# CHOICES CHARTER SCHOOL SELF-STUDY REPORT

**4425 Laurelwood Way**

**Sacramento, CA 95864**

**San Juan Unified School District**

**March 11-13, 2024**

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide**
**2022 Edition**

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## Introduction

- **Provide a brief background of the school and include a summary description of programs offered.**
- **Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.**

# CHOICES CHARTER SCHOOL

## General Description and Background Information

Choices Charter School (CCS or Choices) is a 6-12 Independent Study School that involves parents/guardians as partners in the education of their children. (CCS Website)  A highly-qualified and dedicated faculty educates a diverse population of students. Choices serves students effectively with its flexible, personalized learning model and the safety that a small, nurturing learning community provides.

All Choices students utilize online curriculum that is aligned with California Content Standards and Common Core Standards and is available 24 hours a day.  Student attendance is defined by the completion of assigned work; attendance on campus is not required.  However, many students enjoy learning in person, too, and Choices provides onsite support classes to address this need.  The Choices program is highly customizable. Some students may choose to follow a "pure" independent study format that involves no attendance in in-person instructional settings.  Others may choose to follow a hybrid learning option that involves one-to-two hours of in-person, on-campus instruction per course, per week.  Still others may choose to define their own plan that blends the two models, perhaps, for example, attending class for a few courses and learning online-only for others.  Those who do attend in-person support classes experience individualized support, meaningful relationships with faculty, social interaction with peers, and collaborative learning that enhances the curriculum available to them online.

Students typically enroll at Choices because the traditional school model does not fit their needs.  Students often want a greater sense of control over their education, prefer a smaller learning environment, struggle with overwhelming family challenges and responsibilities, have experienced bullying or other undesirable social dynamics in a traditional school program, wish to graduate early or catch up on credits that they lack, or face health challenges. (CCS New Student Survey Data)  Some students are busy on weekdays cultivating a special skill or working.  Choices staff members meet students where they are academically and seek to provide educational opportunities that challenge them appropriately, resulting in successes that build confidence and motivation. Students typically feel respected and "seen" at Choices and become more engaged in their education, as a result.

*Choices students benefit from A-G coursework, a CTE Pathway in Business & Finance, AP and Honors courses, a choice of two World Languages, the opportunity to enroll in community college courses, a wide variety of engaging elective classes, designated curriculum for English Learners, a robust Special Education Department, college & career assignments and campus activities, college counseling, extracurricular activities and field trips, access to community internships, onsite mental health counseling, technology and*

*technical support, a school Honor Roll, character awards, academic awards, and scholarships.* (CCS Course Catalog)  All Choices students may seek supplemental support from on-campus tutors and teachers who are available to help students each school day, either in person or via an online video communication tool. (CCS Tutoring)

The following are Choices Charter School's Mission Statement, Vision, and Graduation Outcomes (GOs): (CCS Vision, Mission, Graduation Outcomes)

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.*

Choices Charter School Graduation Outcomes
*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*

Founded in 1999, the school's charter was renewed in 2004, 2009, 2014, and 2019 for five-year terms. (CCS Charter Renewal)  A three-year extension on CCS's charter was granted due to the COVID-19 pandemic; Choices' charter will now be eligible for renewal in 2027.  Choices is currently WASC-Accredited through June 2024.

In **2018**, a WASC Self-Study Visiting Committee complimented the Choices program for its:
- Strong bonds between CCS staff, students, and families
- Dedication of CCS staff
- Safe, nurturing learning environment
- Flexibility of learning options
- Engaging electives, especially its Fine Arts program

In **2021**, a WASC Mid-Cycle Visiting Committee recognized Choices for its:
- Close-knit and caring team of mostly veteran teachers
- Expertise in personalized learning and online curriculum delivery
- Students' confidence to make academic progress and overcome anxiety and stress
- Growing program of curriculum choices and activities in response to student needs
- Stability and support from the district for academics and mental health training
- Partnership with parents who are welcome to participate and have a voice

(2018 WASC Visiting Committee Report) (2021 WASC Visiting Committee Report)

## WASC Self-Study Process

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



Front Entrance to Choices Charter School

# Chapter I: Progress Report

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**
- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**
- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all growth areas for continuous improvement* from the last full self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**
- **Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.**

## Significant Developments Since the 2018 WASC Self-Study Visit

- **COVID-19 Campus Closure**

    In March 2020, the Choices Charter School (CCS or Choices) campus closed to students due to state-wide restrictions related to the COVID-19 pandemic and remained closed through the entire 2020-21 school year. CCS, a school whose hallmark is, in large part, its meaningful relationships between staff members and students, was challenged to rethink its methods of communication and connection. While teachers and students initially felt a rupture in their relationships when campus closed, a sense of adaptation and resiliency generally prevailed. Curriculum continued to be available to students and parents online, as has long been the case at Choices. Teachers increased the frequency of their communication with families in order to remain aware of the circumstances that students were navigating during this particularly challenging time. Classes were held at regularly scheduled times, via Zoom, to ensure no disruption in instruction. Special events and hands-on elective programs were conducted online whenever possible. Technology support was offered to families in the form of laptops on loan, assistance acquiring affordable internet services, and technical support for students with technology problems. One-on-one tutoring appointments were available via Zoom. Student bios and photos were published on the school website to continue to provide a sense of community.

    Choices' enrollment declined during and immediately following the pandemic and continues to be lower than in recent previous years (as is the case at schools throughout the state). (CCS Multi-year Enrollment Data by Ethnicity)    However, *Choices students thrived academically during COVID-19 distance learning, as is evidenced by Choices' strong CAASPP scores in 2020-21; CCS students excelled in Math, English Language Arts, and Science, while California state proficiency levels dropped in the same year.* [CCS CAASPP Data (Compiled)] *School Satisfaction Survey data suggests that families felt highly satisfied with the CCS program, despite the challenges presented by COVID-19 and distance learning.* (CCS School Satisfaction Survey Data)

- **Significant Staff Turnover**

    Since the 2018 WASC Visit, due to retirements, personal tragedies, and various other circumstances, CCS has experienced the losses of several staff members. Their departures have been difficult for remaining staff, both professionally and personally. The staff is small and operates as a close-knit, caring, and collaborative team; the absence of a few members has

ripple effects that touch the entire school community. Staff members have rallied around their colleagues, offering personal support during difficult times, and have adjusted on a professional level to address new areas of need created by departures. New staff members have brought to Choices a wealth of talent, passion, and fresh perspective, as experienced Choices faculty have applied their knowledge about the program to identify priorities and take on new classes and students in the most effective ways possible. New and veteran teachers have worked feverishly to optimize curriculum and instruction, while maintaining meaningful relationships with students, and personalizing education as needed to meet students where they are, throughout challenging times. *CAASPP and School Satisfaction Survey data suggests that Choices has been successful at navigating staff changes in a way that minimizes negative impact on students and continues to maximize student well-being and learning.*

- **Adoption of New SchoolsPLP Curriculum System and i-Ready Diagnostic/Formative Assessment Tool**
        Choices utilized GradPoint's online curriculum (GradPoint) through 2019-20 but was required to move to a new system when GradPoint discontinued its suite of online curriculum products and technical support. Following consideration of several new programs, Choices piloted SchoolsPLP (PLP) (SchoolsPLP) curriculum in 2019-20 and adopted the program, school-wide, in 2020-21. The move to the new system was relatively seamless, as it provides an interface that is like GradPoint's and communicates in the same way with CCS's student information system, School Pathways (Pathways) (School Pathways). The additional workload associated with adopting new curriculum contributed to an overall challenging time for teachers who were already working to overcome the challenges of the COVID-19 campus closure and high rate of teacher turnover. Teachers have done their best to move gracefully to SchoolsPLP and continue to modify the highly flexible and customizable new curriculum to meet the needs of students and ensure that subject-area standards are addressed.
        CAASPP results showed that the transition to PLP in 2020-21 was a great success, as Choices students showed tremendous growth on tests in the same year, while California State averages on CAASPP showed declines. Choices students continued to outpace state averages in 2021-22 and, in some areas (particularly Science) in 2022-23. As always, the CCS Staff will be watching trends closely and adjusting curriculum, instruction, and other program structures to respond to areas of need.
        In 2021-22, Choices piloted a new standardized diagnostic and formative assessment tool, i-Ready. (i-Ready) i-Ready results inform teachers of individual students' strengths and allow them to target areas of need with modifications in curriculum and instruction in real time. Results also reveal strengths and weaknesses of the new PLP curriculum. In 2022-23, Choices continued to administer the i-Ready diagnostic test in the fall and the formative assessment test in the winter, assessing student growth and alignment of curriculum with standards. The CCS faculty participated in professional development in Fall 2023 on the effective use of i-Ready data to address student needs and will continue to develop in this area. *In 2022-23, students grew in ELA and Math in nearly all grade levels while enrolled at Choices:  on the winter administration of i-Ready fewer students scored two or more years behind grade level and more students performed at or above grade level.* (CCS i-Ready Data)

- **Development of CTE Pathway / Addition of New Electives**
        *Since 2018, Choices has significantly expanded its elective offerings, adding, of note, a new CTE Pathway in Business & Finance.* (CCS Course Catalog)  More electives attract more students to the program and allow them more opportunity to explore interests and to become

college and career ready, once they are enrolled. Choices solicits student feedback about electives that they would like to have available and provides courses or similar courses when resources are available.

- New CTE Pathway Courses in Business and Finance: Introduction to Business and Entrepreneurship; Marketing and Advertising; Manufacturing: Product Design and Innovation; International Business: Global Commerce in the 21st Century
- Other Notable Recent Additions: Introduction to Culinary Arts; Culinary Arts: The Business of Food; Cooking Skills; Pre-IM1; IM1A; IM1B; Math Modeling (Transition from IM1 to IM2); Gothic Literature; Mythology & Folklore; Honors English 1; Honors English 2; Spanish 4; Physics; Careers in Criminal Justice;  Forensics: The Science of Crime; English Language Development (ELD); Coding/Technology; Theater (middle school); Beginning Art (online only); Creative Writing
- Currently researching the possibility of a second CTE Pathway in Public Services / Public Safety or Arts, Media, & Entertainment and considering the addition of Computer Science courses and 3D Art.

## School Wide Action Plan Process

Choices Charter School (CCS or Choices) prides itself on its professional culture of ongoing data collection and analysis and dedication to continuous data-based program improvements that target student needs. Each school year, standardized assessment data, in addition to locally collected data from diagnostic, formative, and summative assessments, as well as surveys, informs the staff about strengths and areas of need. Staff that serve students on the "front lines" contribute wisdom and perspective that help in understanding data and trends. This process of analysis drives changes to the School Wide Action Plan (SWAP), which is updated and reviewed by all school stakeholders each year. (CCS School Wide Action Plan)

Choices Charter School's SWAP goals are focused primarily on building student proficiency in Math and English Language Arts, growing students' college and career readiness, and organizational planning to effectively navigate evolving needs. Each goal is achieved through the completion of tasks. The plan forecasts the execution of tasks across three academic years. All tasks in the SWAP are transferred to a spreadsheet (SWAP, LCAP, Events Action Items Spreadsheet) where they are organized by annual time period and align with Local Control Accountability Plan (LCAP) actions and a schedule of school events. (2023-24 SWAP, LCAP, Events Action Items Spreadsheet)  This spreadsheet is used as a to-do list that ensures that all tasks that support the school's primary goals are carried out in a timely fashion. The SWAP and the SWAP, LCAP, Events Action Items Spreadsheet are updated at least twice a year to reflect changes in direction or strategy.

## School Wide Action Plan Progress

The 2018 and 2021 Visiting Committees' Critical Areas for Follow-Up have been addressed as explained briefly below. The following Critical Areas for Follow-Up are included in the WASC School Wide Action Plan (SWAP), which comprises four goals; specific goal numbers are listed after each item.  For more detail: (CCS School Wide Action Plan)

In the case that the Critical Area for Follow-Up has not been included in the SWAP, it will be listed in the section below titled, *Growth Areas Not in School Wide Action Plan*.

**2018 Critical Areas for Follow-Up included in the SWAP:**
([2018 WASC Visiting Committee Report](#))

- **Strategic Planning:** (SWAP Goal 4)

  Choices Charter School (CCS or Choices) seeks to ensure that its program is prepared to adjust to rapidly changing conditions without compromising the quality of services that it provides to students. Enrollment should ideally remain stable or grow, and resources must align to serve families' needs well. Choices has studied enrollment trends and adjusted its budget and site use plan accordingly.

  Choices has historically attracted students to the program primarily via word of mouth, as satisfied families tell others about their experiences at CCS. Marketing efforts have expanded to attract other potential students and continue to evolve through recent years. An outside marketing agency has supported an effort to precisely define the program and effectively communicate the essence of Choices to the public through a reengineered website. Choices recently separated from the marketing consultancy to create a new website that is easier for CCS staff to update on a regular basis. ([CCS Website](#)) Choices has augmented its activity on social media to generate interest in the program. ([CCS Facebook Page](#)) ([CCS Instagram Page](#)) In Fall 2022, Choices hosted a San Juan Unified School District (SJUSD) counselor meeting on campus and presented the counselors in attendance with an information overview of the program; the presentation was met with enthusiasm, as many district counselors realized for the first time the value that the CCS program provides to students who are not thriving in the traditional school setting. In Fall 2023, Choices hosted two more district counselor meetings on campus.

  Choices seeks to attract, train, and retain highly qualified staff members. A significant salary increase in 2019 and an additional increase and bonus in 2021 were designed to minimize employee turnover. ([CCS Payscale](#)) An updated Employee Handbook (2022) ([CCS Employee Handbook](#)) improves clarity of policies and processes. A mentoring program formally guides new teachers as they learn to navigate an independent study program. Veteran staff members facilitated the transition to a new Director and Counselor in 2022, ensuring that existing processes remained in place and were executed as planned.

  Choices is committed to providing students with quality curriculum, engaging instruction, supplemental activities of interest, a safe and caring learning environment, and technology resources. Extensive research of new online curriculum programs resulted in a pilot (2019-20) and subsequent adoption (2020-21) of SchoolsPLP (PLP). ([SchoolsPLP](#)) Each year, at least one extracurricular activity and one elective course are added to the list of program offerings. Ongoing replacement, refurbishment, and expansion of technology has ensured that students and teachers are well equipped. Swift adjustments to live instruction via Zoom eased the transition to distance learning during the COVID-19 campus closure. Expanded outreach to students during and following the pandemic supported students during uncertain times. The school Counselor served students' emotional, academic, and college/career needs during and following the pandemic. A formal School Safety Plan is in place. ([CCS Safety Plan](#)) A series of safety training sessions in 2022-23 reviewed and allowed staff to practice procedures.

  Choices students feel safe at school, and parents feel that the facility and staffing meet the needs of the school. ([CCS School Satisfaction Survey Data](#))

  In 2019, Choices' charter was renewed for an additional five years. ([CCS Charter Renewal](#)) A three-year extension on Choices' charter was granted due to the COVID-19

pandemic; Choices' charter will now be eligible for renewal in 2027.

- **Graduation Outcomes Revision to Focus on College & Career Readiness**:  (SWAP Goal 3)

    *In 2019-20, the Graduation Outcomes (GOs) were revised to reflect a focus on student goals pertaining to high school graduation and post-secondary academic and professional pursuits.* (CCS Vision, Mission, Graduation Outcomes)  Many existing course offerings, counseling services, and extracurricular activities that support career exploration and an effective approach to post-secondary education opportunities have continued in recent years in support of the new Graduation Outcomes' theme.  A CTE Pathway in Business & Finance was recently added (development in 2018 - 2021), and a second pathway in Public Services / Public Safety or Arts, Media, & Entertainment are being considered for development.  In Fall 2021, Choices debuted a new annual College & Career Week to reinforce a school culture that focuses on long-term thinking, goal-setting, and preparation for next steps in life.  Since Fall 2021, faculty members have ensured that their classroom-based courses include at least one college and/or career exploration assignment that aligns with their subject area each year.  In completing these assignments throughout the year, students have opportunities to consider a variety of post-secondary opportunities over time. (CCS Schoolwide College/Career Assignments)

    Only 21% of 2023 CCS graduates plan to proceed directly to a four-year university after high school; many students (48%) seek to enroll in a community college or vocational school or plan to work (18%) instead of immediately pursuing additional schooling.  (CCS Senior Exit Survey Data)  However, students are encouraged to consider the four-year college track as they progress through high school. The Counselor visits the 8th and 9th grade ELA classes each year to discuss college and career options and a four-year plan leading to the realization of their individual goals and works hand-in-hand with 11th and 12th grade students as they approach graduation and post-secondary pursuits.  The Counselor and Community Outreach Specialists recommend that students complete A-G, CTE Pathway, community college, AP, honors, and World Language courses, in order to prepare themselves for the university option, should they ultimately decide to follow that path. (CCS Miscellaneous Achievement Metrics Data)

    Choices is in the process of collecting data annually from students regarding their long-term college and career goals and their status on the path to achieve these goals.  Upon registration for each new school year, students are required to select a college/career plan that will, if implemented, qualify them as "Prepared" on the California School Dashboard; this data is tracked by graduating class and, on an individual level, guides the Counselor in the creation of student schedules that will support students' evolving goals.  Also recorded by graduating class are the percentages of students who are on track to graduate in four years, according to their numbers of credits earned.  A Senior Exit Survey informs the staff of graduates' post-secondary college and career plans.  Graduation Rates are tracked annually. Information collected across several years helps faculty to identify trends and areas of need, ensuring that subsequent program decisions will serve students effectively.  (CCS Graduation Outcomes Related Data)

- **Professional Development Focused on Research-Based Instructional Methodology**:  (SWAP Goals 1 & 2)

    Two primary professional development opportunities are provided to the entire staff each year (a few additional trainings are typically added to the original two as opportunities or needs arise).  Professional development topics are chosen by the Director, based on a previous year-end analysis of student data and Staff and WASC Visiting Committee recommendations.  In 2022-23, the debut of a monthly meeting time dedicated to professional development that is separate from bi-weekly Staff Meetings was a first step forward in establishing more space on the calendar to pursue ongoing staff education in a consistent manner.

    *Since 2018, the staff has been learning about building Math proficiency, working with students with anxiety, administering CPR, employing PLP curriculum, working with students in poverty, Epipen administration, recognizing victims of human trafficking, optimizing the effectiveness of distance learning / Zoom, utilizing a school safety communication system (Catapult EMS), improving equity in grading practices, addressing pandemic-related learning loss through modified curriculum (particularly in the Students with Disabilities subgroup), i-Ready administration and effective use of data, employing independent study best practices, building engaging online curriculum, and implementing curriculum supplementation and scaffolding.* (Anxiety Treatment Experts) (aha! Process) (3Strands Global Foundation) (Zoom) (Catapult Emergency Management) (Grading for Equity) (Curriculum Associates (i-Ready))  In most cases, professional development is guided by outside agencies who specialize in the topics at hand.  In some cases, CCS staff members train one another when their experience qualifies them to do so, or the San Juan Unified School District sends a representative to campus to provide professional development.

    Each year, CCS faculty members attend trainings that focus on their areas of expertise.  These professional development opportunities are frequently provided by organizations such as SJUSD, Sacramento County Office of Education (SCOE), the California Department of Education (CDE), AP Summer Institutes, California Consortium for Independent Study (CCIS), and The Association of Personalized Learning Schools & Services (APLUS+). (San Juan Unified School District / Homepage) (SCOE | Sacramento County Office of Education) (California Department of Education) (AP Summer Institutes – AP Central | College Board) (CCIS | California Consortium for Independent Study) (Home - APLUS+ (theaplus.org))  New teachers participate in the SJUSD Induction Program as they clear their credentials.  (SJUSD Induction Program)

    Class observations by the Director and by new teachers in the mentor system allow staff to confirm that new strategies are being effectively implemented.

- **Formalized Safety Plan**:  (SWAP Goal 4)

    The CCS Safety Plan was formalized in 2018-19.  Vigilant outreach to students who struggle, along with a flexible and caring school culture, creates a safe environment that meets students where they are.  A full-time Counselor provides mental health counseling and referrals to outside services that may support students and their families.  Additional safety training in 2022-23 supported the faculty's ability to prepare for and react to emergencies.

    *Roughly half of students report experiencing less anxiety since enrolling at Choices. 100% of returning students surveyed in 2022 reported that they feel safe at Choices.*

**2021 Critical Areas for Follow-Up included in the SWAP:**
(2021 WASC Visiting Committee Report)

● **Post-Pandemic Strategic Planning Review**: (SWAP Goal 4)

Supporting student well-being has always been a priority at Choices. Following the COVID-19 campus closure, expanded outreach continued through 2021-22 to support students who were reluctant to return to in-person learning. The Counselor supported students who were struggling with mental health repercussions of the pandemic. After many months of isolating circumstances, the CCS Staff encouraged students to participate in the community that Choices provides. Several new electives allow students to re-engage in education through their interests. Nearly all in-person extracurricular offerings have been restored, and new clubs and activities have been added.

Choices seeks to both minimize and facilitate staff turnover to provide students with a seamless experience at CCS. All core subject-area departments include more than one faculty member, which allows more experienced teachers to guide new teachers when someone leaves Choices or retires. The SJUSD Induction Program is implemented to support teachers as they transition into the profession at Choices. Teachers who plan to retire are typically communicative with leadership in advance about their plans so that their positions can be filled in time to ensure no interruption of coverage.

Technology resources are both essential and plentiful at Choices; the CCS budget allows for future expenditures on additional technology as needed, if enrollment grows significantly and/or if newly added classes require new equipment.

Enrollment dropped during the COVID-19 campus closure and has been slow to recover; Spring and Fall 2023 growth is encouraging. (CCS Multi-year Enrollment Data by Ethnicity) Should enrollment continue to grow, schedule alternatives and classroom use options will be considered to accommodate more students on campus at once.

● **Expand Opportunities for Development of College & Career Readiness**: (SWAP Goal 3)

Choices has offered courses and extracurricular activities that support college and career exploration for many years. In recent years, however, *Choices has worked to transition to a school culture that is even more focused on preparation for goals that lie beyond students' high school years. To this end, in 2019-20, Choices transitioned to new Graduation Outcomes that center on pursuing goals related to college and career. Choices has also expanded its offerings to include the new College & Career Week (debut in Fall 2021), a new CTE Pathway in Business & Finance (developed in 2018 - 2021), and college/career assignments across the school curriculum (debut in 2021-22).* (CCS Schoolwide College/Career Assignments) *Students must now choose their college/career readiness pathway each year during course registration (debut in 2020-21). An upcoming CTE Pathway in Public Services / Public Safety or Arts, Media, & Entertainment will provide students with an additional opportunity to consider career options.*

● **Professional Development to Identify and Address Students with Disabilities' Learning Loss:** (SWAP Goals 1 & 2 in 2021-22 only)

Professional development in Fall 2021, guided by the Special Education Department of the San Juan Unified School District, provided teachers with reminders about how to make accommodations for Students with Disabilities within the context of the independent study environment to target learning loss.

An additional Resource Specialist was hired in 2022-23 to expand support services. Resource Specialists make accommodations and work with mainstream teachers to make accommodations that are appropriate for individual students, based on their Individualized Education Plans. Resource Specialists and teachers communicate regularly and participate in annual and triennial IEP meetings with students and parents to discuss progress, areas of need, and individualized goals for the upcoming year.

In 2022-23, the Special Education Department enhanced and shared more frequently its central "living" spreadsheet that includes the current list of enrolled students with IEPs and their disability statuses. Also debuted in 2022-23 was a new flagging system in School Pathways that alerts teachers to a student's disability status and provides teachers with each student's IEP accommodations list.

Since 2021-22, Students with Disabilities take the diagnostic and formative assessments in i-Ready each year. This data is utilized to identify areas of need and informs teachers and Resource Specialists as they employ appropriate accommodations in the classroom.

The Special Education Department Head Resource Specialist / Teacher, who has demonstrated dedication and expertise in working with Students with Disabilities at Choices for 15 years, was recognized in 2023 by SJUSD for her significant contributions in the area of Special Education. She and seven other individuals were chosen from a pool of 39 nominees to receive the "You Light the Way" award. (2023 SJUSD You Light the Way Awards)

- **Expand Ability to Assess and Build Math Proficiency:** (SWAP Goal 1)
     The pilot and implementation of assessment tool i-Ready in 2021-22 and 2022-23, respectively, has provided faculty, students, and families with diagnostic and formative assessment data in English Language Arts and Math. This tool identifies students' areas of need, allowing teachers to respond with modifications in curriculum and instruction, and measures growth in skills between the beginning of the school year and the end of the first semester. *2022-23 i-Ready data shows that students reduce deficits in skills and knowledge and rise to grade level and beyond while at Choices.* (CCS i-Ready Data)

     Math faculty members focus on building basic skills through frequent review and practice. They focus on Math vocabulary and making connections to Math applications in students' lives. Students are encouraged to work on Math daily, and parents are encouraged to participate with their students. Critical thinking questions are posed during class discussions to promote deeper understanding of concepts. Tutoring is available each school day and during teachers' office hours or remotely, via Zoom.

     Math teachers review key concepts during the two weeks preceding CAASPP testing. Math Smarter Balanced Assessment exams are scheduled before ELA Smarter Balanced Assessment exams in order to prevent testing fatigue with Math exams, which tend to be more challenging for most students.

## Growth Areas Not in School Wide Action Plan

- **Implementation of Standards-Based Rubrics to Support Effective Feedback (2018 Critical Area for Follow-Up):**
     Teachers have been encouraged to use rubrics that work best for their disciplines and specific courses. Since 2018, teachers have implemented the following types of rubrics: SchoolsPLP Rubrics (provided with individual assignments), TBEAR Graphic Organizer, AVID

Writing Template, Common Core Writing Rubric, AP College Board Literature & Composition Rubric, and AP College Board Language & Composition Rubric. Rubrics created by CCS teachers have been used for: online discussion participation, resumes and cover letters, précis grading, literature review, college application essays, Math (how to show work), and Science (non-SchoolsPLP assignments and projects). (CCS Sample Rubrics)

Frequent rubric-based feedback is provided. Students are routinely permitted to make changes to work and to resubmit assignments for additional points. Retesting is permitted schoolwide.

**School Improvements Based on Accreditation Findings**

Many of the recommendations from the 2018 and 2021 visiting committees were aligned with plans that were already underway. However, the following were implemented specifically in response to the suggestions made:

- Strategic planning was added to the School Wide Action Plan as a primary focus.
- The CCS Graduation Outcomes were changed from the Common Core 4 Cs to a focus on setting, pursuing, and accomplishing goals in the context of college and career preparation.
- Professional development centered on supporting Students with Disabilities with learning loss was provided as students were about to return to campus in 2021.
- Teachers were encouraged to utilize rubrics more consistently.

(CCS School Wide Action Plan) (CCS Vision, Mission, Graduation Outcomes) (CCS Sample Rubrics)


As a result of these additional measures, Choices has successfully navigated the evolving needs of students through and following the COVID-19 campus closure. The school culture is gradually shifting to include a greater emphasis on the pursuit of long-term goals, including, primarily the preparation process for post-secondary educational and professional pursuits. All students' strengths, areas of need, and academic growth are more closely monitored through the use of a standards-based assessment tool, i-Ready. (i-Ready) This data is particularly helpful in meeting the needs of Students with Disabilities who are now supported through an additional Resource Specialist / Teacher and improved school-wide communication about student accommodations. Teachers continue to provide high-quality feedback to students, which is enhanced by more widespread use of rubrics that provide clarity.

# Chapter 2: School Profile and Supporting Data and Findings

**Develop a clear profile of your school and students using data and information. Include the following:**
- **Provide demographic data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data.**
- **Include California School Dashboard Performance Overview and other local measures reflecting student academic progress and social emotional well-being.**
- **Ensure the updated School Profile addresses the following:**
  - **Three years of data, if available.**
  - **Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted. I.e., findings.**
  - **Include links to related profile materials at the end of the report.**
  - **Determine implications of the data, noting trends and patterns**
  - **Identify two to three major preliminary student learner needs based on the data**
  - **Determine 2-4 important questions to consider in focus groups that have been raised by the analysis of student performance, demographic and perception data.**

## Choices Charter School Profile and Supporting Data

At Choices Charter School (CCS or Choices), students are supported by a highly-qualified and dedicated staff, engaging curriculum and instruction, and a safe and caring school community. Students' academic achievement, satisfaction with the program, and overall wellness are regularly measured by assessment tools and surveys. Student data is analyzed by all educational partners each year, in an effort to make data-based decisions that will benefit students most.

- **Students** ([CCS Multi-year Enrollment Data by Ethnicity](#)) ([CCS Enrollment by Subgroup](#))
  Typically, students enroll at Choices after struggling socially and/or academically in the traditional school environment. They arrive at CCS looking for a different academic environment where they will succeed. Students are often behind in skills and/or credits when they enroll, due to difficulties in school before transitioning to the Choices program. Though many CCS students enroll with below-grade-level skills, most students who remain at Choices build skills, improve their GPAs, and graduate from high school. *Fifty-two percent (52%) of 2023 graduates stated that they would not have graduated from high school had they not enrolled at Choices.* ([CCS Senior Exit Survey Data](#)) *More than two-thirds (69%) of those same graduates reported that they planned to pursue subsequent academic endeavors immediately following graduation. For many CCS students, their academic success at Choices represents a significant turning point in their lives.*

  In recent years, enrollment has fluctuated significantly, year-to-year. The most notable changes in the student population have occurred as growth in the percentage of Socioeconomically Disadvantaged Students and a reduction in the percentage of White Students. A steep drop in enrollment occurred in 2021-22, immediately following the campus closure year of 2020-21. This was typical for charter schools throughout the state. However, in Fall 2023, enrollment reached 288 students, exceeding both the 2021 figure below and the pre-pandemic level of 279 students in 2018-19.

**Choices Charter School Student Population**
Total Enrollment and Percentages of Student Population by Student Group, Race/Ethnicity, and Grade Level

|  | **2021** | **2022** | **2023** |
|---|---|---|---|
| **Total Enrollment** | 273 | 212 | 217 |
| **Student Group** |  |  |  |
| **Socioeconomically Disadvantaged Students** | 38% | 46% | 54% |
| **Students with Disabilities** | 14% | 15% | 18% |
| **English Learners** | 4% | 6% | 6% |
| **Homeless** | 2% | 1% | 3% |
| **Foster Youth** | 1% | 1% | 2% |
| **Race/Ethnicity** |  |  |  |
| **White** | 65% | 59% | 51% |
| **Hispanic** | 18% | 22% | 24% |
| **African American** | 11% | 12% | 13% |
| **Asian** | 3% | 2% | 3% |
| **Two or More Races** | 2% | 3% | 6% |
| **Filipino** | 1% | 1% | 1% |
| **Pacific Islander** | 1% | 1% | 1% |
| **Grade Level** |  |  |  |
| **6th** | 5% (14) | 4% (8) | 3% (6) |
| **7th** | 10% (28) | 13% (27) | 11% (23) |
| **8th** | 14% (38) | 13% (27) | 12% (27) |
| **9th** | 12% (32) | 18% (39) | 13% (29) |
| **10th** | 17% (47) | 12% (25) | 16% (35) |
| **11th** | 18% (50) | 18% (38) | 22% (48) |
| **12th** | 23% (64) | 23% (48) | 23% (49) |

https://dq.cde.ca.gov/dataquest/SearchName.asp?rbTimeFrame=oneyear&rYear=2021-22&cName=san+juan+choices&Topic=Enrollment&Level=School&submit1=Submit
Green cells indicate that data for this metric has grown since the previous year.


● **Staff** (CCS Staff Directory)
     The CCS staff, a group of highly-educated and motivated professionals, works cohesively and enthusiastically to serve students and families through education. Staff members are dedicated to the independent study model and celebrate the individual successes of students

working within it.

As of Spring 2023, CCS faculty members had, on average, 17 years of experience teaching and 11 years of experience teaching in the San Juan Unified School District (SJUSD) (San Juan Unified School District).  Nearly half (44%) of the faculty has taught at Choices for more than ten years.  CCS faculty members often report that they feel a significant sense of satisfaction from working with students at Choices, where education is personalized, and students typically find academic success.  The CCS staff is a tight-knit group of professionals that enjoy working together for meaningful results.

● **Campus** (CCS Photos and Virtual Tour of Campus)

Since 2008, Choices has operated in an SJUSD school facility that previously housed an elementary school program.  Two wings of classrooms extend in opposite directions from a central entrance and school office.  Behind the classrooms lies a multipurpose room where meals are served, music classes and podcasting sessions take place, clubs meet, and special events are held.  All classrooms and the multipurpose room enjoy expansive grassy views.  A large field behind the school buildings is used each week for intramural sports activities; teachers and students often walk and talk together in the field, as well.  Science experiments sometimes take place on the grassy areas outside of the buildings.  The site is cleaned and maintained on a daily basis by a full-time custodian and the support of school district landscaping and facility maintenance services.

The campus culture is calm and caring.  A formalized Safety Plan is in place.(CCS Safety Plan)  Additional safety training in 2022-23 supported the faculty's ability to prepare for and react to emergencies.  EpiPen, AED, and Narcan resources are stored in the main office for use, as needed.  *According to School Satisfaction Survey data, students feel safe on campus (98% in 2023).* (CCS School Satisfaction Survey Data)  *Parents feel confident that the staff and facility are adequate to support the functions of the school (98% in 2023).*
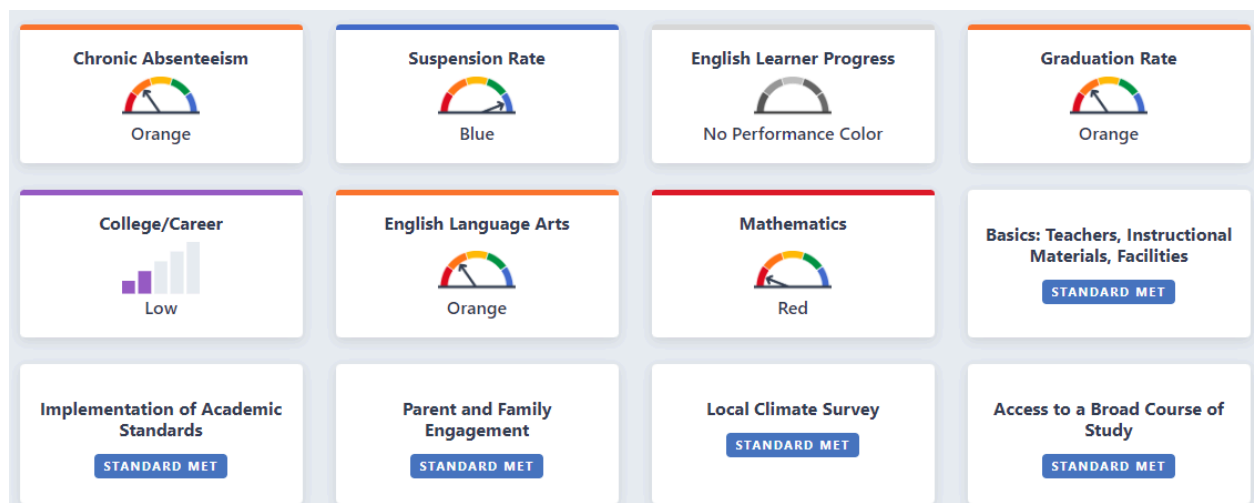
● **Data**

Student academic achievement, satisfaction with the CCS program, and overall wellness are measured by a combination of several assessment and survey tools, including, but not limited to the following:

○ **California School Dashboard** (CCS - California School Dashboard)

The California School Dashboard (Dashboard) is today's primary venue for the communication of school data to the public.  Over the past couple of years, however, the data that is available on the Dashboard has become more scarce.  The way that data is presented there has evolved to protect schools and students from publication of achievement levels during and immediately following the COVID-19 pandemic.  The following is a 2023 snapshot from the Dashboard for Choices Charter School:

| Chronic Absenteeism | Suspension Rate | English Learner Progress | Graduation Rate |
|---|---|---|---|
| Orange | Blue | No Performance Color | Orange |

| College/Career | English Language Arts | Mathematics | Basics: Teachers, Instructional Materials, Facilities |
|---|---|---|---|
| Low | Orange | Red | STANDARD MET |

| Implementation of Academic Standards | Parent and Family Engagement | Local Climate Survey | Access to a Broad Course of Study |
|---|---|---|---|
| STANDARD MET | STANDARD MET | STANDARD MET | STANDARD MET |

- *All standards for the Local Indicators were met.*
- *The CCS Suspension Rate rating was Very High (Blue) - a consistent area of strength at Choices, whereas the California State Suspension Rate was Low (Orange).*
- *The Graduation Rate was Low (Orange) at CCS and throughout the state.  CCS's Graduation Rate is always significantly affected by many students who arrive during the second half of high school with credit deficiencies from their previous schools.  These students typically graduate but need additional time to do so.*
- *English Language Arts proficiency was Low (Orange) at CCS, as well as throughout the state.*
- *CCS's Chronic Absenteeism lagged behind the state by less than one percent but placed in the Low (Orange) category, while the state placed in the Medium (Yellow) category.*
- *Mathematics proficiency levels were in the Very Low (Red) category, lagging behind the state, which placed in the Low (Orange) category, Math proficiency is consistently a challenge at Choices.  Students typically enroll with significant gaps in learning and make progress once enrolled.  Recent i-Ready data shows that students build skills once at Choices, but this growth may not be readily detected on CAASPP exams.*
- *CCS's College/Career Indicator was Low, while the state placed in the Medium category. Because Choices students often face more obstacles to their academic success than the average student, most prefer to pursue a more gradual approach to college and career, choosing to continue to community college, vocational school, or the work force after graduation.  These options do not require students to participate in most of the activities that would qualify them as "Prepared" on the Dashboard.  Though this reality limits CCS's ability to match state CCI averages, CCS recognizes that some growth in this area is needed.*

  ○ **School Accountability Report Card (SARC)** (California SARCs)

  The School Accountability Report Card (SARC) also provides the public with school data. The SARC compiles into one location data that is provided on the California School Dashboard and on CDE's DataQuest site, providing concise school "snapshots" of information.

  Many students move to Choices from El Camino Fundamental High School, which is located directly behind the Choices Charter School campus.  It is interesting to compare the SARCs from each school. (CCS 2021-22 School Accountability Report Card) (El Camino Fundamental High School 2021-22 School Accountability Report Card)  Unlike at El Camino,

many students enroll at Choices with significant deficits in academic skills. However, the percentages of "All Students" who met or exceeded standard on CAASPP tests for each school were nearly identical in 2021-22. This demonstrates the effectiveness of the CCS program in educating all students, including those with learning loss experienced while enrolled in their previous schools.

**Choices Charter School and El Camino Fundamental High School CAASPP Proficiencies**

| CAASPP Exam | Choices Charter | El Camino |
|---|---|---|
| **English Language Arts Smarter Balanced Assessment** | 51% | 53% |
| **Mathematics Smarter Balanced Assessment** | 15% | 16% |
| **California Science Test** | 29% | 30% |

○ **CAASPP (Smarter Balanced Assessment and California Science Test)**
[CCS CAASPP Data (Compiled)]
Today's primary standardized summative assessment tools used to measure academic achievement are the English Language Arts Smarter Balanced Assessment (ELA SBA), the Mathematics Smarter Balanced Assessment (Math SBA), and the California Science Test (CAST). The table below provides data from these exams over the span of the last three years. CCS All Students data is compared to All Students data from the State of California and the chartering school district, San Juan Unified School District (SJUSD). CCS All Students data is also compared to like data for the most significant student subgroups at Choices: Socioeconomically Disadvantaged Students, Students with Disabilities, and English Learners.

In 2021, Choices students' ELA proficiency was higher than the state average, and CCS's Science scores outperformed those of both the state and SJUSD. In 2022, CCS students outperformed students from both the state and SJUSD in ELA, and matched the state average for Science.

In 2021, CCS's Socioeconomically Disadvantaged Students and English Learners outperformed CCS's All Students in both ELA and Math. In 2022, Socioeconomically Disadvantaged Students scored higher than All Students in Science. In 2023, English Learners outperformed all students in Science.

*Socioeconomically Disadvantaged Students and English Learners tend to either outperform All Students or lag behind only slightly at Choices.* However, Students with Disabilities have consistently lagged significantly behind All Students in all tested subjects. This is unfortunately true throughout the state, as well. In 2023, CCS's Socioeconomically Disadvantaged Students and Students with Disabilities scored higher than the state averages for each student subgroup in both ELA and Science. English Learners outperformed English Learners across the state in Science. *Math proficiency for all student groups continues to be a significant area of need at Choices.*

**CAASPP Data**

Percentage of Students who have Met or Exceeded Standard by Year

| | 2021 | 2022 | 2023 |
|---|---|---|---|
| **ELA SBA** | | | |
| **State of CA: All Students** | 49% | 47% | 47% |
| **SJUSD:  All Students** | 67% | 43% | 42% |
| **CCS: All Students** | 57% | 51% | 39% |
| **CCS: Socioeconomically Disadvantaged Students** | 64% | 42% | 39% (35% CA) |
| **CCS: Students with Disabilities** | 31% | 27% | 19% (16% CA) |
| **CCS: English Learners (Ever-EL)** | 76% | 50% | 24% (36% CA) |
| **Math SBA** | | | |
| **State of CA: All Students** | 34% | 33% | 35% |
| **SJUSD:  All Students** | 43% | 30% | 30% |
| **CCS: All Students** | 32% | 15% | 13% |
| **CCS: Socioeconomically Disadvantaged Students** | 43% | 6% | 13% (23% CA) |
| **CCS: Students with Disabilities** | 7% | 0% | 5% (12% CA) |
| **CCS: English Learners (Ever-EL)** | 41% | 12% | 5% (24% CA) |
| **CAST** | | | |
| **State of CA: All Students** | 29% | 29% | 30% |
| **SJUSD:  All Students** | 39% | 31% | 31% |
| **CCS: All Students** | 41% | 29% | 32% |
| **CCS: Socioeconomically Disadvantaged Students** | 38% | 31% | 29% (19% CA) |
| **CCS: Students with Disabilities** | ISS | ISS | 13% (9% CA) |
| **CCS: English Learners (Ever-EL)** | ISS | 8% | 38% (20% CA) |

https://caaspp-elpac.ets.org/caaspp/Default

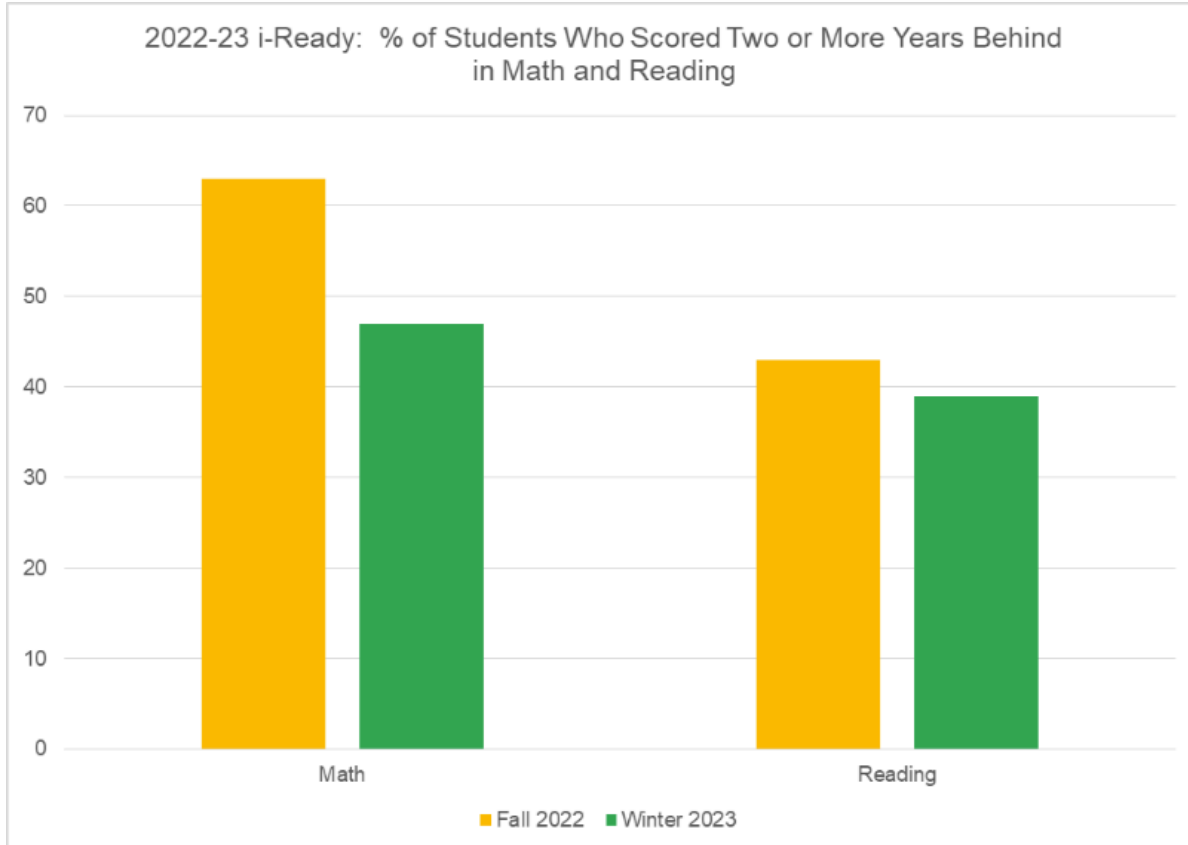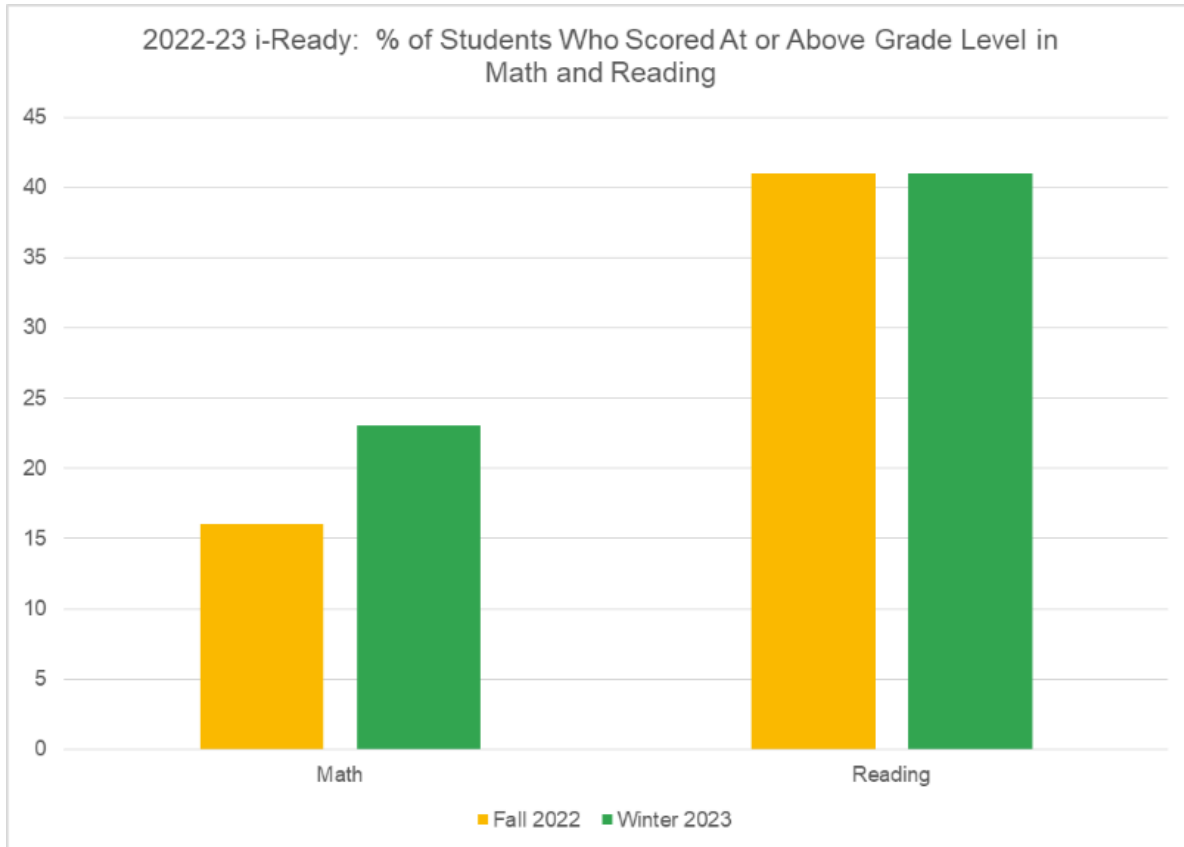Blue cells indicate that Choices' data compares favorably to like data from the State of CA.

"ISS" = Insufficient Sample Size

Choices is proud of its ability to effectively educate a diverse population of students in an equitable fashion. Survey results confirm that Choices students are receiving a quality education at Choices and that they feel prepared to perform on standardized assessments. In 2023, 96% of parents reported that they believed that their students had made adequate academic progress in the previous school year at Choices. (CCS School Satisfaction Survey Data) Data from the 2023 CAASPP Student Survey shows that Choices Students feel prepared for testing (83%), are aware of the importance of testing (97%), and dedicate their best effort to the exams (95%). (CCS CAASPP Student Survey Data) *In 2023, survey results also revealed that 70% of the surveyed students reported that they had been enrolled at Choices for just one or two semesters at the time of CAASPP testing. This figure highlights the unfortunate reality that CAASPP scores are often an only partially accurate reflection of the effectiveness of the education provided at Choices. Data from formative assessments, such as the i-Ready exam, provides a more complete picture of student progress that occurs at CCS.*

○ **i-Ready** (i-Ready)

CCS students take i-Ready diagnostic and formative assessments each year. The i-Ready tests typically ask straightforward questions that relate to real-life scenarios and that include support graphics/images that help to communicate meaning; this format is more accessible to students with disabilities or language challenges than the format of the CAASPP. Diagnostic testing takes place at the beginning of fall semester; results inform teachers, students, and parents of students' skill levels in comparison to grade level standards. *Teachers are able to identify areas of need and modify curriculum and instruction to meet students where they are and build skills to grade level.* The formative assessment version of i-Ready is administered at the beginning of spring semester. Scores are compared to diagnostic scores from the fall to track improvement and to identify persisting needs. Curriculum and instruction is modified to meet student needs once again, in preparation for CAASPP testing that follows. *2022-23 i-Ready data demonstrates CCS's ability to build skills in students who enroll with significant deficiencies in Math and Reading. The graphs below illustrate student growth that took place during Fall 2022. For more detailed i-Ready data, please see:* (CCS i-Ready Data)

## 2022-23 i-Ready: % of Students Who Scored At or Above Grade Level in Math and Reading



Legend: Fall 2022, Winter 2023

## 2022-23 i-Ready: % of Students Who Scored Two or More Years Behind in Math and Reading



Legend: Fall 2022, Winter 2023

- ○ **Graduation Outcomes ("GO"s)** ([CCS Vision, Mission, Graduation Outcomes](#))

*In recent years, CCS students have become more focused on long-term college and career planning, as is demonstrated on course registration surveys.* ([CCS Graduation Outcomes Related Data](#)) However, the COVID-19 campus closure seems to have had a significant effect on students' specific post-secondary plans. Following the distance learning year of 2020-21, far fewer graduates have been interested in pursuing two-and four-year degrees, and far more have indicated that they will attend vocational/technical school or pursue "other" plans. Regardless of graduates' specific plans, in 2023, 91% of graduates stated that they felt ready for college and a career. ([CCS Senior Exit Survey Data](#)) CCS's Graduation Rate has remained relatively stable in recent years. Disadvantaged student subgroups are graduating at nearly equal or higher rates than All Students at Choices, demonstrating equity of the CCS program.

| 5-Year Graduation Rate:* | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| SJUSD Graduation Rate (All Students) | 83% | 84% | 85% |
| State of California Graduation Rate (All Students) | 87% | 87% | 89% |
| CCS Graduation Rate (All Students) | 77% | 78% | 76% |
| CCS Graduation Rate (Socioeconomically Disadvantaged Students) | 76% | 78% | 74% |
| CCS Graduation Rate (Students with Disabilities) | 82% | 87% | 82% |
| CCS Graduation Rate (English Learners) | ISS | ISS | ISS |

*[https://dq.cde.ca.gov/dataquest/dqcensus/Coh5YrRate.aspx?agglevel=school&year=2021-22&cds=34674473430758](https://dq.cde.ca.gov/dataquest/dqcensus/Coh5YrRate.aspx?agglevel=school&year=2021-22&cds=34674473430758)
Green cells indicate that CCS data for this metric has grown since the previous year.

- ○ **ELPAC** ([CCS ELPAC Data](#))

At Choices, English Learners are guided in language development with the support of LCFF funds. English Learners are enrolled in an English Language Development (ELD) course. In 2022-23, a new ELD curriculum, Learning Tree ([Learning Tree Online](#)), was piloted and is being used again in 2023-24. In 2023-24, an additional ELD support class was added to the schedule in order to reduce class sizes and group together students of similar grade levels. Upon enrollment, English Learners are also encouraged to enroll in classroom-based elective courses and to participate in extracurricular activities, promoting presence in collaborative environments that will build listening and speaking skills.

English Learners comprise just 6% of the Choices student population, and typically, fewer than eleven students produce scores on the summative ELPAC assessment each year. In order to protect individual students' privacy, ELPAC scores are not published publicly when the sample size is small. In 2023, for the first time, more than ten students took the ELPAC exam, and group scores were made available online.

At Choices, a lower percentage of students progressed to a higher level of English proficiency than they did in the state, but a greater percentage of students maintained their proficiency levels, and a lower percentage of students dropped a level or more. *This data demonstrates that English Learners stabilize, sometimes grow, and rarely lose skills while at Choices.*

**Summative ELPAC Data**

Percentage of English Learners by Growth Category in 2022-23

| English Learner Growth Category | CCS | State of CA |
|---|---|---|
| ELs Who Progressed at Least One ELPI Level | 33% | 46% |
| ELs who Maintained ELPI Level 4 | 0% | 2% |
| ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H | 58% | 32% |
| ELs who Decreased at Least One ELPI Level | 8% | 18% |

Blue cells indicate that Choices' data compares favorably to like data from the State of CA.

- ○ **California Healthy Kids Survey** (CCS California Healthy Kids Survey Data 2020-21)

Every two years, Choices students are asked to complete the California Healthy Kids Survey (CHKS).  In 2020-21, when the campus was closed due to COVID-19, the survey was administered remotely.  Participation was relatively low, and the results were arguably skewed due to the challenging circumstances of the time.  The Choices Leadership Team will review and evaluate data from the 2023 administration of the CHKS when it is available.

- ○ **Student and Parent School Satisfaction Surveys**

*Student and parent satisfaction with the Choices program is consistently extremely high.  This is demonstrated by School Satisfaction Survey data.  Of particular note, in 2023, 98% of students felt safe at CCS, 97% found that the Choices staff is caring and responsive to student needs, and 95% believe that Choices serves all students in an equitable fashion. (CCS School Satisfaction Survey Data)    Fifty-seven percent (57%) of students reported experiencing lower levels of anxiety since enrolling at Choices.  All parents (100%) stated that the educational program at Choices met their expectations and that their students have had an opportunity to demonstrate their knowledge in a variety of ways.  Ninety-eight percent (98%) of parents felt that the social environment at Choices is positive and supportive.*

- ○ **Students with Disabilities Attitude Survey**

Students with Disabilities typically make up approximately 15% of the Choices student body.  Each spring, Students with Disabilities complete an Attitude Survey that helps the Special Education Department and school administration to identify trends in the perspectives, practices, and preferences of students in this subgroup.  In 2022, survey data revealed the impact of COVID-19 and its associated campus closures on Students with Disabilities. (CCS Students with Disabilities Attitude Survey Data)  In 2021-22, many Students with Disabilities opted not to attend classes due to continuing concerns about COVID-19 safety.  This hesitation exacerbated a sense of disconnection from the school community, which likely accounts for lower scores of engagement on the Students with Disabilities Attitude Survey in the same year.   In 2022, markedly lower percentages of Students with Disabilities liked to come to campus, felt safe on campus, and used tutors on campus.  A notably lower percentage of students reported that their parents made sure that they did their school work and that they wanted to eventually progress to college or vocational school.  Despite these declines, students continued to feel that getting good grades was important to them and that they planned to eventually graduate from Choices.

The Special Education Department has worked diligently to re-engage students. A new

full-time Resource Specialist / Teacher joined the department in 2022-23. CCS Resource Specialists have been devoted to hands-on remediation work and collaboration with mainstream class teachers and families to support students' individual needs. 2023 Attitude Survey results reflected these efforts. More than half of the metrics studied through the survey showed stability or significant growth. 2023 survey results show that Students with Disabilities at Choices are significantly more interested in returning to traditional school environments, but because this figure has grown hand-in-hand with percentages of students who like to attend Choices, feel safe at Choices, and want to attend college / vocational school, the wish to return to the mainstream setting is interpreted as a positive sign. *At Choices, Students with Disabilities have gained a sense of comfort in the educational setting and confidence in their ability to pursue long-term educational goals with less support.*

- ○ **Senior Exit Interview**

    Each year, graduating seniors provide feedback and recommendations through an internally-developed Senior Exit Survey. *On the 2023 survey, 100% of graduates stated that they would recommend the Choices program to others.* (CCS Senior Exit Survey Data) *Students report each year on the survey that they have learned important life lessons at Choices and that their lives have been positively impacted by the program.* Most students state that they like the program as it is (or have no recommendations), and those who have suggestions offer a wide range of ideas. Each year, several students recommend better communication between the school and students/families, particularly in developing stronger relationships between teachers and students. Some typically suggest the addition of more in-person, hands-on, engaging learning opportunities.

    More Choices students returned to campus for classes and extracurricular activities in 2022-23. The return of intramurals, new on-campus movie nights, the second annual College & Career Week, and the establishment of a Choices Chatter podcast have engaged students in the school community. Sacramento Speaker Series field trips at the Sacramento Convention Center, the addition of a fall field trip to the district College Night, a visit to the CSU Sacramento College Fair, a new student/teacher bowling tournament at a local bowling alley, a visit to the Good Day Sacramento television studio, a trip to the CSU Sacramento Planetarium, and a new Grad Night trip to Disneyland have provided opportunities for students to venture beyond campus with classmates and staff. Communication between school and families has also become more consistent. A new monthly Counselor newsletter and frequent Parent Square announcements from the Director build communication and connection.

- ○ **Miscellaneous Student Achievement Metrics** (CCS Miscellaneous Achievement Metrics Data)

    *CCS students are able to transcend the conventional high school academic experience through opportunities such as A-G Courses, Honors Courses, AP Courses, a CTE Pathway, Dual Enrollment in Community College, and ROP/Workability.* Each semester, students may qualify for the Honor Roll. Students with strong GPAs qualify for Work Permits. Upon graduation, students may be awarded the Golden State Seal of Merit and/or the Seal of Biliteracy. Each year at graduation, several students are awarded scholarships that are funded by the staff.

**Findings**

Most Choices Charter School (CCS or Choices) students enroll with academic deficiencies, socioeconomic disadvantages, and/or special needs. They often arrive at Choices mid-year, after experiencing academic or social difficulties at their previous schools. Despite these obstacles, Choices students typically find success at CCS, both academically and personally, sometimes for the first time, due to individualized learning options and a small, caring school environment. Students often report that they have learned important life lessons at Choices and that their lives have been positively impacted by the program.

*The Choices staff is proud of its program and dedicated to its continuous improvement. Due to persistently low Mathematics Smarter Balanced Assessment (Math SBA) proficiency levels and a low College/Career Indicator, which lag behind state averages, the following two Preliminary Student Learner Needs have been identified:*

1. *Math Proficiency (as measured by the Math SBA and other local assessment tools)*
2. *College & Career Readiness (as measured by the CCI and other local surveys)*

- **Questions for Focus Groups:**
    What can we do differently or additionally to build students':
1. proficiency in Math?
2. college and career readiness?

# Chapter 3: WASC Criteria and Indicators

## Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

### Criterion A1: Vision and Purpose

**Directions**

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.

### Criterion A1: Vision and Purpose (*1–2 pages maximum*)

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

**A1.1 Vision and Schoolwide Learner Goals/Graduate Profile:** The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

**A1.2 Equity and Inclusion:** The vision and purpose of the school reflects a belief that all students can learn and achieve.

**A1.3 Development/Refinement of Vision and Purpose:** There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

**A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:** There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Choices Charter School (CCS or Choices) has clearly stated Vision and Mission (Purpose) Statements that focus on serving all students equitably, with a belief that all students can learn and achieve. The Vision and Mission are defined further by Graduation Outcomes (GOs), which focus on college and career readiness, and California academic standards. The school's Vision, Mission, and GOs are supported by the school's chartering authority, the San Juan Unified School District (SJUSD), and its local governing body, the school Advisory Council. (San Juan Unified School District) (CCS Advisory Council Information) The Local Control Accountability Plan (LCAP) provides specific information about how the Vision, Mission, and GOs are supported at Choices in a way that reaches all students in an equitable fashion. (CCS Local Control Accountability Plan)

The Choices Charter School Mission, Vision, and GOs are aligned with one another and frame the experience at Choices Charter as one of preparation for next steps in life: (CCS Vision, Mission, Graduation Outcomes)

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

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 Graduation Outcomes
*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 is a program in which all students can succeed, thanks to its flexibility and safe, nurturing environment.  The CCS staff seeks to meet each student where they are and to guide them in the accomplishment of their short- and long-term objectives.  Choices students report that their education has become more personalized at Choices (95%), the Choices program serves students in an equitable fashion (95%), the Choices staff is caring and responsive to student needs (97%), and they feel accepted and included at Choices (94%).* (CCS School Satisfaction Survey Data)
*Choices students benefit from instruction delivered by content specialists, college/career guidance, assistance for Socioeconomically Disadvantaged Students, Special Education services, English Learner support, academic tutoring, and social/emotional counseling.  A-G classes, two World Languages, a Career Technical Education (CTE) Pathway, and a range of elective courses allow students to explore interests and complete coursework required for college admittance.  Advanced Placement (AP) and Honors classes meet the needs of exceptional students.* (CCS Course Catalog)  *Extracurricular activities engage students in the learning process.* (CCS Event Calendar)

Choices students are supported by a team of educational partners.  Parents and community members play an important support role at Choices.  Parents monitor student completion of homework and may participate on the school's Advisory Council, WASC Parent Committee, and LCAP Family Focus Group to take part in open dialogues and to provide their feedback. Parents, community members, staff, and students gather for Advisory Council Meetings throughout each school year to discuss the school budget, student achievement data, WASC reports, the annual LCAP, the Annual Report to SJUSD, and, in some years, charter renewal documents. Parents and students also provide feedback through annual surveys. Choices carefully tracks student data for All Students, as well as for students within its significant student subgroups, to ensure that the program is reaching learners in an equitable fashion.  The annual LCAP demonstrates this commitment.

The CCS Leadership Team, Staff, and Advisory Council review the Mission, Vision, and GOs at least once every three years, to evaluate whether they continue to effectively describe program goals.  The GOs were updated in 2020, during the COVID-19 campus closure, to center on a college and career readiness theme. The primary focus since then has been on guiding students in their return to campus (addressing learning loss) and welcoming new staff members to key roles within the organization.  For this reason, staff and student focus on the GOs has been limited in recent years.  However, plans to address the essence of the GOs have moved

forward. Activities that bolster a focus on college and career readiness have been implemented. Student progress and perspectives have been tracked. The Mission and Vision were updated in Fall 2022 to become more concise.

The Choices Charter School Mission, Vision, and GOs are proudly included on the school website and displayed in the main entrance on campus. ([CCS Vision, Mission, Graduation Outcomes](#)) Choices uses an online mass communication system, Finalsite, to share newsletters, important academic notices, and other school/community news. ([Finalsite](#)) A new website debuted in 2023-24 to more effectively communicate the Mission, Vision, and Graduation Outcomes to the entire school community.

## Criterion A2: Governance
**Directions**
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

**Criterion A2: Governance (*1 page maximum*)**
The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

**A2.1 Relationship Between the Governing Board and the School:** The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Choices' Mission Statement is aligned with SJUSD goals and focuses on promoting the well-being of students. Choices is committed to continuous improvement through data-based decisions. The Choices culture focuses on a process of preparation for college and career.

As a dependent charter school within the SJUSD, Choices shares the same Governing Board as all other schools within the district and is held to the same high standards of academic excellence. In fact, Choices faces greater scrutiny than non-charters in the district in that it must submit an annual LCAP report for approval each spring. The LCAP and its mid-year progress report must be presented at district board meetings three times a year. Also, in spring, Choices submits an annual report to the district. The SJUSD liaison to Choices serves on the school's Advisory Council to ensure regular communication and district oversight. As a member of the Advisory Council, the district liaison is also invited to participate in formal WASC reviews. Choices' charter document is updated and submitted for renewal every five years.

## Criterion A3: Leadership for Learning
**Directions**
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership actions impact student learning and well-being*.

**Criterion A3: Leadership for Learning (*1–2 pages maximum*)**
The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.
**A3.1 Broad-based and Collaborative:** The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.
**A3.2 Leadership Role in Accountability:** The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.
**A3.3 School Action Plan/SPSA Correlated to Student Learning:** The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

At Choices, all educational partners evaluate school data and make data-based decisions that focus on effectively addressing student needs.  All educational partners feel involved in decision-making processes.  Data-based decisions guide actions included in the WASC School Wide Action Plan (SWAP) and LCAP.

At the beginning of each learning period, many CCS teachers administer **diagnostic assessments** to identify student learning needs in the context of their subject areas.  In English Language Arts (ELA) and Math classes, students take the standardized i-Ready diagnostic exam. (i-Ready)  Based on data from these assessments, faculty members are able to adjust curriculum and instruction immediately to meet needs of specific students or student groups.  In some cases, diagnostic assessment data may lead to course changes for individual students to ensure that content and instruction will meet students where they are and allow them to grow.

**Formative assessments** are used by all faculty members throughout each semester and include homework assignments, classroom observation, quizzes, tests, and midterms.  In ELA and Math, i-Ready formative assessments are given at the beginning of the spring semester.  Formative assessments allow teachers to adjust curriculum or instruction in real time and to respond to students' needs immediately. Individual students' formative assessment grades also help teachers to identify students who are struggling more than others. Tutoring is immediately encouraged, in order to prevent struggling students from falling far behind. When students are not submitting work, teachers communicate with one another via email, phone, or at Staff Meetings to better understand how to effectively reach and support them. Notes are recorded in School Pathways' (Pathways) Contact Manager to document problems and communications with students and their families. (School Pathways)  When needed, an Interventionist further investigates and seeks solutions that may eliminate obstacles that are preventing a student from succeeding in the program.  This system of appropriate class placement, supported by ongoing modifications that meet student needs and swift intervention when students struggle, promotes academic achievement and timely graduation, which keep students on track in the pursuit of their post-secondary college and career goals.

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

Faculty members often analyze their own diagnostic, formative, and summative assessment data individually but also meet at the close of the school year in WASC Home Groups to study data that pertains to departments. Faculty members consider students' attendance, quality of work, classroom behaviors, and time on task to more precisely understand the elements of academic success in their courses. Based on their data, each WASC Home Group decides upon changes for the following year and recommends professional development, requests additional resources, and suggests program changes that will support learning in the context of their departments.

At Choices, the entire staff participates in regular analysis of **schoolwide student data** to determine student needs, to decide upon necessary changes, and to evaluate the effectiveness of implemented actions. The most significant student data review takes place at the close of the school year. The CCS Staff reviews CAASPP data (when available) and survey data. [CCS CAASPP Data (Compiled)] Survey data is from the CAASPP Student Survey, the Students with Disabilities Attitude Survey, and the Senior Exit Survey. (CCS CAASPP Student Survey Data) (CCS Students with Disabilities Attitude Survey Data) (CCS Senior Exit Survey Data) The Staff is asked to identify program strengths and areas of need that are revealed by the data and to recommend changes based on the data. Great care is taken to ensure that the voices of all individuals are heard in this process. To encourage individual staff members' participation in data analysis, the CCS Staff is often divided into WASC Focus Groups for discussion. In smaller groups, individuals tend to feel more comfortable expressing opinions or concerns and asking questions. Small groups synthesize their groups' conclusions and "report out" through online surveys and sometimes in whole group meetings. In either venue, group leaders feel empowered to communicate thoughts that represent a consensus of voices. WASC Focus Group feedback is reviewed after meetings by the Self-Study Coordinator to ensure that all ideas have been captured.

Feedback from both WASC Home Groups and WASC Focus Groups is synthesized and brought to the school Leadership Team for decisions and action. Once decisions are made, they are shared with the staff and documented in the WASC SWAP and/or the LCAP. The content from both documents is synthesized into a spreadsheet that is organized by time frame and serves as a to-do list. (2023-24 SWAP, LCAP, Events Action Items Spreadsheet) It is also combined into a set of Identified Challenges in the Choices Charter School Annual Report to SJUSD. (CCS Annual Report to SJUSD) The WASC SWAP is uploaded to the WASC website and to the CCS website each summer. This is a process that repeats itself each year. Every three years, Choices shares data, describes actions that have been implemented to address student needs, and reports out about student progress in WASC Self-Study and Progress Reports.

A Student School Satisfaction Survey and a Parent School Satisfaction Survey are given to all returning families during the fall semester orientation process. These surveys provide the school with information about CCS families' satisfaction with various aspects of the school program. The CCS Staff reviews data from these surveys, as well as CAASPP data if it was not previously available, in the fall, to determine if any mid-year changes should be made to the WASC SWAP, based on the data. The California Healthy Kids Survey (CHKS), a biennial survey, is a standardized method of collecting information about the wellbeing and perspectives of CCS Students and how they compare to other students around the state. (CCS California

[Healthy Kids Survey Data 2020-21](#)) The New Student Survey collects marketing data and reasons for enrollment. ([CCS New Student Survey Data](#)) CHKS and New Student Survey data is typically reviewed only by the Leadership Team.

Student data is frequently shared with parents and with the community. Student grades on homework assignments and quizzes/tests are updated weekly in SchoolsPLP (PLP), where they are immediately visible to students and parents/guardians. ([SchoolsPLP](#)) Final semester grades are calculated as a percentage of points earned out of a total number of points possible for the entire semester of assessments; when weighting of assignments varies, students are notified in advance on course syllabi. When students are struggling, parents and staff members collaborate about how to most effectively support them. Because courses at CCS are aligned with the California academic standards, grades in classes are a direct reflection of students' achievement of these standards. Student data is also shared with parents, potential families, and the community at large through the California School Dashboard (Dashboard) as well as via reports posted on the school website. ([CCS - California School Dashboard](#)) Oftentimes, supporting data and rough draft versions of documents are shared with the Advisory Council, and feedback is solicited before they are submitted.

*Data-based feedback from all educational partners drives decisions about program changes, curriculum modifications, professional development, and marketing efforts. When goals are not met, additional measures are put into place to further support growth in specific areas of need. Choices takes great pride in the involvement of all educational partners in an ongoing process of student data analysis that leads to continuous program improvement.*

## Criterion A4: Qualified Staff and Professional Development
**Directions**
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how ***leadership and staff actions impact student learning and well-being***.

**Criterion A4: Qualified Staff and Professional Development (*1–2 pages maximum*)**
Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.
**A4.1 Qualifications, Preparation, and Supervision of Staff:** The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.
**A4.2 Professional Learning and Impact on Student Learning:** The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.
**A4.3 Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

*At Choices, employees are highly qualified and dedicated to supporting student achievement of California academic standards and the school GOs. They are supported in this endeavor by a system of employee induction and ongoing professional development. Systematic analysis of student data and educational best practices guide decisions about professional development and school improvement practices.*

CCS follows all hiring protocols set by SJUSD's Human Resources Department. Choices advertises all positions on EDJOIN to ensure that highly qualified candidates will be aware of employment opportunities in the program. (EDJOIN) All applicants are thoroughly evaluated before they are hired; this includes interviews, background checks, review of current resume, confirmation of valid California teaching credential, review of transcripts, confirmation of a negative TB Tine Test within the past twelve months, and reference checks.

CCS's employment policies and practices adhere to the rules and expectations set forth by the California Commission on Teacher Credentialing (CCTC) and employment laws for the State of California. All new employees must complete the employment packet, which includes a Social Security statement and I-9 and W-4 forms. New employees receive an Employee Handbook upon hire, which describes conditions of employment, pay scales, professional standards, school procedures, and benefits. The Employee Handbook is updated and redistributed to employees annually. (CCS Employee Handbook)

New teachers are encouraged to frequently ask questions of their colleagues as they acclimate to new procedures. Mentor Teachers are sometimes assigned. Teachers in the Induction Program are paired with induction mentoring teachers who supervise their completion of the program.

All CCS Faculty members teach in the areas in which they are specifically credentialed. Students with active IEPs receive services from a credentialed Resource Specialist, in addition to their classroom teachers, to ensure educational progress and success.

Each year, CCS sends groups of staff members to annual industry conferences, such as the California Consortium for Independent Study (CCIS) Conference, the School Pathways Conference, and the The Association of Personalized Learning Schools & Services (APLUS+) Conference. (California Consortium for Independent Study) (The Association of Personalized Schools & Services) Staff members return to share what they have learned with the rest of the staff.

CCS Faculty members are also sometimes viewed as experts in education (especially in the Independent Study field) and deliver presentations at conferences. For example, two Faculty members presented at the 2024 CCIS Conference, sharing their knowledge about using podcasts and inquiry-based learning to engage students in education. Also in 2024, a group of CCS Faculty were selected by the California Department of Education (CDE) to develop English Language Development and Universal Design for Learning lesson plans to be made available to educators across the state.

CCS Staff frequently attend professional development opportunities that are specific to their areas of expertise. For example, to name some but not all, staff members have recently attended training on:

- Designated ELD Training
- use of Kami
- legal compliance
- counseling expectations/confidentiality
- Mathspace

- Advanced Placement classes
- Continuing Education: PsyD program in Clinical Psychology, CTE Pathway credential program, New Teacher Induction Program
- Occupational Typology
- Myers-Briggs Profiler
- Expository Reading and Writing Curriculum (ERWC) Certification (aligns with CSU system and includes several ELA supports for ELD students)
- ELA Curriculum & Instruction
- *Seven Strategies of Assessment for Learning* book study
- book study on differentiation in middle and high school
- CORE (Civic Online Reasoning Education) with Stanford (online training)
- UC History Education Trainings on inquiry, document reading, etc.
- KQED Youth Voice as Civic Action
- Facing History Webinars - Reexamining Reconstruction, Examining Immigration and Identity, Historical Perspectives on Immigration
- Teaching American History seminars
- State of the Kids Webinar / Mental Health Training and Toolkit
- Handle with Care webinars and podcasts
- LCAP Training
- WASC Training
- CAASPP Testing Coordinator Training
- ELPAC Testing Coordinator Training
- Ethnic Studies Training

In addition, each spring, the entire CCS Staff reviews annual student data (from diagnostic, formative, and summative assessments) and recommends a short list of possible all-staff professional development topics for the coming school year. From this list, the Director chooses two topics on which to focus. Professional development on these topics is then provided at in-service or at monthly collaboration meetings. In recent years, professional development has been centered on:

- 2021-22:
  - Grading Equity within Subject Areas
  - Addressing pandemic-related learning loss and development and use of modified coursework to support Students with Disabilities
- 2022-23:
  - i-Ready: Administration and Effective Use of Data
  - Independent Study Best Practices
- 2023-24:
  - Engaging Online Curriculum
  - Curriculum Supplementation and Scaffolding

All CCS Staff Members attend staff in-service (twice annually), Staff Meetings (twice monthly), WASC Home Group meetings (once monthly), and WASC Focus Group meetings (once monthly). In WASC Home Groups and Focus Groups, through activities designed by the Self-Study Coordinator, teachers work together to analyze student data and brainstorm about ways to improve curriculum, instruction, or program format to more effectively meet student needs. In some cases, teachers decide to seek professional development to guide them in

solving problems. In many cases, teachers commit to specific actions, which are included in the WASC SWAP, ensuring follow-up and tracking of results.

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

CCS Teachers utilize PLP, MathXL for School (MathXL), or Mathspace curriculum in their courses, but they have authority to modify the curriculum as they deem necessary. ([MathXL for School](#)) ([Mathspace](#)) For example, teachers can adjust pacing, scope, and sequence, as needed, and may decide to supplement the curriculum with other materials where they believe extra support is beneficial.

The continual growth and improvement of faculty and staff is important and valuable. CCS strives to provide all staff with the support they need to reflect upon evidence and enhance their ability to effectively reach students. Annual teacher evaluations occur on a rotating basis based on number of years of service.

The staff is equipped to effectively deliver CCS's program to students and is dedicated to continuous improvement centered on targeting student needs. On CCS's 2023 Parent School Satisfaction Survey, 99% of parents agreed that CCS has adequate staffing to support the school's program. 100% believed that teachers modify the teaching / learning process based upon the results of the assessments they give students.

## Criterion A5: Resources
**Directions**
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts* **student learning and well-being.**

**Criterion A5: Resources (*1–2 pages maximum*)**
The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

**A5.1 Resource Allocation Decisions:** School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

**A5.2 Practices and Procedures:** Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

**A5.3 Instructional Materials:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.4 Facilities Conducive to Learning:** The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

*At Choices, all human, material, physical, and financial resources are dedicated to supporting students in accomplishing the academic standards and GOs.* The school LCAP

outlines the way in which school programs are provided equitably, empowering all students to achieve academically and to become college and career ready.

At CCS, all school activities are designed to support the accomplishment of the California academic standards and GOs, which center on college and career readiness. These activities are described in the WASC SWAP and LCAP and are established by all educational partners who consistently analyze student data to drive decisions. Budgetary spending is focused on the implementation of these activities, which involve the application of human, curriculum, technology, and facility resources. The impact of spending is measured annually, through the tracking of growth targets associated with the spending in both the WASC SWAP and the LCAP. Each plan spans three-years into the future, ensuring long-range planning of site resource allocation. When resources have been assigned ineffectively or when contributing conditions have changed, budgetary adjustments are made.

Choices Charter School updates the LCAP annually in accordance with California Education Code Sections 52026-52077 and uses the LCAP template adopted by the California State Board of Education. CCS's fiscal technician, provided by SJUSD, oversees and monitors CCS's school budget and allocations. This district contact assists with the allocation of LCFF funds in the LCAP to ensure fiscal accuracy.  The LCAP is submitted to the school's liaison to SJUSD for any necessary modifications and is then presented to the SJUSD Board of Education for approval.

Choices Charter School follows district practices for developing an annual budget, conducting an annual audit, and consistently conducting quality business and accounting practices, which include safeguards against mishandling of institutional funds. SJUSD monitors the CCS budget, and its designated fiscal technician assists CCS with all accounting practices. *CCS families are highly confident in the financial integrity of the school. On the 2023 Parent School Satisfaction Survey, 100% of parents stated that they believe that the staff follows acceptable policies regarding cash, deposits, and fundraising.*

*Choices Charter School prides itself on its clean, orderly, comfortable campus and respectful, safe, and academically-challenging school culture. Students and parents consistently provide feedback that compliments the school on its learning environment.  In years 2020-2023, 98% or more of surveyed parents reported on the annual Parent School Satisfaction Survey that the facility meets the needs of the school, and 96% or more of surveyed students reported on the annual Student School Satisfaction Survey that they feel safe on campus.*

Students using on-campus computers are monitored by teachers and tutors. School computers and networks may not be used for personal purposes. A school bulletin board advises students on appropriate and safe use of social media.

Daily custodial services ensure a clean and safe school environment. CCS follows all SJUSD Safe Schools procedures. ([CCS Safety Plan](#))  Classes are carefully scheduled to regulate the flow of students in a manner that supports conditions that can be easily managed by staff. Classes never exceed more than 24 students. Many students meet with teachers in a one-on-one fashion. School rules are clearly communicated in the Parent/Student Handbook. ([CCS Parent/Student Handbook](#))  Violations to school rules are handled on a case-by-case basis by faculty and administration, according to the behavior policies outlined in the Parent/Student Handbook. Bullying, drugs, alcohol, derogatory language, and violence are never tolerated on campus.  Each year, a Red Ribbon Week encourages students to remain or become drug-free. Behavior problems (and suspensions/expulsions) occur very infrequently at Choices.

**ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

**Areas of Strength**

1. Strong alignment between Choices Charter School's Vision, Mission Statement, GOs, Annual Report, WASC SWAP, LCAP, and Charter Renewal.  Through these statements and reports, Choices consistently communicates that it seeks to maximize student achievement of California academic standards and to build students' college & career readiness in an equitable fashion.
2. Many types of student data collected throughout the school year
3. Consistent involvement of educational partners in review of student data and decision-making processes
4. Professional school climate of continuous improvement and program evolution to most effectively meet student needs
5. High levels of parent satisfaction with and confidence in the effective and ethical management of the school

**Areas of Growth**

1. Build involvement of the local community in school activities and within the Advisory Council.



CCS Teachers selected by the California Department of Education (California Educators Together program) to create English Language Development and Universal Design for Learning lessons to be made available to instructors throughout the state.

# Category B:   Curriculum

## Criterion B1.  Rigorous and Relevant Standards-Based Curriculum

### Directions
- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *rigorous and relevant curriculum impacts student learning and well-being*.

## Criterion B1.  Rigorous and Relevant Standards-Based Curriculum (*2–3 pages maximum*)

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

**B1.1 Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

**B1.2 Congruence with Schoolwide Student Goals:** There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

**B1.3 Academic Standards and College and Career Readiness Indicators:** The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.4 Curricular Integration:** There is integration between/among areas of study, academic standards, and college and career readiness indicators.

**B1.5 Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.


**AND**


## Criterion B2. Equity and Access to Curriculum

### Directions
- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being.**

## Criterion B2.  Equity and Access to Curriculum (*2–3 pages maximum*)

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

**B2.1 Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

**B2.2 Access to Curriculum, Including Real World Experiences, by All Students:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

**B2.3 Student-Parent-Staff Collaboration:** Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

*At Choices Charter School (CCS or Choices), all students have access to standards-based curriculum that supports the development of Graduation Outcomes (GOs) skills. CCS students customize the way in which they experience the curriculum through choices about instructional options and course selection. Choices engages students in learning and promotes connections between curriculum and real world applications through relevant assignments, classroom discussions and activities, and field trips. Supplemental resources, such as technology, tutoring, and counseling are provided to students, as needed. The flexibility of the Choices program, in combination with its support services, provides a multitude of possible learning scenarios to address each student's interests, strengths, preferences, and needs.*

Upon enrollment at Choices, all students choose, in consultation with parents/guardians and the school Counselor or Community Outreach Specialist, to pursue courses and instructional options (small classroom, one-on-one meetings with a teacher, or online only) that best align with students' interests, strengths, preferences, and needs. All students are encouraged to follow the A-G path, but this path is not required for graduation from Choices. Students may continue to participate in sports at their home schools, take select courses at traditional schools, or dual-enroll in community college courses while enrolled at Choices. New students are overseen by both an Advisory Teacher and a Community Outreach Specialist to ensure that their transition to a new school and independent study model goes smoothly.

As students progress through learning terms, they may frequently reassess and change their choices of instructional methods or courses. At the close of each semester, the Counselor, in communication with teachers, students, and parents/guardians, creates a new **course schedule** for the following semester for each student, which is then reviewed by each family and either approved or adjusted. The Counselor also visits 8th and 9th grade classrooms each year to discuss classes that are available to students and to recommend high school course enrollment plans that correspond to students' interests and goals. Students and their parents/guardians are always welcome to make appointments with the school Counselor to discuss academic pathways and to make adjustments to students' learning plans. In between these specific check-in points, teachers consistently interact with students and guide them with recommendations as they learn more about students' preferences or as students' views evolve.

With the exception of some Students with Disabilities who require accommodations with **curriculum**, all CCS students utilize SchoolsPLP (PLP), MathXL for School (MathXL), and Mathspace online curriculum. ([SchoolsPLP](#)) ([MathXL for School](#)) ([Mathspace](#)) All programs were researched extensively and piloted before adoption. CCS sought curriculum that was aligned with both California academic standards and Common Core Standards that would provide a breadth of challenging and engaging course options for students. While MathXL has been used at Choices for several years, PLP was more recently piloted at CCS in 2019-20 and implemented school-wide in 2020-21. The CCS Faculty have been acclimating to the new system, experimenting with pacing strategies and supplements. Both programs provide students with immediate feedback on multiple choice questions and timely written feedback from faculty on prompts that require written responses. California Collections curriculum is used to supplement ELA course content in order to increase rigor in reading and writing. ([California Collections](#)) Mathspace's curriculum and assessment tools are used primarily in middle school and to supplement MathXL.

Subject-area departments work together on curriculum development. Curriculum is supplemented to ensure that students are learning important skills and information in a logically consecutive fashion, as they progress through the grades. For example:

- In English:  All levels of English are taught using the same literary devices and terms that students learn at the beginning of their 7th grade year.  Each year, the terms are re-taught, integrated into new content, and reinforced with new stories, as new terms and devices are added to the students' vocabulary.   By the end of their 10th grade year, the students have seen and used each term required to meet all English standards.  Beyond 10th grade, students practice applying the concepts described by the terms and explore them more profoundly, adding depth to their writing and demonstrating a mastery required for 12th grade graduation.   In middle school, students begin to write five-paragraph essays, and each progressive year, they add more textual evidence that supports their thesis and main points. Students follow MLA formatting at all grade levels.
- In Math:   Math subjects - from Integrated Math 1 (IM1) to Precalculus - are designed primarily to meet the needs of students who plan to attend a university directly after high school.   Each class prepares students for the next class, which builds on previous skills. Students who do not plan to attend a university right away have other Math options available. For example, Consumer Math builds Math skills needed to understand and navigate practical life situations, such as paychecks, taxes, tips, investments, credit cards, interest rates, etc. Students who need to progress through Math concepts more slowly can take Pre-IM1 and/or the two-year IM1A/IM1B series.
- In History: Content is interconnected to explore events from various perspectives. Ninth grade students learn how to read maps and to understand geographical connections, places, and cultures, which leads them into 10th grade, when they focus on WW1 (European perspective).   Eleventh grade focuses on the US perspective of WW1, leading into 12th grade where students learn how decisions are made through government and become foreign policy. All of this takes place while students simultaneously practice ELA skills through the completion of the coursework.
- In Art:  Skills introduced in the beginning classes are repeated in the advanced classes but with more sophisticated technique and higher standards of application.  In Advanced Art, students eventually learn to critique artwork using critical thinking skills that can ultimately be applied across all subject areas.

Faculty members also collaborate across subject areas to reinforce skills that students are learning primarily in one class in another.  For example:

- In 9th grade English, students read *Animal Farm*, and then, in 10th grade World History, students learn about the Russian Revolution.  Students enjoy both units, and the prior knowledge acquired through reading the novel brings the history itself to life.
- In the 12th grade Economics course, students are required to complete a series of assignments that will assist them in the real world. This includes but is not limited to: budgeting for living on their own, writing checks, learning how to balance a checkbook, opening and closing bank accounts, understanding how credit cards work, the impact of credit, and how to use it effectively, investing in the stock market, filing taxes, and learning about retirement.  All of these projects and skills are dependent on the student's ability to transfer skills over from other courses: basic Math skills for the finance unit, reading skills for the retirement information, and document analysis from History when understanding different company budgets to invest in their stocks.

Classroom **instruction** is centered on supporting understanding of the online curriculum and, often, building on it in a way that more thoroughly covers particularly challenging content.

Teachers sometimes enhance PLP curriculum by including videos, relevant articles, games, writing assignments, virtual labs, and hands-on projects. They utilize instructional methods learned through recent professional development experiences and draw supplemental support materials from industry-tested resources. Teachers are working to more effectively engage online-only students in interactive activities online. In 2023-24, the faculty is engaged in professional development and curriculum enhancement in this area each month.

The CCS Staff promotes connections between curriculum and **real-world applications** of knowledge and skills on a regular basis, through classroom discussion and connections to current events. Field trips broaden horizons for students and correspond to California Content Standards. Guest speakers connect classroom learning to the world beyond campus. Six times a year, CCS Faculty Members chaperone students as they attend the Sacramento Speakers Series, where students are given the opportunity to meet, pose questions to, and listen to presentations given by inspirational world-renowned professionals. (Sacramento Speakers Series) At the San Juan Unified School District (SJUSD) College Night and California State University of Sacramento (CSUS) College Fair, students meet representatives from local colleges, trade schools, and US Armed Forces recruitment offices; students are encouraged to attend the events and to ask questions and/or make connections about the relevance of their current coursework in the pursuit of postsecondary education or career opportunities. (SJUSD College Night) (CSUS College Fair)

While meeting academic content standards at Choices, students learn with the guidance of staff and curriculum to define and pursue college and career goals. Choices students define goals, implement a plan to reach their goals, make adjustments along the way, and persevere until they have succeeded. A focus on these **Graduation Outcomes** promotes college and career readiness. This process is encouraged and facilitated by:

- engaging elective coursework that allows students to explore interests
- a CTE Pathway in Business & Finance
- A-G courses, including two World Languages
- Advanced Placement and Honors courses for exceptional students
- advanced courses beyond A-G, such as Pre-Calculus and Physics
- opportunity for dual enrollment in local community colleges
- extracurricular activities and classroom collaboration that build social skills
- college & career assignments across all curriculum
- an annual College & Career Week
- field trips to fairs and colleges
- an annual registration survey that asks students to select a college/career pathway and allows them to make adjustments to their plan each year
- Counselor presentations to students in classrooms and to families in the evenings
- Counselor one-on-one assistance to students with college applications
- work permits
- college resources on the school website
- guest speakers
- staff-funded scholarships
- community internships, grants, and scholarships
- technology resources
- frequent discussion with faculty in a personalized learning environment
- Choices Chatter podcast episodes that address college applications and job interviews

- intervention support that includes free on-site counseling and tutoring services

Choices provides **extra assistance** to students in many ways. Struggling students are primarily supported through tutoring services, counseling services, and technology resources.

- On-campus tutoring is available each day of the school week, free of charge, and teachers are available each week for discussion with students, during their regularly scheduled office hours. Two Resource Specialists / Teachers serve Students with Disabilities with hands-on tutoring and IEP oversight.
- A full-time Counselor provides students with mental health and post-secondary planning support by appointment or on a walk-in basis.
- Students may utilize computers on campus, in the Computer Lab, or in classrooms, to complete online assignments and internet research. Loaner laptops are available for students who do not have access to computers at home. The library of school laptops is expanded each year to meet the needs of a greater percentage of the student population.

Teachers and staff support students and enjoy interacting with them frequently. Teachers collaborate with regard to how students are doing and what to do to help them succeed. Advisory teachers monitor student progress and are the link between school and home. Parents are encouraged from the time of enrollment to support their student's education and take the measures necessary to ensure their student's success. At Choices, teachers consistently work in tandem with parents to encourage and support students in situations and activities that will meet students where they are and challenge them to grow. Students are supported in their coursework, and when deemed appropriate, are encouraged to take part in extracurricular activities, such as intramurals, school clubs, field trips, and interactive classroom environments. Teachers and students, alike, feel valued in CCS's small learning environment that is highly effective at applying a personalized approach to meeting student needs.

Choices Charter School seeks to conduct **outreach that will attract students who will benefit most and thrive** in its personalized learning program. CCS communicates with feeder schools primarily through professional relationships with their school counselors that sometimes span several years. In Fall 2022 and 2023, CCS hosted SJUSD Counselor Meetings on campus. The CCS Director and Counselor were able to welcome colleagues warmly with an informational lunch and tour of the campus, effectively communicating the benefits of the program that may meet the needs of some of the struggling or disenchanted students in the district's traditional middle and high schools.

Choices Charter School hopes that students' needs will be met at Choices and that they will wish to stay until they graduate. Choices staff members also seek to **support a smooth transition to students' next steps in life**, once they are ready to disenroll or graduate. Students with Disabilities often benefit from individualized assistance as they transition from Choices to post-secondary pursuits. The Special Education Department has ongoing conversations with representatives at local community colleges who receive CCS students with IEPs and provide priority services to them. They also have a consistent relationship with Laurel Ruff Transition School, an SJUSD program that assists Students with Disabilities as they transition into adulthood.

Each year, as students graduate, they complete a Senior Exit Survey that provides the school with important feedback about the program. The survey also asks about students' plans for the future, which provides data about the percentage of graduates who plan to continue to

college or trade schools. *In 2023, 52% of graduates indicated that they would not have graduated from high school had they not enrolled at Choices. All graduates (100%) stated that they would recommend the program to other students. In 2023, 69% of graduates planned to immediately enroll in college or a trade school, and 91% of graduates felt prepared for college and a career.* (CCS Senior Exit Survey Data)



Fall 2023 Honor Roll Celebration.

## ACS WASC Category B. Curriculum Summary

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### Areas of Strength

1. Attentive Community Outreach Specialists and Counselor understand student needs and goals and enroll students in course loads that are appropriate and challenging.
2. Students may customize their high school experience through a breadth of course choices available to them: A-G, Honors and AP, remedial and advanced course options, CTE Pathway, dual enrollment in community college, some courses at their home schools, and a variety of electives.
3. Standards-based, rigorous, and engaging online curriculum is continuously evolving and supplemented as deemed necessary to support student needs.
4. Curriculum is designed to build skills that students will need as they progress through the grades and to reinforce concepts learned across multiple subject areas within grades.
5. Curriculum is supported by high-quality instruction; guidance and support from teachers, parents, tutors, school Counselor, and other staff; and availability of technology resources.
6. Students experience real-world applications of the content that they are learning in their courses through course projects/discussion, guest speakers, and school field trips.
7. Graduation Outcomes based on setting and achieving goals support the process of thoughtful course selection and successful completion of classes that are integral to the accomplishment of student objectives.

### Areas of Growth

1. Develop a second CTE Pathway.
2. Improve student awareness of the Graduation Outcomes.
3. Create a plan to build Integrated ELD strategies that could be used throughout the school and would support growth in language skills for all students.
4. Provide professional development opportunities to faculty on implementing ELD teaching strategies.
5. Add more electives: music, drama/theater, digital art.

## Category C:  Learning and Teaching

### Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

**Directions**

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (***1–3 pages maximum***)**

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

**C1.1 Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work in an equity-centered learning environment.

**C1.2 Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

*The Choices Charter School (CCS or Choices) 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. At Choices, all students have equitable access to challenging and relevant learning opportunities that support the achievement of the California academic standards and the CCS Graduation Outcomes (GOs).* (CCS Vision, Mission, Graduation Outcomes)  *CCS's GOs are centered on establishing and pursuing college and career goals.*

*At Choices, students customize the way in which they access their education.  All Choices students use online curriculum for their classes but can choose between instructional options. Some students may choose to follow a "pure" independent study format that involves no regular attendance in in-person instructional settings.  Others may choose to follow a hybrid learning option that involves one-to-two hours of in-person, on-campus instruction per course, per week.  Still others who are especially credit deficient or who need individualized instruction each week may be assigned to a one-on-one appointment with a credentialed teacher for some or all classes.  And finally, many students choose to define their own plan that blends models, perhaps, for example, attending class for a few courses and learning online-only for others.  The online curriculum itself provides students with everything that they need to learn academic content standards and succeed in their classes.  Those who do attend in-person support classes and meetings experience individualized support, meaningful relationships with faculty, social interaction with peers, and collaborative learning that enhances the curriculum available to them online.  These learning models are supported and enhanced by free and optional full-time tutoring and counseling services, technology resources, and extracurricular activities.  This system allows all students to customize their school experience to fit their needs and preferences and to capitalize on their areas of strength.  Customization provides equitable access to education for all students.*

Classroom instruction is centered on supporting understanding of the online curriculum and, often, building on it in a way that more thoroughly covers particularly challenging content. Teachers sometimes enhance SchoolsPLP (PLP), MathXL for School (MathXL), and Mathspace curriculum during class by including videos, relevant articles, games, writing assignments, virtual labs, and hands-on projects. (SchoolsPLP) (MathXL for School) (Mathspace)  They utilize instructional methods learned through recent professional development experiences and shared in-house best practices and draw supplemental support materials from industry-tested resources. Students are encouraged to ask questions in class and to collaborate with one another.   Classroom time is also an opportunity for teachers to train students to navigate the online learning platform and maximize its available resources (translating, highlighting, text reader, etc.), as well as to demonstrate successful independent study strategies.

*Choices seeks to ensure that the education provided to students is personalized, standards-based, and appropriately challenging.*   Both of the principal online curriculum programs that are used, as well as the instructional strategies used when students are on campus, are diverse and rigorous, seeking to engage and challenge students. When students are on campus, they are met by highly-qualified faculty members who are committed to maintaining a safe school environment that encourages in-class questions, discussion, and debate.

Choices uses carefully evaluated online curriculum systems that are standards-based; teachers supplement curriculum to more effectively engage students and to focus on areas of particular need.   PLP curriculum, which is aligned with California Content Standards and Common Core Standards, was piloted at CCS in 2019-20 and implemented school-wide in 2020-21.   The CCS faculty have been assessing how to best use this system, experimenting with pacing strategies and supplements, where deemed necessary.   MathXL has been used at Choices for many years.   Both programs provide students with immediate feedback on multiple choice questions and timely written feedback from faculty on prompts that require written responses. Houghton Mifflin's California Collections curriculum is used to supplement ELA course content in order to increase rigor in reading and writing. (California Collections) Mathspace was piloted at Choices in the fall of 2021.   Mathspace's curriculum and assessment tools have been used since then to supplement MathXL and in some cases, to replace it.   In all Math classes, MathXL and Mathspace curriculum is supplemented by other resources and teacher-created lessons and activities.   Teachers are working to more effectively engage online-only students in interactive activities online.   In 2023-24, the faculty is engaged in professional development and curriculum enhancement in this area each month.

The CCS Staff promotes connections between curriculum and real-world applications of knowledge and skills on a regular basis, through classroom discussion and connections to current events. Field trips broaden horizons for students and correspond to California academic standards. Guest speakers connect classroom learning to the world beyond campus. Six times a year, CCS faculty members chaperone high school students as they attend the Sacramento Speakers Series, where students are given the opportunity to meet, pose questions to, and listen to presentations given by inspirational world-renowned professionals. (Sacramento Speakers Series)  At the SJUSD College Night; the Historically Black Colleges & Universities (HBCU) Recruitment Fair; and California State University, Sacramento College Fair; high school students meet representatives from colleges, trade schools, and US Armed Forces recruitment offices. (SJUSD College Night) (HBCU Recruitment Fair) (CSUS College Fair)   Students are encouraged to attend the events and to ask questions and/or make connections about the relevance of their current coursework in the pursuit of post-secondary education or career opportunities.

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 to reach their goals, make adjustments along the way, and persevere until they have succeeded. A focus on these GOs promotes college and career readiness. This process is encouraged and facilitated by:

● engaging elective coursework that allows students to explore interests
● a CTE Pathway in Business & Finance
● A-G courses, including two World Languages
● Advanced Placement and Honors courses for exceptional students
● advanced courses beyond A-G, such as Pre-Calculus and Physics
● opportunity for dual enrollment in local community colleges
● extracurricular activities and classroom collaboration that build social skills
● college & career assignments across all curriculum
● an annual College & Career Week
● field trips to fairs and colleges
● an annual registration survey that asks students to select a college/career pathway and allows them to make adjustments to their plan each year
● Counselor presentations to students in classrooms and to families in the evenings
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● Choices Chatter podcast episodes that address college applications and job interviews
● intervention support that includes free on-site counseling and tutoring services

Choices provides extra assistance to students in many ways. Struggling students are primarily supported through tutoring services, counseling services, and technology resources.

● On-campus tutoring is available each day of the school week, free of charge, in our computer lab, and teachers are available each week for discussion with students, during their regularly scheduled office hours or by appointment in-person or virtually. All students also have access to their teachers through PLP's messaging feature and can receive timely responses with help, suggestions, and feedback. Two Resource Specialists / Teachers serve Students with Disabilities with hands-on tutoring and IEP oversight.
● A full-time Counselor provides students with mental health and post-secondary planning support by appointment or on a walk-in basis.
● Students may utilize computers on campus, in the Computer Lab, or in classrooms, to complete online assignments and internet research. Loaner laptops are available for students who do not have access to computers at home. The library of school laptops is expanded each year to meet the needs of a greater percentage of the student population.

Teachers and staff support students and enjoy interacting with them. Teachers collaborate with regard to how students are doing and what to do to help them succeed.

Advisory teachers monitor student progress and are the link between school and home.  Parents are encouraged from the time of enrollment to support their student's education and take the measures necessary to ensure their student's success.  At Choices, teachers consistently work in tandem with parents to encourage and support students in situations and activities that will meet students where they are and challenge them to grow.  Students are supported in their coursework, and when deemed appropriate, are encouraged to take part in extracurricular activities, such as intramurals, school clubs, field trips, and interactive classroom environments. Teachers and students come to know one another well, and teachers nominate students to receive exemplary character awards based on their experiences with them.  The character awards are typically unexpected, uplifting, and encouraging.  Teachers and students, alike, feel valued in CCS's small learning environment that is highly effective at applying a personalized approach to meeting student needs.

Socioeconomically Disadvantaged Students make up 54% of the school population and are supported in many ways. ([CCS Enrollment by Subgroup](#))  Students are provided with laptops on loan, wi-fi hotspots, access to reduced-cost internet service, free bus passes, free breakfast and lunch on campus, and a clothing/toiletries supply closet.  Oftentimes, Socioeconomically Disadvantaged Students are directly invited and encouraged to attend field trips to the Sacramento Speaker Series and to local colleges and college fairs.  A Family Focus Group is assembled in preparation for the drafting of the annual Local Control Accountability Plan (LCAP) report; staff members nominate families to participate who are very familiar with the program and who will likely have valuable feedback about helpful services to provide to families who struggle financially. ([CCS Local Control Accountability Plan](#))  Feedback from this group significantly impacts decisions about the services to provide in the coming year to support this significant student subgroup.

Students with Disabilities make up 18% of the school population.  All students with IEPs are overseen by Resource Specialists who check in with students, communicate with families, and collaborate with general education teachers to ensure that students' needs are addressed. Resource Specialists also provide students with one-on-one teaching and additional tutoring, as needed.  Resource Specialists work with students to address their IEP goals together; IEP progress update meetings are held annually and triennial re-evaluation assessments are administered every three years.  The Special Education Department works closely with the district to coordinate supplemental services such as educationally-related mental health services and a program specialist.  These services are provided by independent contractors.  While all CCS, students have access to college- and career-related presentations, meetings, events, and materials that are provided by the school, the school Counselor provides a customized college and career readiness presentation to Students with Disabilities and their families, highlighting services that may be helpful in post-secondary transitions.

At Choices, English Learners (6% of the school population) are supported by an ELD course as well as by instructional accommodations employed by all classroom-based teachers. PLP and MathXL curriculum programs also provide learning options that support students who are acquiring the language.  For example, students may listen to audio versions of text while they read along and may create written responses with the assistance of speech-to-text writing. English Learners are also encouraged to enroll in elective courses that require in-class attendance and to attend school-related activities so that they may build on their interests and practice speaking English with their peers.

There are typically very few Foster Youth students at Choices (2%), but when they do enroll, they are supported by the district's Foster Youth office, which also resides at the Choices campus.  This location benefits students in that they can usually have immediate, personal

access to information or support when they are at school.

Approximately 20% of the student population at CCS works with a one-on-one teacher for instruction in core subjects. This type of instruction differs from what is found in the classroom environment in that it typically focuses specifically on providing assistance where individual students are struggling. Oftentimes, one-on-one instruction is supported by individualized tutoring on campus; one-on-one teachers direct tutors to assist students in specific areas of need. In many cases, students who work with one-on-one teachers have IEPs or 504 Plans; in these situations, one-on-one teachers typically employ accommodations to most effectively meet students where they are and build skills and knowledge. Students who work with one-on-one teachers typically benefit from informal counseling about next steps from teachers who understand well their strengths and interests.

Course expectations are communicated to students through syllabi, assignment instructions, and the use of rubrics. (CCS Sample Rubrics) Class syllabi include information about learning objectives, grading scales, weighting, and the benefits of class attendance. Students are often guided to success by following examples of high-quality student work that are provided by teachers.

All Choices students benefit from teachers' accommodations, which vary and are applied at teachers' discretion. These accommodations include extra time to complete assignments, ability to redo assignments or retest, dropping a lowest score, extra credit opportunities, preferential seating in class, quiet spaces for students to complete work, one-on-one tutoring sessions, and replacing zeros with a placeholder grade (such as 50%).

In 2021-22, the Leadership Team began to explore ways to encourage greater equity in educational practices by reading *Grading for Equity*, by Joe Feldman. (Grading for Equity) The CCS Staff will continue to consider how to promote consistent and equitable grading practices while protecting a sense of teacher autonomy required to address needs of students in specific grade levels and courses.

## Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources  Start here with changes when the group has completed their notes.

**Directions**

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers' use of a variety of strategies and resources impact student learning and well-being*.

**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (*2–3 pages maximum*)**

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

**C2.1 Teachers Facilitate Learning:** Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

**C2.2 Student Voice and Agency:** Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

**C2.3 Digital Learning and Problem Solving:** Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

**C2.4 Career Preparedness and Applied Learning:** Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Students access most of their education independently in the independent study model, and faculty members are challenged to inspire students primarily through interesting and relevant online curriculum. However, teachers also seek to reach all students through differentiation of in-person instruction and activities. Schoolwide extracurricular activities engage students further by creating connections between students and adults in the school surrounding points of interest. Student engagement supports achievement in all subjects and encourages all students to stay in school and graduate in a timely manner. The following are some examples of strategies that are used at CCS to capture and retain students' interest and to build student voice and agency. Once students are engaged, they build creative and critical thinking skills, problem solving skills, and the ability to apply what they have learned in real-world situations.

- Online Curriculum:
  - integrated videos
  - customized audio and video messages from instructors
  - diverse online curriculum that provides a variety of content delivery methods
  - embedded audio support (students may listen to written content, headphones provided in on-campus computer lab)
  - discussion groups within the online curriculum where students contribute and interact with one another and their teacher regarding the course content
  - requirement that students complete projects in Google Slides or via video
  - art projects
  - group projects that are facilitated by Google Docs
  - project-based learning
  - writing assignments on topics of student interest
  - "Get to Know Me" assignments
  - assignments that require parent participation
  - supplemental teacher-created lessons and assessments through H5P, Kahoot, Quizlet, Jeopardy lab, Kami, Flip Grid, Pear Deck (built within the Buzz platform)
  - interactive dialogue with teacher through SchoolsPLP Messaging
  - customized assignments that meet students' specific needs as revealed by the use of iReady and Mathspace diagnostic assessment tools
  - class reviews at the close of semesters, which allow students to contribute to the improvement of classes for future students

- In-Person Instruction:
  - guest speakers (aligned with specific course content)
  - field trips (aligned with specific course content)
  - interactive classroom games
  - modeling manipulatives and virtual reality labs
  - in-class demonstrations
  - skits
  - use of music to enhance in-class learning
  - trauma-informed teaching practices

- ○ breathing techniques
- ○ movement
- ○ inquiry-based learning
- ○ Big Idea learning
- ○ peer editing
- ○ communication with teacher during class or by appointment outside of class
- ○ Zoom meetings with teacher

- ● School-Wide Activities:
  - ○ guest speakers (College & Career Week)
  - ○ field trips (college fairs, college campuses, Sacramento Speakers Series)
  - ○ Intramurals
  - ○ College and Career Week
  - ○ Movie Night
  - ○ Podcast Club
  - ○ Yearbook Club
  - ○ communication with school administration through participation in the Advisory Council, Family Focus Group, and Student Leadership and via surveys
  - ○ shared lunch period - brings students together for social time

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

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

Students use technology to support their learning, primarily through the completion of online PLP, MathXL, and Mathspace assignments and internet research. On-campus computers and loaner laptops support students as they complete their work. Many projects require students to research information using credible website resources and to present their findings using tools such as Google Slides, Google Docs, video files, JPEGs, PDFs, or other technology. Other assignments ask students to access virtual online tours of museums or cities to offer "real world" experiences that reinforce what they are learning in class. Online curriculum delivery facilitates

the process of providing timely feedback to students and allowing students to retry assignments to master a certain skill or knowledge base.

All classes provide at least one college and career-related assignment per year that asks students to explore their long-term objectives within the context of the subject matter at hand. (CCS Schoolwide College/Career Assignments) Outside of the classroom, all students have access to a number of resources that will guide them as they approach post-secondary college and career opportunities.

Students may also wish to enroll in elective courses that help them to prepare for the future. Since 2018, Choices has significantly expanded its elective offerings, adding, of note, a new CTE Pathway in Business & Finance. (CCS Course Catalog)

- CTE Pathway Courses in Business and Finance: Introduction to Business and Entrepreneurship; Marketing and Advertising; Manufacturing: Product Design and Innovation; International Business: Global Commerce in the 21st Century
- Other Notable Recent Additions: Introduction to Culinary Arts; Culinary Arts: The Business of Food; Cooking Skills; Pre-IM1; IM1A; IM1B; Math Modeling (Transition from IM1 to IM2); Gothic Literature; Mythology & Folklore; Honors English 1; Honors English 2; Spanish 4; Physics; Careers in Criminal Justice;  Forensics: The Science of Crime; English Language Development (ELD); Coding/Technology; Theater (middle school); Beginning Art (online only); Creative Writing
- Currently researching the possibility of a second CTE Pathway in Public Services / Public Safety or Arts, Media, & Entertainment.

The CCS Staff is deeply committed to continuous improvement. Each year, the Director chooses two topics of professional development that the entire staff will pursue. These topics are based on all diagnostic, formative, and summative assessment data and school survey data. While the entire staff focuses on two primary areas of professional development, many faculty members also pursue professional development related to their areas of specialization. In recent years, schoolwide professional development has centered on:

- 2021-22:
  - Grading Equity within Subject Areas
  - Addressing pandemic-related learning loss and development and use of modified coursework to support Students with Disabilities
- 2022-23:
  - i-Ready: Administration and Effective Use of Data;
  - Independent Study Best Practices
- 2023-24:
  - Engaging Online Curriculum
  - Curriculum Supplementation and Scaffolding

*The Choices program excels at meeting the needs of a diverse school population. Students believe that their learning environment is safe (98%) and that the adults on campus care about them and respond to their needs (97%).  Most students state that their anxiety levels have dropped since enrolling at Choices (57%).  Parents believe that the school is adequately staffed to meet student needs (99%) and that their students make satisfactory progress at Choices (96%).   Parents also believe that Choices teachers modify the teaching/learning process based upon the results of the assessments they give to students (100%) and that their*

*students have the opportunity to demonstrate their knowledge in a variety of ways (100%). Students report that CCS's curriculum and instruction prepare them for standardized assessments (83%) and that they are able to engage in interesting activities while at school (91%). Students report that Choices serves all students in an equitable fashion (95%) and that the culture is accepting and inclusive (94%). CCS graduates feel prepared for college and career (91%). All graduates (100%) would recommend the CCS program to other students, and most state that they would not have graduated without enrolling at Choices (52%).* (CCS School Satisfaction Survey Data)  (CCS CAASPP Student Survey Data)  (CCS Senior Exit Survey Data)



Students and teachers gather to take a closer look at artwork on display following a guest speaker (Illustrator) event during College & Career Week.

## ACS WASC Category C. Learning and Teaching Summary

***Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.***

### Areas of Strength

1. CCS's highly customizable learning program provides equitable access to education for a wide variety of students.
2. Choices uses carefully-selected, industry-tested, standards-based curriculum programs that were piloted before implementation.
3. CCS students are guided by a set of Graduation Outcomes that encourage students to consider and pursue long-term goals.
4. CCS teachers employ standardized learning tools and technologies, as well as techniques from professional development experiences, to provide engaging instruction that supports the curriculum.
5. Choices teachers are creative, collaborative, technologically sophisticated, and determined to continue to revise and add to their curricula in a way that empowers students to learn and be successful in independent study.
6. Students are provided a variety of avenues to use in expressing their wishes, opinions, and needs to teachers and school administration.
7. Students explore college and career interests, as well as real-world applications of their knowledge, through class and schoolwide field trips, guest speakers, and other school activities.

### Areas of Growth

1. Continue to build a breadth of engaging online activities to embed in the existing curriculum.
2. Build student awareness of content standards and learning objectives.
3. Anticipate and build pathways to success for different student subgroups who experience predictable obstacles and challenges based on their specific situations (i.e. English Learners, late enrollees, students with previous chronic absenteeism, students who are credit deficient, students who have split custody arrangements, etc.)

## Category D: Assessment and Accountability

### Criterion D1: Reporting and Accountability Process

**Directions**

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the ***schoolwide reporting and accountability practices impact student learning and well-being***.

### Criterion D1: Reporting and Accountability Process (*1–3 pages maximum*)

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

**D1.1 Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

**D1.2 Basis for Determination of Performance Level:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3 Assessment of Program Areas:** School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

**D1.4 Schoolwide Modifications Based on Assessment Results:** School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.


**AND**


### Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

**Directions**

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers' use of assessment strategies to monitor and modify instruction impact student learning and well-being.

### Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (*1–3 pages maximum*)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

**D2.1 Monitoring Student Growth:** Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

**D2.2 Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor

progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

**D2.3 Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

*The Choices Charter School (CCS or Choices) Staff is highly committed to continuous program improvements that are based on school data. Several sources of data are collected and analyzed by educational partners each year to determine areas of strength and greatest need for individual students and the school at large. Where need exists, additional supports are implemented and/or program changes are made. Analysis of data leads to decisions that determine the tasks and actions that will be incorporated in the annual WASC School Wide Action Plan (SWAP) and Local Control Accountability Plan (LCAP).* (CCS School Wide Action Plan) (CCS Local Control Accountability Plan) *The efficacy of curriculum, instruction, and program changes is evaluated by comparing data across school years. Student and school data and plans are shared with educational partners regularly.*

At the beginning of each learning period, many CCS teachers administer **diagnostic assessments** to identify student learning needs in the context of their subject areas. In ELA and Math classes, students take the standardized i-Ready diagnostic exam. (i-Ready) Based on data from these assessments, faculty members are able to adjust curriculum and instruction immediately to meet needs of specific students or student groups. In some cases, diagnostic assessment data may lead to course changes for individual students to ensure that content and instruction will meet students where they are and allow them to grow.

**Formative assessments** are used by all faculty members throughout each semester and include homework assignments, classroom observation and inquiry/games, quizzes, tests, and midterms. In ELA and Math, i-Ready formative assessments are given at the beginning of the Spring semester. Formative assessments allow teachers to adjust curriculum or instruction in real time and to respond to students' needs immediately. Individual students' formative assessment scores also help teachers to identify students who are struggling more than others. Tutoring services are immediately encouraged in order to prevent struggling students from falling far behind. Teachers provide students with timely, descriptive feedback on their work; in SchoolsPLP (PLP), comments are entered into a messaging system where students reply to feedback and often redo work that needs an additional try. (SchoolsPLP) This dialogue is saved in PLP where all teachers can review the conversations and noted progress that has occurred. When students are not submitting work, teachers can view a student's grades in all classes to understand if the student is struggling with just one or many courses. Teachers communicate with one another via email, phone, or at Staff Meetings to better understand how to effectively reach and support them. Notes are recorded in School Pathways' (Pathways) Contact Manager to document problems and communications with students and their families. (School Pathways) When needed, an Interventionist further investigates and seeks solutions that may eliminate obstacles that are preventing a student from succeeding in the program. On some occasions, teachers discover imperfections or inefficiencies in the PLP curriculum; the CCS administration maintains an ongoing conversation with PLP and sometimes arranges for changes to be made to the system so that it will better serve Choices students. This system of appropriate class placement, supported by ongoing modifications that meet student needs and swift intervention when students struggle, supports academic achievement and timely graduation, which keep students on track in the pursuit of their post-secondary college and

career goals.  In 2023, 95% of surveyed parents stated that they believe that teachers at Choices modify the teaching/learning process based upon the results of the assessments they give students. (CCS School Satisfaction Survey Data)

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

All students are invited to campus for CAASPP (Smarter Balanced Assessment & CAST) testing, which involves make-up testing options and accommodations for students with IEPs or 504 plans. Transportation is provided when students are not able to travel to campus. Breakfast and lunch are served on campus each day, and snacks are provided during testing sessions to support students who have not eaten a healthy meal before testing. Students are encouraged to give their best effort on the CAASPP exams. Proctors are officially trained each year and sign an affidavit to legally administer standardized exams. Tests are provided via online sources and protected by codes. All login information and scratch papers are kept in a locked drawer, and at the end of testing, the documents are destroyed. Students typically take their standardized exams in a classroom with a teacher who can confirm their identity. In a classroom testing session, all students place cell phones in backpacks; all backpacks are placed at a distance from the students. Security is built into the testing window. Once logged into the testing, students cannot navigate away from the test itself. Proctors circulate in the room to ensure that students are staying on task, and a quiet testing environment is enforced.  ELPAC and Advanced Placement testing is conducted with the same high levels of integrity, though far fewer students are tested, and students are often alone or in small groups when they test.

*According to a 2023 CAASPP Student Survey, 95% of students surveyed took the CAASPP tests seriously and gave their best effort; 98% found the testing environment to be calm and quiet. However, 70% of the surveyed students reported that they had been enrolled at Choices for just one or two semesters at the time of CAASPP testing, highlighting the unfortunate reality that CAASPP scores are often an only partially accurate reflection of the effectiveness of the education provided at Choices.* (CCS CAASPP Student Survey Data) CAASPP data is nonetheless analyzed carefully by the staff at the close of the school year when data is available, so that necessary changes to curriculum or lesson plans, as indicated by the CAASPP data, can take place during the summer months. Though they do not comprise a significant percentage of the CCS student population, English Learners are always considered when changes are made to curriculum or instructional methodologies.

Faculty members often analyze their own diagnostic, formative, and summative assessment data individually but also meet at the close of the school year in WASC Home Groups to study data that pertains to departments.  Faculty members also consider students' attendance, quality of work, classroom behaviors, and time on task to more precisely understand the elements of academic success in their courses.  Based on their data, each WASC Home Group decides upon changes for the following year and recommends professional development, requests additional resources, and suggests program changes that will support learning in the context of their departments.  During these meetings, teachers often seek to establish (or reestablish) consistent policy norms within departments, while protecting teacher autonomy to function according to their own styles and to address matters differently when deemed appropriate due to factors such as grade level and specific curriculum content.   Teachers confirm that students are being exposed to concepts in each grade or course level that will equip them to succeed with incrementally more sophisticated content and applications in subsequent terms.

At Choices, the entire staff participates in regular analysis of **schoolwide student data** to determine student needs, to decide upon necessary changes, and to evaluate the effectiveness of implemented actions. The most significant student data review takes place at the close of the school year. The CCS Staff reviews CAASPP data (when available) and survey data. [CCS CAASPP Data (Compiled)] Survey data is from the CAASPP Student Survey, the Students with Disabilities Attitude Survey, and the Senior Exit Survey. (CCS Students with Disabilities Attitude Survey Data) (CCS Senior Exit Survey Data) The Staff is asked to determine what program strengths and areas of need are revealed by the data and to recommend changes based on the data. Great care is taken to ensure that the voices of all individuals are heard in decision making processes. To encourage individual staff members' participation in data analysis, the CCS Staff is often divided into WASC Focus Groups for discussion. In smaller groups, individuals tend to feel more comfortable expressing opinions or concerns and asking questions. Small groups synthesize their groups' conclusions and "report out" through online surveys and sometimes in whole group meetings. In either venue, group leaders feel empowered to communicate thoughts that represent a consensus of voices. WASC Focus Group feedback is reviewed after meetings by the Self-Study Coordinator to ensure that all ideas have been captured.

Feedback from both WASC Home Groups and WASC Focus Groups is synthesized and brought to the school Leadership Team for decisions and action. Once decisions are made, they are shared with the staff and documented in the WASC SWAP and/or the LCAP. The content from both documents is synthesized into a spreadsheet that is organized by time frame and serves as a to-do list. (2023-24 SWAP, LCAP, Events Action Items Spreadsheet) It is also combined into a set of Identified Challenges in the Choices Charter School Annual Report to SJUSD. (CCS Annual Report to SJUSD) The WASC SWAP is uploaded to the WASC website and to the CCS website each summer. This is a process that repeats itself each year. Every three years, Choices shares data, describes actions that have been implemented to address student needs, and reports out about student progress in WASC Self-Study and Progress Reports.

A Student School Satisfaction Survey and a Parent School Satisfaction Survey are given to all returning families during the fall semester orientation process. These surveys provide the school with information about CCS families' satisfaction with various aspects of the school program. The CCS Staff reviews data from these surveys, as well as CAASPP data if it was not previously available, in the fall, to determine if any mid-year changes should be made to the WASC SWAP, based on the data. The California Healthy Kids Survey (CHKS), a biennial survey, is a standardized method of collecting information about the wellbeing and perspectives of CCS Students and how they compare to other students around the state. The New Student Survey collects marketing data and reasons for enrollment. CHKS and New Student Survey data is typically reviewed only by the Leadership Team. (CCS New Student Survey Data)

Student data is frequently shared with parents and with the community, and feedback and support is encouraged. Student grades on homework assignments and quizzes/tests are updated weekly in PLP, where they are immediately visible to students and parents/guardians. In 2023, 90% of parents reported that they checked their students' progress on PLP at least once a week. 100% of parents reported that they are satisfied with their ability to access their students' information and to communicate with teachers through the online gradebook system, Pathways. Final semester grades are calculated as a percentage of points earned out of a total number of points possible for the entire semester of assessments; when weighting of assignments varies, students are notified in advance on course syllabi. When students are struggling, parents and staff members collaborate about how to most effectively support them. Because courses at

CCS are aligned with the California academic standards, grades in classes are a direct reflection of students' achievement of these standards. Student data is also shared with parents, potential families, and the community at large through the California School Dashboard (Dashboard), as well as via reports posted on the school website. (California School Dashboard) The public may also view Choices reviews on independent websites, such as Niche (Niche.com), GreatSchools (GreatSchools.org), and Yelp (Yelp.com). In 2023, 95% of surveyed parents reported that they have had opportunities to provide their input about the school program.

Oftentimes, supporting data and rough draft versions of documents are shared with the Advisory Council, and feedback is solicited before they are submitted. The District Liaison is a member of the Advisory Council and is informed of the most important school news at meetings three times a year. The Liaison is in frequent communication with the school Director throughout each school year about budgetary matters and various requirements. Each year, Choices submits an Annual Report to the school district, detailing school status and progress. Choices also submits its LCAP to the district for approval each year. Once the LCAP passes through initial approval by the District Liaison, it is presented to the district Board of Directors at the close of each school year. Each year, the Board of Directors has approved the LCAP and typically compliments the school's plan, family satisfaction rates, and/or ability to meet the needs of all students effectively. Every five years, CCS submits a Charter Renewal document to the chartering school district for approval and renewal. This document is more comprehensive than the Annual Report and revisits and redefines the details of the relationship between Choices and SJUSD. Each of these documents opens a dialogue with the district; if there are concerns, the district voices them at the time of document review, and changes are made to the documents to more directly address areas in question. Since its founding in 1999, Choices has been continuously accredited by WASC and chartered by SJUSD. All Annual Reports and LCAP documents have been approved by the school district.

Data-based feedback from all educational partners drives decisions about program changes, curriculum modifications, professional development, and marketing efforts. When goals are not met, additional measures are put into place to further support growth in specific areas of need. Choices takes great pride in the involvement of all educational partners in an ongoing process of student data analysis that leads to continuous program improvement.

College and Career Readiness is supported at Choices through:

- engaging elective coursework that allows students to explore interests
- a CTE Pathway in Business & Finance
- A-G courses, including two World Languages
- Advanced Placement and Honors courses for exceptional students
- advanced courses beyond A-G, such as Pre-Calculus and Physics
- opportunity for dual enrollment in local community colleges
- extracurricular activities and classroom collaboration that build social skills
- college & career assignments across all curriculum
- an annual College & Career Week
- field trips to fairs and colleges
- an annual registration survey that asks students to select a college/career pathway and allows them to make adjustments to their plan each year
- Counselor presentations to students in classrooms and to families in the evenings
- Counselor one-on-one assistance to students with college applications
- work permits
- college resources on the school website

- guest speakers
- staff-funded scholarships
- community internships, grants, and scholarships
- technology resources
- frequent discussion with faculty in a personalized learning environment
- Choices Chatter podcast episodes that address college applications and job interviews
- intervention support that includes free on-site counseling and tutoring services

College and Career Readiness is tracked through analysis of transcripts, an annual class registration survey, the Graduation Rate, and the Dashboard's College Career Indicator (CCI). ([CCS Graduation Outcomes Related Data](#))

*In 2023, 100% of surveyed CCS graduates indicated that they would recommend the CCS program to other students; 52% stated that they would not have graduated from high school, had they not enrolled at Choices. In 2023, 69% of graduates had a four-to-five year goal to complete or to continue in a community college, university, or trade school.*

# ACS WASC Category D. Assessment and Accountability Summary

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

## Areas of Strength

1. At Choices, assessments and surveys are administered in an effective and equitable manner.
2. CCS teachers regularly utilize diagnostic, formative, and summative assessment data to meet students where they are, build skills and sets of knowledge, reflect upon their curriculum and instructional methods, align with other teachers in their subject-area departments, request professional development and resources, and improve their practices from one term to the next.
3. The CCS Staff regularly reflects upon schoolwide data from standardized assessments and surveys and recommends program changes that will allow the school to more effectively educate its students.
4. Parents/guardians regularly review school data, provide feedback, and support student success.
5. Communicative and responsive relationships with curriculum providers and the chartering school district support the school in its effective application of standardized materials and guidelines.
6. All educational partners are dedicated to continuous improvement.

## Areas of Growth

1. Continue to explore how to most effectively utilize i-Ready data to maximize student growth.
2. Continue to explore methods to maximize equity in grading, course policies, and homework time requirements for classes, school wide.

# Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

## Criterion E1: Family and Community Involvement

### Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the family and community involvement impacts student learning and well-being.

### Criterion E1: Family and Community Involvement (*1–2 pages maximum*)

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

**E1.1 Strategies and Processes:** School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

**E1.2 Inclusive Cultural Understanding:** School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

**E1.3 Rapport and Trust:** School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

*Choices Charter School (CCS or Choices) communicates with all educational partners through a variety of means, encouraging involvement in the student learning process. Choices values the diverse cultures represented by its students and families, and staff members conduct themselves with respect and sensitivity. The CCS Staff seeks to nurture strong rapport with students and families and to promote a school climate of equity and inclusivity.*

At CCS, all educational partners are invited to learn about program benefits, news, and activities through the school website, Facebook page, and Instagram page. (Choices Charter School) (CCS Facebook Page) (CCS Instagram Page)  The CCS website publishes important school information, such as program descriptions, a staff directory, a calendar of events, news & announcements, accountability plans and reports, the course catalog, graduation requirements, college & career information, and minutes from Advisory Council Meetings. Facebook and Instagram serve as vehicles to disseminate time sensitive announcements regarding topics such as registration and special events and to share ideas and information about local community activities. Finalsite is used to communicate with CCS Families and Staff about school events, course-specific announcements, and student-specific concerns. (Finalsite)

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

When necessary, school personnel who act as interventionists will contact students and families to assist in solving problems that may be getting in the way of student success. Family members are always welcome to contact the school staff with questions or concerns.

Families are also invited to visit school with their students for special events. On-campus events such as new student Information Sessions, Orientations, College Information Nights, Advisory Council Meetings, an annual Family Focus Group Meeting, Honor Roll Celebrations, Senior Breakfast, Middle School Promotion, and High School Graduation welcome all educational partners to participate and celebrate with students throughout the school year.

Families who do not speak English fluently are assisted when needed by staff members who are fluent in Spanish and French and by district-provided interpreters. English Learner students receive formal academic support. English Learners are enrolled in an English Language Development (ELD) class and are encouraged to participate in electives and extracurricular activities that will provide practice in speaking and listening to peers.

Business and community members often contribute to student learning at Choices through participation in on-campus classes and events, as well as off-site field trips, and through monetary donations. Guest speakers sometimes visit classes or speak at campus-wide events to make connections between curriculum and real-world applications. In recent years, Choices has welcomed a Holocaust survivor, parole agent, journalist, professor, and comic book artist to speak on campus. Students and faculty chaperones attend the Sacramento Speakers Series events in downtown Sacramento six times per year, where students participate in small-group discussions with accomplished professionals in a variety of fields. ([Sacramento Speakers Series](#)) Field trips help students to make connections between their learning experiences at school and the greater community. Students have recently visited, for example, the California State University, Sacramento (CSUS) Planetarium, the San Juan Unified School District (SJUSD) College Night, the Historically Black Colleges & Universities (HBCU) Recruitment Fair, the CSUS College Fair, the Bohart Museum of Entomology, and the Good Day Sacramento television show set. ([CSUS Planetarium](#)) ([SJUSD College Night](#)) ([HBCU Recruitment Fair](#)) ([CSUS College Fair](#)) ([Bohart Museum of Entomology](#)) ([Good Day Sacramento](#)) Through exposure to adults who are effective in their professions and through exposure to information about post-secondary education opportunities, students consider their own long-term goals. These activities support the development of the Graduation Outcomes skills: the ability to set goals, pursue goals, make adjustments as needed, and to persevere until the goals have been met. LCFF funds continue to support the expansion of field trips available to students. In the past, local businesses, such as Micron Technology, Whole Foods, and Sam's Club, have donated to support events and scholarships.

The CCS Staff is mindful about approachability and seeks to make each student feel respected and welcome. The staff is professional, friendly, and caring with students. Teachers are consistently communicative and respond to messages quickly. At enrollment, a Community Outreach Specialist inquires about students' backgrounds and any special challenges they face. Students are asked to declare their preferred pronouns and names at that time. Teachers have acclimated to using neutral pronouns or addressing students as they identify. Students are encouraged to interact with each of their teachers, but an Advisory Teacher is their main point of contact and oversees their overall progress and well-being. A Community Outreach Specialist works with students and parents of new families during their first few months of enrollment to facilitate a smooth transition to the independent study model. Families with Students with Disabilities are supported by Special Education Resource Specialists / Teachers. Staff members seek to establish strong relationships with all students through interaction online, in class, and at school activities and events.

The CCS Staff believes that celebrating student success engages students in learning. A Character Board in the school hallway highlights students that teachers have nominated for their strong character attributes. Honor Roll Celebrations, Middle School Promotion Awards, Senior Breakfast Awards, and Scholarships at Graduation bring attention to student achievement. An alumni board in the main entrance showcases former students' post-secondary successes, providing encouragement and inspiration to current students.

Many classes at Choices pay tribute to diverse cultures, promoting an appreciation for different ideas and ways of living through education. In Spanish class, students celebrate the Day of the Dead; in French class, students enjoy French cuisine; in Economics, students learn about the economies of other countries; in Art, students learn to appreciate artworks that reflect the history and cultures of other nations; in World History and World Geography, students learn about the lives of people around the globe throughout time; in Culinary Arts, students study global cuisines and culture; and in International Business, students study how business practices differ throughout the world. On-campus bulletin boards provide displays of these courses' content so that all students may be exposed to cultural information.

Students often pursue internships at the preschool that shares the Choices campus; this builds intergenerational and cross-cultural relationships. The preschool students sometimes march through the Choices' hallways to celebrate various traditional U.S. holidays.

*At each turn at Choices, students are involved with a diverse group of students, teachers, and curriculum. All students are respected and welcome at Choices. All efforts are made to accommodate students with specific needs.*

## Criterion E2: School Culture and Environment

**Directions**

1. Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being.

**Criterion E2: School Culture and Environment Criterion (*1–2 pages maximum*)**

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

**E2.1 Policies and Resources:** The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

**E2.2 Trust, Respect, and Equity:** The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

**E2.3 School Culture:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

*Choices Charter School prides itself on its clean, orderly, comfortable campus and respectful, safe, and academically-challenging learning environment. At Choices, special care is taken to ensure that students feel comfortable and safe on campus. A culture of mutual respect is the foundation on which the in-person learning experience is built at Choices. The learning environment is designed to be welcoming and non-stressful, while teachers remain professional*

*and maintain high expectations of students.*

Daily custodial services and periodic maintenance services support the care of the spacious and well-furnished school facility.  Classes are carefully scheduled to regulate the flow of students in a manner that can be easily managed by staff. Students are asked to be in classrooms or working in the computer lab except during the passing period that starts at five minutes before each class period begins and ends five minutes after each period begins. In-person classes never exceed more than 24 students. Many students meet with teachers in a one-on-one fashion.

School rules are clearly communicated in the Parent/Student Handbook. ([CCS Parent/Student Handbook](#))  Violations to school rules are handled on a case-by-case basis by faculty and administration, according to the behavior policies outlined in the handbook. Bullying, drugs, alcohol, derogatory language, and violence are never tolerated on campus. Each year, a Red Ribbon Week encourages students to remain or become drug-free. Behavior problems (and suspensions/expulsions) occur very infrequently at Choices.

A formal Safety Plan ensures a safe school environment at Choices. ([CCS Safety Plan](#)) CCS follows all SJUSD Safe Schools procedures and works with the Safe Schools Team, who provides ongoing training for Choices Staff. ([SJUSD Safety Resources](#))  CCS Staff members utilize the Catapult EMS app on their phones to communicate with administration during emergencies. ([Catapult EMS](#))  This technology is also used throughout the district.  The staff receives training on safety standards and procedures each year.  These trainings cover topics such as Child Abuse, Sexual Harassment, and both Evacuation and Shelter-in-Place Procedures.  Several drills each year prepare staff and students for emergency events.  Staff and campus visitors must always wear identification badges while on campus.  Campus cameras are monitored in real time from the front office.  CCS Staff collaborate quickly if there are any safety concerns on campus.

Students using on-campus computers are monitored by teachers and tutors at all times. School computers and networks may not be used for personal purposes. Internet safety and best practices are taught in the classroom.  A school bulletin board advises students on appropriate and safe use of social media.

At Choices, the mental health of students is supported by a school Counselor, referrals to community resources, and, in some cases, by course curriculum.  A full-time school Counselor is on campus and available to assist students with social emotional needs and urgent situations. Students may meet with the Counselor in the counseling office, where they are welcomed in a comfortable and confidential environment.  The Counselor is also able to refer students to community resources.  A monthly Counselor Newsletter provides students with supportive and positive reminders and mental health resource links.  Community resources are posted on a bulletin board in the school hallway, so that students can contact independent agencies for help, independently, if they wish.  Health and Physical Education courses encourage learning about and practice of healthy habits that promote physical and mental health.

In 2023-24, Choices is piloting a program to support social emotional learning (SEL) in the classroom through the development of tolerance, understanding, and emotional intelligence. Upon an invitation from classroom teachers, the Counselor creates lesson plans using the American School Counselor Association (ASCA) content standards and facilitates in-person, interactive lessons with teacher support. ([American School Counselor Association](#))  In Fall 2023, both students and teachers have expressed enthusiasm and appreciation for the SEL experiences.

Most CCS Staff members have worked at Choices for several years, where they enjoy an

atmosphere of professional and trusting collaboration. All CCS Staff members convene four times monthly for Staff Meetings and collaboration time; the Leadership Team and Administration Team meet twice monthly, as well. The Advisory Council - a group of school administrators, teachers, parents, students, and community members - meets three times a year. (CCS Advisory Council Information)  Administrators attend annual conferences provided by the California Consortium for Independent Study (CCIS) and The Association of Personalized Learning Schools & Services (APLUS+) where they collaborate with other industry professionals. (California Consortium for Independent Study) (The Association of Personalized Learning Schools & Services)

The CCS administration places great value on the advice, feedback, and recommendations provided by its educational partners.  Analysis of student data, in combination with current educational research, drives all decision making and is the foundation on which the WASC School Wide Action Plan (SWAP) and Local Control Accountability Plan (LCAP) are built. (CCS School Wide Action Plan) (CCS Local Control Accountability Plan)  The CCS Staff's decisions feed into the SWAP and LCAP; the staff reviews and tracks progress on the SWAP and LCAP each year.

The CCS Staff is remarkably committed to maximizing student success through the independent study model. The staff welcomes and appreciates students of all ethnicities, genders, orientations, and religions. The WASC Visiting Committees in both 2018 and 2021 praised the program on its culture in the following specific ways.

In 2018, a WASC Self-Study Committee commended the school on the following elements of its school culture: (2018 WASC Visiting Committee Report)

- Strong bonds between CCS staff, students, and families
- Dedication of CCS staff
- Safe, nurturing learning environment
- Flexibility of learning options
- Engaging electives, especially its Fine Arts program

In 2021, a WASC Mid-Cycle Visiting Committee praised CCS's school culture for its: (2021 WASC Visiting Committee Report)

- Close-knit and caring team of mostly veteran teachers
- Expertise in personalized learning and online curriculum delivery
- Students' confidence to make academic progress and overcome anxiety and stress
- Growing program of curriculum choices and activities in response to student needs
- Stability and support from the district for academics and mental health training
- Partnership with parents who are welcome to participate and have a voice

## Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

**Directions**
- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

**Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (*1–2 pages maximum*)**

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

**E3.1 Multi-tiered Support:** School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

**E3.2 Multi-tiered Support Effectiveness:** School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

**E3.3 Student Involvement:** The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

**E3.4 Student Self Advocacy:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

*At Choices, all students are supported through a flexible program that offers a variety of curricular and instructional options that address a diversity of learning strengths, needs, and preferences. All students have access to counseling, tutoring, and technology support, available both on-campus and virtually. Students may participate in extracurricular activities that engage them in their education. The Choices Charter School Graduation Outcomes (GOs) skills, centered on pursuing college and career goals, are developed through coursework that reaches all students, as well as through special events and field trips that any student may attend.*

Each semester, CCS students choose to enroll in courses that align with their interests, objectives, and current circumstances. Remedial, grade-level, Honors, AP, A-G, CTE Pathway, advanced, credit recovery, dual-enrollment (community college) and elective courses provide students with many choices that offer various levels of rigor and allow students to explore special interests. (CCS Course Catalog) Students may also customize their learning pace in a way that works for their learning style or needs or aligns with their personal circumstances of the moment. Students who are interested in accelerating their learning are permitted to complete coursework at a faster pace or to enroll in more than a full load of classes. Students may also choose to slow their pace by attempting the minimum of twenty credits at one time.

*At Choices, curriculum is delivered online for all students, but instructional options vary. Some students learn exclusively on their own, coming to campus as infrequently as just once every twenty school days. Others attend support classes for one to two hours per week, per subject. Some students meet for one hour per week with a one-on-one teacher who provides individualized guidance and assistance, primarily with core subject work. And many choose to create a blend of these options that works best for them; this may involve, for example, attending classes each week for a few subjects and following others online only. Students are encouraged to choose instruction and course options that "meet them where they are" and challenge them*

*appropriately. Class schedules are chosen with long-term college and career goals in mind. Student learning plans are designed to allow for meaningful success and the development of self-confidence and positive feelings about education. At Choices, teachers and administrators believe and regularly witness that small successes typically lead to increasingly more significant successes over time. The CCS culture promotes student success and celebrates it when it occurs.*

Students at Choices choose to access their education from the location of their choice and at the time of their choice, within some loosely defined parameters. Students may also access the curriculum by reading content or listening to it as it is read to them. Students have numerous ways to communicate what they have learned; assignments require or allow students to communicate what they have learned through writing, audio recordings, in-person discussion or presentation, or via video recordings. In some cases, students submit artistic representations of their knowledge. In all classes, students are encouraged to advocate for themselves and are respected when they do so.

At Choices, success of the "whole child" is supported through access to free full-time tutoring and counseling services, as well as technology provisions and support. Tutoring is centered on building basic skills and supporting student completion of assignments, which are based on academic standards. Online-only students may come to campus for support services or may choose to seek support from tutors, teachers, or the Counselor via PLP messenger, email, phone, or Zoom. Students may use computers on campus, in the school computer lab or at stand-alone stations in classrooms. Chromebook carts reside in all classrooms; laptops are routinely used in classes or checked out to individual students for their use while on campus. Students who do not have a personal computer at home are loaned a Chromebook for the school year. Technology support is provided by both teachers and administration, as needed.

Extracurricular activities, such as field trips, are aligned with coursework and the Graduation Outcomes, which encourage college and career readiness through goals management. Multiple announcements are sent to families to encourage participation. These activities engage students in the learning process through the enhancement of their relationships with participating faculty. When students feel a connection to adults at school, they become more invested in their education.

*Students with Disabilities often thrive at CCS, as they enjoy a safe learning environment where they benefit from highly individualized curriculum, instruction, and support.* Each student is assigned to a Special Education Resource Specialist who supervises their Individualized Education Plan and collaborates with teachers and tutors to ensure that students' special needs are met. Many Students with Disabilities are assigned to work with teachers in a one-on-one format, while others choose to participate in classroom instruction. The least restrictive learning environment possible for each student is favored. Accommodations can be made in all curriculum and instructional methods to meet students' needs. Two full-time Resource Specialists / Teachers support Students with Disabilities in the Special Education Department room, which offers a quiet and caring learning environment. The Special Education Department works closely with the district to coordinate supplemental services such as educationally-related mental health services and a program specialist. Speech therapy and psychology services are provided by independent contractors. All CCS students have access to college- and career-related presentations, meetings, events, and materials that are provided by the school. Students with Disabilities are also frequently supported through the use of PLP's Life Skills and Career Exploration courses. The school Counselor provides a customized college and career readiness presentation to Students with Disabilities and their families, highlighting services that may be helpful in post-secondary transitions.

Choices' Graduation Outcomes center on the development and pursuit of goals through their completion. This process is modeled at Choices through the establishment and pursuit of post-secondary goals. Choices students have typically pursued enrollment in community college or trade school after high school and have developed these goals outside of the school environment. Oftentimes, students face financial hardship, health challenges, or family responsibilities that limit the choices that are available to them or require them to take a slower path to adult independence. However, the Choices staff seeks to ensure that students and their families are adequately informed about and supported in the pursuit of college and career opportunities. *In recent years, Choices has been deepening its focus on college and career goals through curriculum and school events.* Students are frequently asked to explore and consider college and career options through:

● engaging elective coursework that allows students to explore interests
● a CTE Pathway in Business & Finance
● A-G courses, including two World Languages
● Advanced Placement and Honors courses for exceptional students
● advanced courses beyond A-G, such as Pre-Calculus and Physics
● opportunity for dual enrollment in local community colleges
● extracurricular activities and classroom collaboration that build social skills
● college & career assignments across all curriculum
● an annual College & Career Week
● field trips to fairs and colleges
● an annual registration survey that asks students to select a college/career pathway and allows them to make adjustments to their plan each year
● Counselor presentations to students in classrooms and to families in the evenings
● Counselor one-on-one assistance to students with college applications
● work permits
● college resources on the school website
● guest speakers
● staff-funded scholarships
● community internships, grants, and scholarships
● technology resources
● frequent discussion with faculty in a personalized learning environment
● Choices Chatter podcast episodes that address college applications and job interviews ([Choices Chatter](#))
● intervention support that includes free on-site counseling and tutoring services

College and Career Readiness is tracked through analysis of transcripts, an annual class registration survey, the Graduation Rate, and the California School Dashboard's (Dashboard) College Career Indicator (CCI). ([CCS Graduation Outcomes Related Data](#)) ([California School Dashboard](#))

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

Once students do enroll, their progress is carefully monitored by the faculty, which includes Special Education Department personnel, who collaborate weekly and contact parents when students begin to falter. Additional support through tutoring and faculty office hours is commonly recommended or required as a first method of remediation. When necessary, an Interventionist steps in to attempt to solve problems that are preventing student success in the program. Interventionists closely oversee students in their care, removing obstacles that prevent class attendance, attendance in tutoring, and/or homework completion. Students may be assisted with weather-appropriate clothing and toiletries (on-site Clothes Closet), nutritional needs (free breakfast and lunch provided daily on campus), counseling (free on-site), transportation (bus passes), technology solutions (use of on-site computer lab or loaner laptops, free wi-fi hotspots, access to reduced-cost internet service), or special arrangements that provide students with accommodations that allow for temporary access to education under unusual circumstances. Interventionists document their interactions with and accommodations offered to students in their care. Once students have either dropped from the program or improved significantly in their ability to consistently complete school work in a timely manner, students with interventions are given a resolution status. This data provides the staff with important feedback about the overall effectiveness of its interventionist strategies.

*The Choices program excels at meeting the needs of a diverse school population. CCS serves all students in a safe, caring, equitable, and culturally sensitive manner, and the administration seeks regular feedback from students and families about the efficacy of the program in doing so. While 54% of students are socioeconomically disadvantaged, 18% have disabilities, and 6% are still learning to master English, all or nearly all students report on surveys that they feel safe, cared for, and prepared for college at Choices.* ([CCS Student Enrollment by Subgroup](#)) ([CCS School Satisfaction Survey Data](#)) *Their parents also believe that Choices is meeting their students' needs. Parent and student satisfaction rates at Choices are exceptionally strong.*

- *On the 2023 **Student School Satisfaction Survey:***
  - ***98%** of students felt safe at Choices*
  - ***95%** felt that their education had become more personalized at Choices*
  - ***95%** believed that Choices serves all students in an equitable fashion*
  - ***97%** felt that the Choices staff is caring and responsive to student needs*
  - ***94%** felt accepted and included*

- *On the 2023 **Parent School Satisfaction Survey:***
  - ***98%** of parents believed that the social environment at Choices is positive and supportive*
  - ***96%** felt that they had opportunities to provide input about the school program*
  - ***100%** were satisfied with how the school keeps them informed about their student's academic progress*
  - ***100%** felt that their student had had the opportunity to demonstrate their knowledge in a variety of ways*
  - ***98%** believed that the facility meets the needs of the school*
  - ***100%** believed that teachers modify the teaching/learning process based upon the results of the assessments given to students*
  - ***100%** were satisfied with their ability to access their student's information and communicate with their child's teachers through the online systems*
  - ***98%** stated that they would recommend Choices to their friends & family*

- *On the 2023 **Senior Exit Survey:** ([CCS Senior Exit Survey Data](#))*
  - ***100%** of graduates stated that an adult at Choices wanted them to do their best*
  - ***97%** felt that an adult at school believed that they would be a success*
  - ***91%** stated that they felt prepared for college and a career at the time of graduation*
  - ***100%** indicated that they would recommend the CCS program to other students*
  - ***52%** stated that they would not have graduated from high school, had they not enrolled at Choices*
  - ***69%** of graduates had a four-to-five year goal to complete or to continue in a community college, university, or trade school*

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## ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

**Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.**

### Areas of Strength

1. Choices' flexible independent study program meets students where they are with multiple learning options and accommodations, providing a customized learning experience that addresses student needs and preferences and builds on their strengths.
2. CCS's respectful, caring, and professional staff develop strong rapport and trust with students, families, and the community through frequent communication, small group or one-on-one meetings, and school events.
3. Students feel safe, nurtured, and challenged at Choices.
4. CCS's professional and collaborative staff is committed to continuous improvement and data-based decisions.
5. College and career readiness is developed through curriculum, instruction, extracurricular activities, special events, and services.
6. Faculty, Administration, the school Counselor, Community Outreach Specialists, Tutors, and Interventionists collaborate to respond swiftly and effectively when students struggle.

### Areas of Growth

1. Implement and refine a formalized intervention process that will respect and meet the various needs of a diverse student population.
2. Pursue professional development on how to acknowledge and support the specific cultures represented in the school population through curriculum and instruction.
3. Pursue professional development on building students' ability to self-advocate.

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# Prioritized Areas of Growth Needs from Categories A through E

**Prioritize the growth areas.**

- Build involvement of the local community in school activities and within the Advisory Council.
- Develop a second CTE Pathway.
- Improve student awareness of the Graduation Outcomes.
- Create a plan to build Integrated ELD strategies that could be used throughout the school and would support growth in language skills for all students.
- Provide professional development opportunities to faculty on implementing ELD teaching strategies.
- Add more electives: music, drama/theater, digital art.
- Continue to build a breadth of engaging online activities to embed in the existing curriculum.
- Build student awareness of content standards and learning objectives.
- Anticipate and build pathways to success for different student subgroups who experience predictable obstacles and challenges based on their specific situations (i.e. English Learners, late enrollees, students with previous chronic absenteeism, students who are credit deficient, students who have split custody arrangements, etc.)
- Continue to explore how to most effectively utilize i-Ready data to maximize student growth.
- Continue to explore methods to maximize equity in grading, course policies, and homework time requirements for classes, school wide.
- Implement and refine a formalized intervention process that will respect and meet the various needs of a diverse student population.
- Pursue professional development on how to acknowledge and support the specific cultures represented in the school population through curriculum and instruction.
- Pursue professional development on building students' ability to self-advocate.

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# Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- **Insert the table with prioritized strengths and growth areas.**
- **Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.**

## Choices Charter School Areas of Strength:

- Strong alignment between Choices Charter School's Vision, Mission Statement, GOs, Annual Report, WASC SWAP, LCAP, and Charter Renewal. Through these statements and reports, Choices consistently communicates that it seeks to maximize student achievement of California academic standards and to build students' college & career readiness in an equitable fashion.
- Many types of student data collected throughout the school year
- Consistent involvement of educational partners in review of student data and decision-making processes
- Professional school climate of continuous improvement and program evolution to most effectively meet student needs
- High levels of parent satisfaction with and confidence in the effective and ethical management of the school
- Attentive Community Outreach Specialists and Counselor understand student needs and goals and enroll students in course loads that are appropriate and challenging.
- Students may customize their high school experience through a breadth of course choices available to them: A-G, Honors and AP, remedial and advanced course options, CTE Pathway, dual enrollment in community college, some courses at their home schools, and a variety of electives.
- Standards-based, rigorous, and engaging online curriculum is continuously evolving and supplemented as deemed necessary to support student needs.
- Curriculum is designed to build skills that students will need as they progress through the grades and to reinforce concepts learned across multiple subject areas within grades.
- Curriculum is supported by high-quality instruction; guidance and support from teachers, parents, tutors, school Counselor, and other staff; and availability of technology resources.
- Students experience real-world applications of the content that they are learning in their courses through course projects/discussion, guest speakers, and school field trips.
- Graduation Outcomes based on setting and achieving goals support the process of thoughtful course selection and successful completion of classes that are integral to the accomplishment of student objectives.
- CCS's highly customizable learning program provides equitable access to education for a wide variety of students.
- Choices uses carefully-selected, industry-tested, standards-based curriculum programs that were piloted before implementation.

- CCS students are guided by a set of Graduation Outcomes that encourage students to consider and pursue long-term goals.
- CCS teachers employ standardized learning tools and technologies, as well as techniques from professional development experiences, to provide engaging instruction that supports the curriculum.
- Choices teachers are creative, collaborative, technologically sophisticated, and determined to continue to revise and add to their curricula in a way that empowers students to learn and be successful in independent study.
- Students are provided a variety of avenues to use in expressing their wishes, opinions, and needs to teachers and school administration.
- Students explore college and career interests, as well as real-world applications of their knowledge, through class and schoolwide field trips, guest speakers, and other school activities.
- At Choices, assessments and surveys are administered in an effective and equitable manner.
- CCS teachers regularly utilize diagnostic, formative, and summative assessment data to meet students where they are, build skills and sets of knowledge, reflect upon their curriculum and instructional methods, align with other teachers in their subject-area departments, request professional development and resources, and improve their practices from one term to the next.
- The CCS Staff regularly reflects upon schoolwide data from standardized assessments and surveys and recommends program changes that will allow the school to more effectively educate its students.
- Parents/guardians regularly review school data, provide feedback, and support student success.
- Communicative and responsive relationships with curriculum providers and the chartering school district support the school in its effective application of standardized materials and guidelines.
- All educational partners are dedicated to continuous improvement.
- Choices' flexible independent study program meets students where they are with multiple learning options and accommodations, providing a customized learning experience that addresses student needs and preferences and builds on their strengths.
- CCS's respectful, caring, and professional staff develop strong rapport and trust with students, families, and the community through frequent communication, small group or one-on-one meetings, and school events.
- Students feel safe, nurtured, and challenged at Choices.
- CCS's professional and collaborative staff is committed to continuous improvement and data-based decisions.
- College and career readiness is developed through curriculum, instruction, extracurricular activities, special events, and services.
- Faculty, Administration, the school Counselor, Community Outreach Specialists, Tutors, and Interventionists collaborate to respond swiftly and effectively when students struggle.

## Choices Charter School Areas of Growth:
- Build involvement of the local community in school activities and within the Advisory Council.
- Develop a second CTE Pathway.
- Improve student awareness of the Graduation Outcomes.
- Create a plan to build Integrated ELD strategies that could be used throughout the school and would support growth in language skills for all students.
- Provide professional development opportunities to faculty on implementing ELD teaching strategies.
- Add more electives: music, drama/theater, digital art.
- Continue to build a breadth of engaging online activities to embed in the existing curriculum.
- Build student awareness of content standards and learning objectives.
- Anticipate and build pathways to success for different student subgroups who experience predictable obstacles and challenges based on their specific situations (i.e. English Learners, late enrollees, students with previous chronic absenteeism, students who are credit deficient, students who have split custody arrangements, etc.)
- Continue to explore how to most effectively utilize i-Ready data to maximize student growth.
- Continue to explore methods to maximize equity in grading, course policies, and homework time requirements for classes, school wide.
- Implement and refine a formalized intervention process that will respect and meet the various needs of a diverse student population.
- Pursue professional development on how to acknowledge and support the specific cultures represented in the school population through curriculum and instruction.
- Pursue professional development on building students' ability to self-advocate.

## Major Student Learner Needs
1. Math Proficiency
2. College & Career Readiness

Choices Charter School (CCS or Choices) focuses primarily on promoting student achievement of academic standards and its Graduation Outcomes (GOs), which are centered on college and career readiness. Its decisions are based on student data, with an emphasis on the metrics that are communicated to all educational partners through the California School Dashboard (Dashboard). The School Profile in Chapter 2 of this report points to Preliminary Student Learner Needs in the areas of Math Proficiency and College & Career Readiness, based on the disparity between CCS's standardized scores and those of the State of California. Though internal data points to progress in each area, CCS must continue to strive to minimize or eliminate its lag behind state averages in student performance on the Math Smarter Balanced Assessment (Math SBA) and the Dashboard's College Career Indicator (CCI). Focus Group findings in Chapter 3 reveal other Areas of Growth that are important, are in some cases related to the Preliminary Student Learner Needs, and will support student wellbeing and achievement in all subjects. Ultimately, the CCS staff believes that the Preliminary Student Learner Needs

identified earlier in the WASC Self-Study Report should remain the top priorities at Choices. Choices is already focusing its efforts in each of these areas and will continue to do so through execution of tasks in the WASC School Wide Action Plan (SWAP) and Local Control Accountability Plan (LCAP).

# Chapter 5: Schoolwide Action Plan/SPSA

- **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
- **Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)**
- **Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**

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

The SWAP is updated at least twice yearly. Updates include insertion of new data in tracking growth towards objectives and program changes that are made based on educational partner analysis of school data. The SWAP/LCAP/Events Action Items Spreadsheet facilitates the execution of the plan by organizing SWAP and LCAP tasks, as well as a list of school events, into specific sets of time within each school year. (2023-24 SWAP, LCAP, Events Action Items Spreadsheet) The SWAP/LCAP/Events Action Items Spreadsheet acts as a "to-do list" that ensures timely completion of items that the school has committed to carrying out. It is monitored closely by the Self-Study Coordinator and is shared with the staff for review each semester.

## Schoolwide Action Plan Summarized Takeaways:

**Goal 1: Build Math Proficiency**
- **Successes:** Math SBA results have varied through the years; recent successes have centered on the improving performance of Students with Disabilities and Socioeconomically Disadvantaged Student subgroups. The adoption of the i-Ready assessment has been helpful in identifying students' areas of need and demonstrating growth of students while enrolled at Choices. i-Ready results have shown that, at each grade level, fewer students are performing two or more grades below grade level in Math after being enrolled for one semester at Choices.
- **Areas of Need:** CCS students' Math proficiency, as defined by Math SBA scores, consistently lags behind state averages.

**Goal 2: Build English Language Arts Proficiency**
- **Successes:** CCS's ELA SBA scores are in line with state averages. The adoption of the i-Ready assessment has been helpful in identifying students' areas of need and demonstrating growth of students while enrolled at Choices. In 2022-23, fewer students in grades 6-9 tested at two or more grades below grade level in ELA after being enrolled for one semester at Choices.
- **Areas of Need:** ELA SBA scores improved during remote learning but have fallen since

to levels slightly below pre-pandemic scores.  In Fall 2022, grades 10-12 did not see significant progress in building basic skills among students who started the school year two or more grade levels behind.

## Goal 3:  Build College and Career Readiness

- **Successes:**  Choices has reliably delivered the college/career readiness programs that it has planned and has expanded the number of offerings, as well as the number of metrics used to track progress.
- **Areas of Need:**  Classroom field trips and visits to local colleges have waned in recent years, due to the pandemic and some lingering reluctance to resume in-person events. Choices has not yet been able to add a second CTE Pathway.  In 2022-23, the Graduation Rate and College/Career Indicator both dropped.

## Goal 4:  Engage in Strategic Planning

- **Successes:**  Choices has consistently maintained targets regarding available technology, class size, teachers per student, and mentors per new teacher inductees. CCS has been successful at providing a calm and nurturing environment that stabilizes or reduces anxiety in students.  Students and parents are consistently satisfied with the school campus, staff, and sense of safety at Choices.
- **Areas of Need:**  Enrollment has dropped since COVID-19.  Enrollment grew in 2022-23 but has not yet reached pre-pandemic levels.

# Appendix of Links:

A. Local Control and Accountability Plan (LCAP):
- a. (CCS Local Control Accountability Plan)

B. California School Dashboard Summary performance indicators:
- a. (CCS - California School Dashboard)

C. Results of student questionnaire/interviews:
- a. (CCS CAASPP Student Survey Data)
- b. (CCS New Student Survey Data)
- c. (CCS School Satisfaction Survey Data)
- d. (CCS Senior Exit Survey Data)
- e. (CCS Students with Disabilities Attitude Survey Data)

D. Results of parent/community questionnaire/interviews:
- a. (CCS School Satisfaction Survey Data)

E. The most recent California Healthy Kids Survey Summary Results:
- a. (CCS California Healthy Kids Survey Data 2020-21)

F. Master schedule
- a. (CCS Master Schedule)

G. Approved AP course list:
- a. https://apcourseaudit.epiconline.org/ledger/

H. UC A–G approved course list:
- a. https://doorways.ucop.edu/list/app/home/

I. School accountability report card (SARC):
- a. (CCS 2021-22 School Accountability Report Card)

J. Graduation requirements:
- a. (CCS Course Catalog)

K. Summary of School Budget
- a. (CCS Budget Overview)

L. Any additional local data.
- a. (2018 WASC Visiting Committee Report)
- b. (2021 WASC Visiting Committee Report)
- c. (2023-24 SWAP, LCAP, Events Action Items Spreadsheet)
- d. (CCS Advisory Council Information)
- e. (CCS Annual Report to SJUSD)
- f. [CCS CAASPP Data (Compiled)]
- g. (CCS Employee Handbook)
- h. (CCS Event Calendar)
- i. (CCS Facebook Page)
- j. (CCS Graduation Outcomes Related Data)
- k. (CCS i-Ready Data)
- l. (CCS Instagram Page)
- m. (CCS Miscellaneous Achievement Metrics Data)
- n. (CCS Parent/Student Handbook)
- o. (CCS Photos and Virtual Tour of Campus)
- p. (CCS Safety Plan)
- q. (CCS Sample Rubrics)

r.  (CCS School Wide Action Plan)
s.  (CCS Schoolwide College/Career Assignments)
t.  (CCS Staff Directory)
u.  (CCS Vision, Mission, Graduation Outcomes)
v.  (Choices Charter School)
w.  (Choices Chatter)

M.  Miscellaneous Links:

a.  (2023 SJUSD You Light the Way Awards)
b.  (American School Counselor Association)
c.  (The Association of Personalized Schools & Services)
d.  (Bohart Museum of Entomology)
e.  [CAASPP Data (CCS, SJUSD, State of CA)]
f.  (California Collections)
g.  (California Consortium for Independent Study)
h.  (California Department of Education)
i.  (Catapult EMS)
j.  (CCS ELPAC Data)
k.  (CCS Enrollment by Subgroup)
l.  (CCS Multi-year Enrollment Data by Ethnicity)
m.  (CSUS College Fair)
n.  (CSUS Planetarium)
o.  (EDJOIN)
p.  (Finalsite)
q.  (Good Day Sacramento)
r.  (Grading for Equity)
s.  (GreatSchools.org)
t.  (HBCU Recruitment Fair)
u.  (i-Ready)
v.  (Mathspace)
w.  (MathXL for School)
x.  (Niche.com)
y.  (SJUSD College Night)
z.  (Sacramento Speakers Series)
aa. (San Juan Unified School District)
bb. (School Pathways)
cc. (SchoolsPLP)
dd. (Yelp.com)

ee. (2024 Updates to the WASC Self-Study)