

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

San Juan Choices Charter School

4425 Laurelwood Way

Sacramento, CA 95864

San Juan Unified School District

March 11-13, 2024

Visiting Committee Members

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NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
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Introduction

- **Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.**
- **Summarize the involvement and collaboration of stakeholders/educational partners in the self-study process.**

Brief Background:

Choices Charter School (CCS) is a 6-12 Independent Study school that partners with parents/guardians in the education of their children. Founded in 1999, CCS provides a flexible, personalized learning model in a safe and nurturing community. The school's charter has been renewed multiple times, most recently in 2019 for a five-year term that was extended to 2027 due to the Covid-19 pandemic. CCS is currently WASC-accredited through June of 2024.

Program Description:

CCS offers a highly customizable program, allowing students to choose a "pure" independent study format, a hybrid model with 1-2 hours of on-campus instruction per course per week, or a combination. All students utilize an online curriculum, aligned with California Content Standards and Common Core Standards, accessible 24/7. CCS provides A-G coursework, AP and Honors courses, two World Languages, a CTE Pathway in Business & Finance, community college enrollment opportunities, engaging electives, designated curriculum for English Learners, a robust Special Education Department, college & career assignments/activities, extracurriculars, internships, mental health counseling, technology support, academic awards, and scholarships.

Strategies Promoting Diversity, Equity, and Inclusion:

CCS serves a diverse student population effectively through its personalized learning approach, meeting students where they are academically. The school provides educational opportunities that challenge students appropriately, building confidence and motivation. CCS offers supplemental support from on-campus tutors and teachers, available each school day in-person or online. The school's flexible learning options and supportive environment cater to students with various needs, including those facing family challenges, bullying, health issues, or even a desire for early graduation or credit recovery. CCS fosters a safe, nurturing learning community with strong bonds between staff, students, and families.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

All educational partners have been solicited for input on the self-study and staff continue to refine the identity of the school. Staff are actively involved in the analysis of what currently exists at the school and seek to develop plans for achieving the prioritized areas of strength and growth.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas 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 increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan/SPSA.**

Significant Developments Since the Last Visit and Their Impact on Student Learning:

1. COVID-19 Campus Closure: Choices Charter School adapted to the challenges posed by the pandemic by transitioning to online classes via Zoom, providing technology support to families, and increasing communication with students and parents. Despite the challenges, students have thrived academically during distance learning, as evidenced by strong CAASPP scores and high overall satisfaction among families.
2. Significant Staff Turnover: The school experienced several staff departures due to retirements and personal circumstances. While these losses had ripple effects, the school rallied to support new staff members, who brought fresh perspectives. The transition was managed effectively, with minimal negative impact on student learning, as demonstrated by CAASPP and satisfaction survey data.
3. Adoption of New Curriculum and Assessment Tools: Choices Charter School adopted the SchoolsPLP curriculum system and the i-Ready diagnostic/formative assessment tool. The transition to the new curriculum was seamless, and the i-Ready data has helped teachers identify and address individual student needs, leading to improved student growth in ELA and Math.
4. Expansion of Electives and CTE Pathway: The school has significantly expanded its elective offerings, including the addition of a new CTE Pathway in Business & Finance. These offerings

attract more students and provide opportunities for career exploration and college/career readiness.

Action Plan/SPSA Implementation Process and Monitoring Progress:

Choices Charter School has a professional culture of ongoing data collection and analysis, driving continuous data-based program improvements. The School Wide Action Plan (SWAP) is updated annually based on standardized assessment data, locally collected data, and stakeholder input. Tasks from the SWAP are transferred to a spreadsheet, aligned with LCAP actions and the school's event calendar, ensuring timely execution.

Progress on the Action Plan:

The school has made significant progress on the action plan by addressing the Critical Areas for Follow-Up from the 2018 and 2021 WASC visits. Key accomplishments include:

1. Strategic planning efforts to ensure program preparedness, attract and retain qualified staff, and provide quality curriculum, instruction, and resources.
2. Revision of Graduation Outcomes to focus on college and career readiness, with the addition of a CTE Pathway, College & Career Week, and schoolwide college/career assignments.
3. Professional development focused on instructional methodologies, addressing student needs (e.g., math proficiency, students with disabilities' learning loss, and implementing new curriculum and assessment tools)
4. Formalization of the Safety Plan and additional safety training for staff.

The use of accreditation findings and other data has driven school improvement efforts aimed at increasing high achievement for all students. The school has identified and addressed growth areas through the SWAP, professional development, and programmatic changes. Growth areas not explicitly included in the current SWAP, such as the implementation of standards-based rubrics, have also been addressed to some extent.

Overall, Choices Charter School has demonstrated a commitment to continuous improvement, adapting to challenges, and addressing accreditation findings to enhance student learning and prepare students for college and career success.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective
Ineffective

Narrative Rationale:

The Visiting Committee commends CCS on their reflection and implementation of prior accreditation findings. We find that Math continues to be an area needing prioritized improvement.

Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

Choices Charter School operates on a San Juan Unified School District facility in the Sacramento area. It is a charter high school serving grades 6-12.

Student Demographics:

- In Fall 2023, enrollment reached 288 students.
- Significant percentages of socioeconomically disadvantaged students (54%), students with disabilities (18%), English learners (6%), homeless (3%), and foster youth (2%).
- Diverse racial/ethnic makeup: 51% White, 24% Hispanic, 13% African American, 6% Two or More Races, 3% Asian, 1% Filipino, 1% Pacific Islander.

Major School Programs:

- Independent study model with personalized education.
- Curriculum and instruction designed to support students who have struggled socially and/or academically in traditional school environments.
- Variety of course offerings including A-G courses, Honors courses, AP courses, a CTE pathway, dual enrollment in community college, and ROP/Workability.
- Extracurricular activities such as intramurals, clubs, podcasting, and field trips.

School Vision and Mission:

The school's vision, mission, and graduate profile emphasize supporting students to succeed academically and personally through engaging curriculum, instruction, and a safe, caring school community.

Schoolwide Learner Outcomes/Graduate Profile: The school aims for students to demonstrate competencies in areas such as effective communication, critical thinking, collaboration, citizenship, and college and career readiness.

Identified Major Student Learner Needs:

1. Math Proficiency (as measured by the Math Smarter Balanced Assessment and other local assessment tools)
2. College & Career Readiness (as measured by the College/Career Indicator and other local surveys)

CDE CA School Dashboard Performance Overview:

- Met all standards for Local Indicators.
- Very High (Blue) Suspension Rate, Low (Orange) Graduation Rate, English Language Arts Proficiency, and Chronic Absenteeism.
- Very Low (Red) Mathematics Proficiency.
- Low College/Career Indicator.

Choices Charter School is a school dedicated to providing personalized education and support to a diverse student population, many of whom have faced academic or social challenges in traditional school settings. While the school demonstrates strengths in areas like suspension rates and serving disadvantaged subgroups, improving math proficiency and college/career readiness have been identified as key areas for growth.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective
Ineffective

Narrative Rationale:

CCS has clearly defined schoolwide learner/graduate outcomes that align with statewide academic standards. They have self-identified, and the committee concurs, that math is an area of prioritized focus and are in the process of analyzing data and implementing strategies to improve in that area.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1: Vision and Purpose

To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 and congruent with research, 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.

Visiting Committee Comments

CCS has implemented a great deal of focus on creating visible Graduation Outcomes (GOs) and making them visible to all staff, students and family through training, committees, on their website and by physically posting them in the school's main entry. These GOs guide short and long-term objectives, which are reflected in and measured through satisfaction surveys, individualized meetings with students/families, with addition or adjustment of services to students, in the CCS Course Catalog and CCS Event Calendar. Furthermore, CCS reviews their Mission, Vision and GOs at least once every three years, ensuring they continue to be up to date and continue to meet the needs of their student body. This regular reflection allows for

necessary shifts, citing Covid shutdowns as an example of a time when a focus shift was needed to continue meeting their overall goals.

Vision and Purpose that supports high achievement for all students. :Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

CCS has clearly defined Mission and Vision statements that are regularly reviewed for relevance. Mission, Vision and Graduation Outcomes are clearly posted throughout the school and articulated to students and parents on a regular basis. Educational partners are solicited for input on these statements consistently.

A2: Governance

To what extent is school's purpose 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

CCS has a close working relationship with its governing district (SJUSD) liaison, Brian Ginter, and reviews goals and LCAP with them 3 times per year. Annually, CCS submits reports to their SJUSD liaison, who also serves on the school's Advisory Council to ensure regular and seamless communication between CCS and their governing board. The liaison also participates in formal WASC reviews. Finally, their charter document is updated, submitted and reviewed every 5 years.

Governance that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

It is apparent that the working relationship is strong and necessary between the SJUSD and CCA when navigating such a large school district especially during a time of leadership change. This was demonstrated through the transparency and sharing of the understanding of the individual roles and expectations.

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

CCS has an all staff approach to monitoring student data from diagnostic assessments (iReady), formative assessments and summative assessments (CAASPP). They utilize many tools, such as School Pathways and staff meetings to share data with families, or amongst leadership and staff. CCS also maintains their small WASC (WASC SWAP) focus groups throughout the year, continuing to review areas of growth and compare the new data to ensure they are making those improvements. All of the data and brainstorming is held in a checklist that all staff can access to ensure the steps and needs identified are being worked on. The data is used to identify students who are struggling, make decisions on placement, curriculum and needs, such as tutoring. The maintenance of WASC groups is a conscious effort to ensure staff is always engaged in the WASC process, rather than waiting until the next renewal window to check in and see how it went. The Visiting Committee feels this regular WASC engagement keeps their goals at the forefront and ensures they are making progress each and every year. Furthermore, aside from diagnostic, formative and summative assessments, effort is put into monitoring other data, like attendance, completion of assignments, quality of work, progress in the curriculum, behavior and time on task. The goal is to create a larger picture of the individual student and how to meet their specific needs more directly in a timely manner. One area we see could use some streamlining is the identification of the roles and responsibilities of the Advisory Teacher in relation to their roster. The holistic staff approach to monitoring students has benefits and in this smaller setting, seems to be working, but looking down the line to school growth, staff turnover, etc. clear roles and responsibilities are important.

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| Leadership for Learning that supports high achievement for all students. | | | |
| Visiting Committee Rating: | Highly Effective | Effective | Somewhat Effective |
| | Ineffective | | |
| Narrative Rationale: | | | |
| The Visiting Committee observed a strong sense of leadership and collaboration amongst the CCS staff. The Visiting Committee feels the process for identification of staff roles and | | | |

responsibilities could be more clearly defined and streamlined. Specifically the Advisory teacher's primary roles, responsibilities, timelines, etc. would be better served by consistency of expectations across all staff.

A4: Qualified Staff and Professional Development

To what extent do 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?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

CCS' onboarding process meets all the requirements set in place by the state of California. Teachers are recruited through EDJOIN and are credentialed, TB tested, and have a thorough background check. The induction program often includes a mentor teacher, assigned by the District, and always includes encouragement to collaborate and ask questions, resulting in a schoolwide approach to student success. On campus, new teachers may be assigned a colleague mentor to help adjust to the new system. It is a case by case decision based on experience in the field and school model. Teachers teach in their credentialed field and CCS has a special education department with Resource Specialists who provide resource services to students with IEPs. Resource teachers also have all Sped students on their Advisory roster allowing more continuity with these students. For any IEP students with service needs outside of resource, those services are contracted out. CCS has identified conferences that faculty attend annually: CA Consortium for Independent Study, School Pathways and APLUS+. During this school year, CCS staff members were selected by the CDE to develop EL Development and Universal Design. Lesson plans developed from these two areas will be shared across California. Aside from these annual conferences and the two special opportunities from this year, staff also identified an additional 26 trainings that range from how to use educational extensions to Ethnic studies training. PD ideas are generated annually upon a staff review of schoolwide data. Plan is to implement ongoing staff PD bimonthly. The visiting committee feels that expanding the onboarding process as the school grows and attrition increases, by establishing clear roles, a succession pipeline, expectations and policies would benefit the

ongoing focus and direction of the school.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective
Ineffective

Narrative Rationale:

CCS vets highly qualified teachers and pays regular attention to PD through regular annual training, as well as bimonthly staff PD opportunities. Collaborative mentorship opportunities exist within the school to ensure teachers have access to information and processes needed to do their job effectively.

A5: Resources

To what extent are the human, material, physical, and financial resources 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 learner goals/graduate profile, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and 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.

Visiting Committee Comments

School activities are designed to align with the ever present academic standards and GOs of CCS. Spending is analyzed and allocated using several data sources, including WASC SWAP and LCAP. On parent surveys, 100% of respondents reported that they are confident in the school's financial integrity. The same survey reports that 98% of parents surveyed state the facility meets school needs and 96% of students surveyed report feeling safe at school.

Computer safety is addressed through monitored use of school computers, as well as the presence of a bulletin board that highlights safe and appropriate use of social media. Classes are cleaned daily and in the case of site-based classes, numbers are limited to 24 students. Facilities are clean and inviting. Safety plans and school policies are communicated with families in the Parent/Student Handbook and infringement on expectations and policies are handled on a case-by-case basis by admin.

The hallways are adorned with several, neatly created bulletin boards that provide a lot of interesting info, including staff photos, fitness challenges, info on culinary arts, club opportunities, highlighted student work, and post HS grad opportunities. Some other notable

features the school has included are a computer lab, tutoring lab and cozy guidance counselor's office. The computer lab is housed with computers students can use when needed, as well as a teacher who is knowledgeable in the school curriculum access point, etc. The counselor's office is warm and inviting and serves as a place for students to receive SEL support, as well as career advisory guidance. The room has many displays to show all are welcome. One final feature is the novel tutoring room/concierge. A staff member is always there for students to come and receive support in any subject. Said staff member also regularly reviews curriculum logins and checks in with students via call, email or text, reminding them of missing work, work time, etc.

Staff mentions a need for more private areas to have confidential conversations with families. While the facility is very orderly and well planned, it is simply small. Staff appear to be flexible in allowing private use of spaces when possible, but perhaps some creative focus can be explored in creating small spaces to utilize. As the program grows, this model may not be sustainable.

Resources that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

CCS provides a clean, organized, and inviting campus for visitors, students, parents and staff. Care has been taken to welcome a diverse population and encourage achievement for all students. It is evident that a lot of thought and intention was utilized in setting up the classrooms, creating bulletin boards for the hallways, and providing inviting areas for students and staff on campus.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Attention to and regular review of data from multiple sources
- Schoolwide collaboration and support is very strong and supportive
- Unique and supportive opportunities for students to receive help and information (i.e. tutoring room, computer lab, bulletin boards)
- Warm and inviting campus that is clean and peaceful
- Specific positions unique to CCS such as the Community Outreach person and the Guidance counselor's role with all HS students, is an asset to the personalization CCS is able to provide to their students.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- School reports room to improve involvement of local community
- Refine and more clearly define the role and responsibilities of Advisory Teachers, as well as ensure consistent expectations across all staff
- Continue to explore options for areas in which staff can conduct confidential business

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

The self-study references several data sources for regular all staff reflection (i-Ready, LCAP, WASC SWAP, student/parent surveys). The Visiting Committee has observed the structure of governance for the school and interviewed the relevant educational partners. The facility is in good repair, is welcoming to all visitors, and an efficient use of the space available. Due to constraints on space, flexibility by staff is needed to be able to conduct business of a confidential nature.

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do 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 standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

The Visiting Committee observed that CCS students/parents are actively involved in the shaping of their educational journey through course selection and instructional choices tailored to their individual needs. There is a continuous evaluation of instructional methods and course offerings in partnership with Advisory Teachers, counselors, and subject area instructors to ensure they align with student performance and graduation requirements.

CCS leverages platforms such as Schools PLP, Math XL for School, and Mathspace, supplemented by California Collections for ELA, to cater to diverse learning styles and abilities, with accommodations made for students with special needs as necessary. Literary devices and terms are consistently woven into the curriculum from 7th to 10th grade, providing continuity and review opportunities for all students, including those who may enroll intermittently.

One observation the visiting committee had was the use of Bright Thinker through the PLP system, noting its reputation as non-rigorous. However, in meetings with WASC Groups, we learned that staff has audited and edited any Bright Thinker curriculum used to adjust for accuracy and raise the standards. They also add to/adjust the curriculum to make it more appealing and relevant to their entire course of study.

CCS places a strong emphasis on interdisciplinary connections, allowing students to develop ELA skills concurrently across various subjects. Their faculty collaborates extensively across disciplines to strengthen skill-building efforts and to closely monitor student wellness and

progress. Moreover, students are afforded the flexibility to enroll in select courses at traditional schools, either to continue existing learning pathways or to meet graduation and post-high school objectives. CCS also provides opportunities for students to partake in community college courses, broadening their educational horizons and equipping them for future endeavors.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Diligence and time has been afforded to create, modify and expand the curriculums used in the PLP system for all students along with providing additional learning opportunities through on site classes. These classes provide enrichment, supplementation opportunities, reteaching, and expansion of concepts and topics based on student learning styles and levels.

B2: Equity and Access to Curriculum

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

During our visit, the Visiting Committee noted that every student has the opportunity to sit down with either the school counselor or Community Outreach Specialist to craft a personalized four-year plan, which includes valuable input from parents. This ensures that each student's educational journey is tailored to their aspirations and interests.

Teachers are dedicated to staying connected with students, regularly meeting with them to understand their evolving preferences and perspectives. This ongoing dialogue helps to ensure that students feel heard and supported throughout their academic journey.

The four-year plan undergoes regular review at each term, allowing for adjustments and

modifications as needed. This flexibility ensures that students can adapt their plans to accommodate changing interests or circumstances.

CCS offers a robust Career Technical Education (CTE) pathway, with an additional pathway currently under development. These pathways provide students with practical skills and experiences that prepare them for future career opportunities.

While students are encouraged to pursue courses that fulfill the A-G requirements, it's important to note that this is not a graduation requirement. This approach allows students to tailor their education to their individual interests and goals.

The Visiting Committee also observed a rich array of enrichment activities, including guest speakers, field trips, participation in events like the Sacramento Speakers Series, SJUSD College Night, and the Sac State College Fair. These opportunities expose students to diverse perspectives and experiences, enriching their educational journey beyond the classroom.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

All students have equal access to the Schools PLP where courses and curriculum are accessed, along with being assigned to at least one core subject class. This class takes place in person on the campus, but it is up to the student and parent if in person attendance will take place. All students are also provided with the opportunity to attend additional classes on campus for support, rigor, intervention, enrichment, etc. Intramurals, tutoring, Guidance appointments, community college courses, and CTE programs are also available.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- Classroom instruction is centered on supporting understanding of the online curriculum, while including enrichment opportunities
- Daily free tutoring and teacher office hours, either in-person or virtually
- Using a curriculum designed to build skills and reinforce concepts learned across multiple subjects (For example, ELA terms are reviewed and expanded upon each year)
- Customization provides equitable access to education for all students

Growth Areas for Continuous Improvement for Curriculum:

- Develop a second CTE pathway
- Continue to improve student awareness of Graduation Outcomes
- Continue ELD development
- More elective opportunities

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

The visiting committee notes a collaborative, cohesive approach to curriculum and activities. Teachers communicate to ensure their curriculum is not only non-repetitive, but also builds on each other. While they use a school wide curriculum base through PLP, the staff is trained in altering any available curriculum, designing their own, and the Resource Specialists have access to their IEP roster's portals in order to enable and document accommodations. Furthermore, hotspots are made available to families who do not have access to the internet at home.

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college- and career-readiness indicators?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

During our evaluation, the Visiting Committee found that the institution employs an online curriculum that offers students a variety of instructional options to suit their individual learning preferences. This approach ensures that students have access to all the resources necessary to meet academic content standards effectively.

Students have the flexibility to engage in pure independent study, allowing them to take charge of their learning experience at their own pace and in their own space. Additionally, on-campus instruction is available for those who thrive in a traditional classroom setting, providing a supportive environment for learning.

Furthermore, students have the option for one-on-one instruction with a teacher or community liaison who also acts as a schoolwide tutor, allowing for personalized guidance and support tailored to their specific needs and learning styles. This diverse range of instructional options ensures that each student can receive the type of educational experience that best suits their academic journey.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective
Ineffective

Narrative Rationale:

Student work samples and classroom visits show an engaging curriculum, as well as a variety of modalities in which students can demonstrate mastery of concepts.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do 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 skills, problem solving, and application of learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

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.

Visiting Committee Comments

Throughout our visit, it became evident that the instructional strategies employed at CCS are both diverse and rigorous, reflecting a commitment to engaging and challenging students at every level of their academic journey.

Teachers utilize a wide range of innovative methods to capture students' interest and involvement in the learning process. These strategies are carefully crafted to not only impart knowledge but also to encourage critical thinking, creativity, and problem-solving skills among students.

Furthermore, the curriculum is designed to challenge students to reach their full potential academically, pushing them beyond their comfort zones and fostering a culture of continuous growth and achievement.

By embracing diversity in instructional approaches and maintaining high standards of rigor, CCS aims to equip students with the skills and knowledge necessary to thrive in an ever-evolving world, meeting their Graduation Outcomes. This is evident in their participation in the Sacramento Speakers series along with College night and other available opportunities.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective
Ineffective

Narrative Rationale:

CCS students have an abundance of options when it comes to navigating their curriculum and GOs. Within the PLP system, teachers utilize multiple curriculums, while often enhancing them or even creating their own to better meet their needs. When students choose to attend in person, they may receive supplemental materials and activities to strengthen their understanding of the assigned curriculum. CCS students also have access to classes and activities through schools in their sponsoring district if space is available, including sports. CTE students also have access to other pathways in the sponsoring district that are not yet offered by CCS. Students are encouraged to attend the Sacramento Speakers series field trips, as well as college visits.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

- Classroom time for training students how to navigate the online platform
- Opportunities for one on one tutoring that is available daily
- In person class time to reinforce skills, reteach and provide collaboration learning opportunities
- Partnerships with sponsoring schools for CTE Pathway completions, special interests and sport teams if available
- Schools PLS system for continuity and tracking for teachers and parents to stay up to date on progress.

Growth Areas for Continuous Improvement for Learning and Teaching:

- Incorporate more hands on, small group learning in math
- Consider requiring attendance in math class/small group learning opportunities for struggling students as a part or a tiered intervention program

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

It was also made clear that teachers recognize and value the concept that students may learn math concepts in different ways, so there is a conscious effort to teach math concepts in a variety of ways, especially by connecting with them one on one.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

As members of the WASC visiting committee, we observed that CCS employs a comprehensive approach to assessment, utilizing Diagnostic, Formative, and Summative assessments annually. These assessments play a crucial role in identifying learner needs, enabling the institution to tailor instruction and curriculum accordingly. This individualized approach ensures that each student's unique requirements are met, while also contributing to the identification of school-wide goals for growth.

The data collected from assessments is then translated into CCS's WASC Single Plan for Student Achievement (SPSA) Action Plan and Local Control and Accountability Plan (LCAP), facilitating strategic planning and resource allocation. Diagnostics swiftly pinpoint immediate, individual needs, allowing for prompt interventions to address them. Formative assessments are deployed to monitor student progress and identify further areas for support or enhancement.

Teachers play an active role in monitoring student progress and adjusting curriculum based on ongoing assessment data. Detailed feedback is provided to students through various communication channels, including SchoolsPLP messaging system, email, texting, School Pathways, and one-on-one meetings, fostering a culture of continuous improvement.

CCS takes a positive approach to CAASPP testing, transforming it into an engaging event that includes breakfast, motivating students to give their best effort. This approach has yielded positive outcomes, as evidenced by a 2023 student survey, where 95% of respondents reported

taking the CAASPP test seriously and 98% reported a calm testing environment.

All assessment data, including that pertaining to English Language Learners (ELLs), is carefully analyzed by staff both individually and collectively within departments. Factors such as attendance, behavior, and time on task are also taken into consideration during data analysis.

While there is a concerted effort to enforce school-wide policies and procedures, CCS also values teacher autonomy, allowing instructors to leverage their expertise and strengths in crafting effective lessons. At the conclusion of each academic year, the entire staff participates in data analysis sessions to collectively identify successful programs and areas for improvement.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Data is collected and analyzed through a variety of lenses. Staff collaborate as departments and as a whole to disseminate the information to support all students.

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

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

As members of the WASC visiting committee, we observed that CCS employs a comprehensive approach to assessment, utilizing Diagnostic, Formative, and Summative assessments annually. These assessments play a crucial role in identifying learner needs, enabling the institution to tailor instruction and curriculum accordingly.

This individualized approach ensures that each student's unique requirements are met, while also contributing to the identification of school-wide goals for growth. Teachers play an active role in monitoring student progress and adjusting curriculum based on ongoing assessment data. Detailed feedback is provided to students through various communication channels, including SchoolsPLP messaging system, email, texting, School Pathways, and one-on-one meetings, fostering a culture of continuous improvement.

Interventionists are also employed to provide additional support to struggling students, assisting in identifying potential changes in curriculum, instructional approach, or placement that could facilitate improvement.

CCS takes a positive approach to CAASPP testing, transforming it into an engaging event that includes breakfast, motivating students to give their best effort. This approach has yielded positive outcomes, as evidenced by a 2023 student survey, where 95% of respondents reported taking the CAASPP test seriously and 98% reported a calm testing environment.

All assessment data, including that pertaining to English Language Learners (ELLs), is carefully analyzed by staff both individually and collectively within departments. Factors such as attendance, behavior, and time on task are also taken into consideration during data analysis.

While there is a concerted effort to enforce school-wide policies and procedures, CCS also values teacher autonomy, allowing instructors to leverage their expertise and strengths in crafting effective lessons. At the conclusion of each academic year, the entire staff participates in data analysis sessions to collectively identify successful programs and areas for improvement.

Furthermore, student data is regularly shared with parents, fostering transparency and collaboration in supporting student success.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective
Ineffective

Narrative Rationale:

CCS continues to analyze student data to modify learning progress. Detailed feedback is relayed to students, parents, and other educational partners.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- Staff utilize multiple sources of data individually, in department groups, and school wide for regular review and analysis of data from diagnostic, formative and summative assessments.
- Parents and students are able to view and offer feedback on data through annual surveys..
- Instructors continually modify and revisit curriculum in PLS to craft effective lessons based on student data.

Growth Areas for Continuous Improvement for Assessment and Accountability:

- Consider an end of year, or third measure, for local data collection to show annual growth outside of CAASPP.
- 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 schoolwide.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

CCS continues to use their staff grade level and subject area teachers to review, and improve the lessons in the PLS. They are participating in the development and usage of rubrics to maximize equity and have shared that they would like to continue to expand in this area. Since all staff are involved in reviews and planning, they are able to ensure a cohesive plan for student success. Their continued effort toward utilizing i-Ready data, especially in math, shows a conscious effort to shift student performance based on data.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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..

Visiting Committee Comments

The Visiting Committee observed a concerted effort at CCS to engage families through various communication platforms, including the school website, Facebook Page, Instagram page, and Finals site. These platforms serve as vital channels for families to learn about school values, upcoming events, and important information such as program details, staff profiles, calendars, and accountability plans.

Parents are actively encouraged to participate in their child's educational journey on a daily or weekly basis. Pathways serves as a valuable tool for parents, providing access to assignments and grades, enabling them to stay informed about their child's progress. Additionally, teachers maintain open lines of communication with parents, reaching out promptly when students are facing challenges.

Several events are organized throughout the year to support parents in understanding how to effectively support their child's education, as well as to celebrate the school and students' achievements. There is a strong emphasis on fostering comfortable relationships between adults and students, including teachers and community professionals who contribute as guest speakers or accompany students on field trips. These interactions aim to promote confidence in communication and foster meaningful connections.

Students are regularly recognized and celebrated for their positive contributions, such as being selected for the monthly character trait and other notable achievements. Moreover, classes across disciplines, including culinary arts, World Geography, art, and history, pay homage to various cultures, ensuring a diverse and inclusive curriculum where all students feel welcome and represented.

At CCS, the student body regularly interacts with peers from diverse backgrounds, fostering an environment of inclusivity and cultural appreciation. This emphasis on diversity and inclusion enhances the overall learning experience and prepares students for success in an interconnected world.

Finally, the counselor's office has a number of shelves that display different paths and values, ranging from LGBTQ+ supports, to information about enlisting in the army. The school campus feels like a safe place for all walks of life.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective
Ineffective

Narrative Rationale:

There are so many tools and opportunities for families to connect with several staff members at CCS. They are regularly invited to give input via survey, receive support and training and can connect with CCS staff in a variety of ways, including text, phone, email, PLP messaging and more. The WASC visiting committee was pleasantly surprised by the turn out of parents and students at the Parent/Student WASC Representative meeting. All expectations are shared in a through enrollment interview where families are given a run down of the program and supported in using the technology. If students are not engaging in daily work, a staff member, typically the Community Liaison, will usually reach out on the same day, with further follow up by the Advisory Teacher.

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

The WASC visiting committee observed a culture of mutual respect within CCS that serves as the cornerstone of their educational approach. Their overarching goal is to foster a relaxed, welcoming, and safe environment while upholding professionalism and maintaining high academic expectations.

Families are thoroughly informed about school-wide behavior expectations outlined in the Parent/Student Handbook, ensuring clarity and consistency in behavioral standards. Daily janitorial services contribute to maintaining a clean and safe campus environment, supporting the well-being of all students and staff.

Furthermore, the presence of a full-time onsite counselor and two community outreach liaisons provides invaluable support to struggling students within a nurturing environment. The counselor offers referrals to local resources, which are prominently displayed on a bulletin board in a public space for easy access. Additionally, the counselor delivers a regular Social-Emotional Learning (SEL) curriculum for classroom use and distribution to families, aligning plans with ASCA content standards.

The continuity of staff, with many having long tenures at the institution, fosters a collaborative and trusting atmosphere. Regular staff meetings held four times per month facilitate communication and collaboration among team members. Additionally, an advisory council comprising teachers, administrators, parents, students, and community members convenes three times annually, providing diverse perspectives and input into school-wide decisions.

Previous WASC reports have consistently highlighted the close-knit and caring nature of the staff, underscoring their dedication to creating a supportive and nurturing learning environment for all students. This close-knit nature continues to be present.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Staff prides themselves on being transparent with students and parents that this school is a safe place for all students. Students are encouraged to advocate for themselves, both academically and emotionally. Leadership shared that a space is only as safe as the members make it, alluding to the importance that students are a part of a safe community, as are the staff. The staff all model this concept by being respectful of each other, open, friendly in sharing resources and even meals. Their collaboration and good rapport serves as a model for the student body. This was evident in the students being open to sharing their backgrounds and experience at CCS with the visiting team.

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

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 implements and 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.

Visiting Committee Comments

The Visiting Committee observed that the CCS independent study model offers flexibility, enabling diversity in lessons, curriculum, and instructional approaches, allowing for personalized learning experiences tailored to individual student needs and preferences. Whether students require focused reading practice or wish to explore stories from specific cultures or time periods, the CCS model accommodates their interests and goals.

Students have a significant voice in shaping their educational journey, with opportunities to express preferences in both the subjects they study and the approaches they take. CCS offers a wide range of course options, including Advanced Placement (AP), A-G, Career Technical Education (CTE), and remedial courses tailored to support struggling students.

Furthermore, the program provides various learning model options, from complete independent study to attending classes a few times per week. Students are encouraged to select the options that best suit their learning styles and support their academic success.

To support the holistic development of students, CCS offers a comprehensive range of services aimed at addressing the needs of the "whole child." These services include tutoring, counseling, access to technology resources, and support for completing assignments. Additionally, students with disabilities receive dedicated support, utilizing the safe campus environment and accessing services guided by their Individualized Education Program (IEP), including assistance from Resource Specialists.

Aside from academics, CCS continues to develop their enrichment programs through intramurals, clubs and opportunities to socialize. For example, they will be holding a hoedown dance event to wrap up their line dancing intramural unit. Students are encouraged by admin share, and even lead, their ideas for enrichment activities, such as field trips, events and clubs.

Overall, the CCS program is designed to empower students to take ownership of their learning while providing the necessary support and resources to ensure their success and well-being.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective
Ineffective

Narrative Rationale:

Students are encouraged to advocate for themselves and their fellow students in all aspects of their academic journey. Staff seek input regularly from students about ideas for activities and field trips to augment their experience at CCS. Students display their sense of safety at CCS by trying new activities that they wouldn't have been willing to otherwise attempt (i.e. the line dancing intramural that originally met with resistance, but quickly became one of the most popular intramurals to date).

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Family communication and training
- Staff availability for support
- Caring staff who excel at modeling human, respectful behavior
- Strong counselor and community outreach liaison team to provide additional info and support to families and staff
- Safe, clean and cheerful campus environment
- Intramural activities that are provided with input from students
- Desire to provide students with meaningful enrichment activities with their input

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- 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
- Formalize a way for students to suggest a Club or activity along with creating protocols for a student to follow to recommend a Club, provide the leadership structure, get Advisement, implement and sustain the Club

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

The WASC visiting team observed a school filled with passionate, capable staff who genuinely care for their students. They admittedly see the need for a more formalized approach to tiered intervention and student re-engagement. The level of communication they have with their families and the attendance at the Parent/Student Representative meeting shows the investment families have in the school. Many students shared ideas for field trips and clubs, showing there was an interest, and therefore a need for a formalized process for making these things happen in a way that allows the students to take ownership, while also following school rules, and respecting staff time and availability.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. CCS is a welcoming and safe environment for students and staff. This is evidenced by the close-knit and caring staff, the clean and friendly facility, and the engaged student body.
2. Collaboration is fostered and encouraged, which is evident from the set up of the classrooms, daily schedules, intentional displays, cross curricular themes and integration, walking space, and open doors. There is a positive sense of community and family integrated into a professional workspace.
3. A strong and diverse leadership team that works in tandem to meet the individual needs of students and staff.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize school wide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

1. Identify and clearly state the roles and responsibilities of the Advisory Teacher
2. Expand and train on the CCS tiered re-engagement process which will acknowledge equity for students with diverse needs and life factors. While the current system appears to work, more clarity is needed about the nuts and bolts of the process so that it is more efficient, as well as ensures consistency across the campus and as the school grows.
3. Continue to explore and implement Math intervention strategies that address the identified gaps that are reflected in testing data.

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan/SPSA**
- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan/SPSA.**

Choices Charter School (CCS) has made significant strides in addressing the Critical Areas for Follow-Up identified by the WASC visiting committees in 2018 and 2021. The school has developed a comprehensive School Wide Action Plan (SWAP) covering four main goals related to enhancing instruction, curriculum, college/career readiness, and strategic planning.

To improve strategic planning, CCS has focused on stabilizing enrollment through expanded marketing efforts, competitive employee compensation, updated policies, quality curriculum/instruction, robust technology, and a safe learning environment. The school has revised its Graduation Outcomes to emphasize college and career readiness, adding relevant courses, activities, counseling support, and data tracking. CCS has prioritized research-based professional development for faculty on topics like math instruction, supportive technology, assessments, equity, and pandemic learning loss. Safety policies have been formalized, and student wellbeing support expanded after COVID-19.

While making strides in standards-based rubrics, the school recognizes this was not fully addressed in the SWAP. Nevertheless, CCS has implemented concrete steps across all critical areas, positioning itself to provide an effective personalized learning experience aligned with student needs and preparation for future goals.

The effectiveness of the action plan to enhance student learning and support identified major student learner needs:

The SWAP appears effective in targeting key areas to enhance student learning and support needs. It focuses on improving math and literacy skills through assessments and instructional strategies (Goals 1 & 2). It aims to better prepare students for college and careers through revised graduation outcomes, curriculum, counseling, and data tracking (Goal 3). And it works to stabilize and grow enrollment while providing a safe, caring environment (Goal 4).

The level of commitment schoolwide and systemwide:

There seems to be a strong schoolwide commitment evidenced by efforts like revising graduation outcomes, adding courses/activities, implementing new assessments, expanding counseling, increasing safety training, and undertaking strategic planning/marketing. The alignment with San Juan Unified School District programs like induction and the ability to continue participation in CTE Pathways and/or sports at their neighboring schools, also demonstrates systemic support.

Alignment to the LCAP:

The SWAP goals around improving achievement, college/career readiness, school climate, and strategic planning appear aligned with typical LCAP priority areas.

Soundness of follow-up process:

The synopsis indicates mechanisms are in place to implement and monitor the SWAP goals, such as refining curriculum, scheduling regular professional development, collecting and analyzing student data annually, and engaging in strategic planning exercises. However, more details around specifically how progress will be evaluated could strengthen this area.

In summary, the SWAP demonstrates a comprehensive effort to identify and act on student needs and school priorities. The goals and associated actions appear well-conceived and committed to enhancing learning experiences and outcomes for students. Explicitly aligning the plan to the district LCAP and clearly defining the monitoring process could make it even stronger.

The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

CCS has identified prioritized areas of need and is actively working on it consistently through regular data review and implementation of strategies, followed by strong reflection and shifts when needed.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

CCS as a staff collaborate well together. All staff take an active role in the analysis and implementation of the SPSA. It is evident that they are continually monitoring student progress and proactive in addressing student needs.

Accreditation Status Factors Summary

| Accreditation Status Factors | Highly Effective | Effective | Somewhat Effective | Ineffective |
|--|------------------|-----------|--------------------|-------------|
| The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth. | X | | | |
| The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement. | | X | | |
| Acceptable progress by all students | | X | | |
| Vision and Purpose (A1) | X | | | |
| Governance (A2) | X | | | |
| Leadership for Learning (A3) | | X | | |
| Qualified Staff and Professional Development (A4) | X | | | |
| Resources (A5) | X | | | |
| Rigorous and Relevant Standards-Based Curriculum (B1) | X | | | |
| Equity and Access to the Curriculum (B2) | X | | | |
| Student Engagement in Challenging and Relevant Learning Experiences (C1) | X | | | |
| Student-Centered Instruction through a Variety of Strategies and Resources (C2) | X | | | |
| Reporting and Accountability Processes (D1) | X | | | |
| Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2) | | X | | |
| Family and Community Engagement (E1) | X | | | |
| School Culture and Environment (E2) | X | | | |
| Multi-tiered Personal, Social-emotional, and Academic Support (E3) | X | | | |
| Alignment of a schoolwide action plan/SPSA to school's areas of greatest need | X | | | |
| The capacity to implement and monitor the schoolwide action plan/SPSA | X | | | |

