents stated that the Choices program had met their expectations, and 92-97% of parents felt that their students had made satisfactory academic progress while enrolled at Choices.

### Implications of the Data

Math scores have improved overall for All Students and Socioeconomically Disadvantaged Students, since 2018. Proficiency levels of Students with Disabilities have dropped. This student group has been the slowest to re engage in school since the pandemic. An additional Resource Specialist / Teacher joined the Special Education team in 2022-23 to provide support and alleviate learning loss in this student subgroup.

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 2023 and beyond:**

- Students who score below grade level on diagnostic exam will be enrolled in Math Foundations course to build basic skills
- Pilot of a 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)

**2. Build Graduation Outcomes Proficiency**

**Recent Actions Taken**

- In 2018-19, the Student Learner Outcomes were renamed the Graduation Outcomes (GOs), 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 is modeled by the pursuit of high school graduation and post-secondary academic and professional goals.
- Students now declare their college/career readiness pathway each semester when they register for new classes, and plans are tracked by graduating class, by year. Chosen pathways guide Counselors as they assist with course selections.
- The percentage of students at each grade level that are on track to graduate on time is tracked annually.
- Graduates report their post-secondary college and career plans; data is tracked annually.
- Counselor assistance with college/post-secondary education research and applications by appointment.
- Pathway opportunities available to students: CTE Pathway, Seal of Biliteracy, A-G coursework, AP courses, co-enrollment at community college, ROTC.
- Debut of an annual College & Career Week on campus in Fall 2021
- CDE-based college/career assignments integrated into English courses at each grade level
- All classroom-based courses include at least one college/career assignment related to the subject area, each year
- Counselor visits 8th and 9th grade English classes to guide students in college/career planning and course selections

- College/career information available on school website
- College Family Night information session provided during College & Career Week
- On-campus guest speakers
- Sacramento Speaker Series and other field trips allow students to explore career options
- Field trip to SJUSD College Night
- Resume Development & Interview Strategies Presentation to seniors
- College/Career Presentation to Students with IEPs

### 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%**

2020-21 was the first academic year of the new Graduation Outcomes. Data collected in 2020-21 is extensive and can be found on pp. 9-12 of this document.

### Implications of the Data

Senior proficiency rates never quite reached the projected 80% goal threshold for the Common Core Four Cs Graduation Outcomes, but gradual growth through the years was evident.

In 2022, the percentage of students on track to graduate dropped significantly in grades 9, 10, and 11, presumably as a result of the COVID-19 campus closures that disrupted many students’ academic paths. However, there was significant growth in the percentage of students in the classes of 2023 and 2024 who selected at least one College & Career Pathway on their course registration survey, indicating that students are looking to get back on track. Students in the classes of 2023 and 2025 were more likely in 2022 than in the previous year to choose the CTE Pathway as an avenue to college and career readiness. There was also a notable shift in graduate plans from two- and four-year colleges to trade schools, military, and miscellaneous other post-secondary pursuits. Choices will track progress in this area with the College/Career Indicator once it returns to the California School Dashboard.

**The following programs are under consideration for 2023 and beyond:**

- CTE Pathway in Public Services / Public Safety
- Transition plan for 6th-12th grades, which will include grade-level presentations, activities, and interest surveys
- Grade-level field trips, aligned with course standards and the Graduation Outcomes, will resume
- The Brown Bag Speaker Series will resume
- College visits will resume



**3. Maintain or Build Graduation Rate**

**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
- Grade-level field trips, the Sacramento Speaker Series, the Brown Bag Speaker Series, the Career Fair, college visits, and a breadth of elective courses have encouraged 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 credits 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
  - 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**

Five-Year Graduation Rate Change:

According to the **California Department of Education**, the following net changes in Graduation Rates took place between 2018 and 2022 at Choices:

All Students: **+6% points**  
Socioeconomically Disadvantaged Students: **+10% points**  
Students with Disabilities: **+13% points**

Student Survey Feedback from Graduates:

% of 2022 graduates who reported on the **Senior Exit Survey** that they would not have graduated from high school, had they not enrolled at Choices: **34%**

% of 2022 graduates who reported on the **Naviance Senior Exit Survey** that they planned to enroll directly into a college, university, or trade school: **57%**

**Implications**

Graduation Rates of All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities have grown significantly since 2018. In 2022, Students with Disabilities (87%) outpaced both Socioeconomically Disadvantaged Students (78%) and All Students (78%), whose Graduation Rates were identical.

Roughly one third of graduates state that they would not have graduated from high school, had they not enrolled at Choices. More than half of them plan to continue their education immediately after graduation.

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 postsecondary academic and professional pursuits. The school-wide focus on these objectives will lead to higher rates of graduation in the coming years.

**Major Accomplishments in 2021-22**

In 2021-22, CCS students were welcomed back to campus after the COVID-19 campus closure. The staff offered vigilant outreach and support as students adjusted to in-person classes, and in many cases, overcame learning loss and deficiencies in credits that occurred during the pandemic. A new and festive College & Career Week started the school year with a sense of enthusiasm about the future. After a spike in test scores in 2021, All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities experienced lower levels of proficiency on ELA, Math, and Science CAASPP exams in Spring 2022. However, nearly all areas still compared favorably to 2019 CAASPP proficiency levels. The 2022 Graduation Rates of All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities were higher than in the previous year and demonstrated equity of the program for all major student groups. Student and parent satisfaction rates, both 100% in 2022, remained extremely high. Choices successfully navigated an uncertain time of evolving conditions and norms, building academic achievement and graduation rates, while dedicating itself to effectively meeting students' overall wellness needs.

## **Finances**

**Ending Fund Balance 2021-2022: \$727,753.77**

**Ending Fund Balance 2020-2021: \$1,496,173.00**

**Findings from 2021-2022 Audit:** No audit exceptions were found.

### **Any anticipated fiscal concerns moving forward:**

At this time, Choices Charter School has a healthy financial status. We are keeping a careful eye on spending and managing the financial impacts that resulted from the State of California not continuing the “Hold Harmless” agreement (SB 579) for charter schools for the 2022-23 school year. We are no longer receiving the pre-pandemic level of funding from 2020-21 and are now returning to funding based on the current average daily attendance (ADA). Choices enrollment has steadily grown in the current year as we continue our work to recover from a drop in enrollment during the 2021-22 school year (209.28 ADA) compared to the 2020-21 school year (282.99 ADA), a drop of 73.71 ADA. This drop in ADA mirrors what many schools across the state and country experienced due to the pandemic. Our current school enrollment is at 268 students and we are now looking to grow our teaching staff to account for our larger enrollment.

Two additional financial issues that impacted our ending fund balance in 2021-22 were delayed accounting expenses and staff raises. Due to an oversight caused in part by the pandemic, our annual district oversight fees were not charged accurately in the 2019-20 & 2020-21 school years. We were not charged approx. \$102,000 for oversight fees in 2019-20 and the calculated charges in 2020-21 were short by \$29,205. This worksheet calculation had to be corrected and as a result, we had an extra \$132,122 charged to cover those miscalculations in 2021-22.

Staff raises were approved by the SJUSD Board in 2021-22 in an effort to stay competitive with the local area school districts, honor the work and dedication of the Choices staff and to retain and recruit highly qualified teachers. Base salaries were increased by a total of 3.55% effective July 1, 2021 and a one-time, off schedule payment, for all employees equal to 3.5% of their annual base salary was also approved. These raises had a total budget increase of \$139,460 with additional ongoing fiscal impacts for future years.

Current projections show a steady increase in ending fund balance for the 2023-24 & 2024-25 school years to maintain a healthy financial status.

## **In Summary**

Each year, the Choices Charter School staff analyzes Graduation Outcomes data, 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 and wellness 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.

With a strict dedication to providing students with safety, resources, opportunities, and flexibility, CCS will remain an attractive and extraordinary alternative to traditional school models in years to come.