

# San Juan Choices Charter School

## Annual Report for 2023-2024

(School Data through 2022-23 Academic Year)

### San Juan Choices Charter School Summary

Current Charter Term: July 1, 2019 through June 30, 2024 (extended to June 30, 2027 per AB 130)

Opened: Fall 1999

Grades Authorized: 6th – 12th / Grades Offered 2022-2023: 6th – 12th

Leader: Brent Givens, Director

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

#### Location / Facility

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

4425 Laurelwood Way

Sacramento, CA 95864

(916) 979-8378

#### Vision

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

#### Mission

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

#### Distinguishing Features of the Educational Program

- Personalized Learning Public Charter School - Independent Study Program, choice of:
  - hybrid/blended learning program with community college scheduling format
  - online-only learning program
  - one-on-one instructional program with once-weekly meetings (typically chosen for credit recovery / 5th-year high school students and students with IEPs)
- 20:1 student/teacher ratio
- Two levels of free tutoring support, offered five days a week, in person or via Zoom:
  - Classroom teacher
  - Tutor in computer lab

- Breadth of available courses, including A-G, Honors, AP, two World Languages, and a multitude of electives
- Safe, caring, respectful, and supportive environment builds self-esteem and student confidence and removes barriers to learning.
- College and Career Readiness through:
  - accomplishment of the Choices Charter School Graduation Outcomes (“GO”s) that are centered on setting and achieving goals
  - real-world experiences that link to academic standards and college and career planning (Sacramento Speaker Series, on-campus speakers, field trips, college fairs)
  - completion of Career Technical Education courses (Introduction to Business and Entrepreneurship, Marketing and Advertising, Manufacturing: Product Design and Innovation, International Business: Global Commerce in the 21st Century )
  - completion of A-G coursework
  - completion of college-level AP coursework
  - dual enrollment at community college
  - State Seal of Biliteracy
  - Leadership/Military Science (ROTC)
  - completion of college/career assignments throughout all school curriculum
  - family information meetings (college application and financial aid information)
  - college application
  - timely high school graduation
- Engagement of parent/guardian through parent training on SchoolsPLP and School Pathways, interventions when needed, and frequent communication via phone, text, and email
- High Student Satisfaction - 95% in 2023
- High Parent Satisfaction – 100% in 2023

**Governance**

Dependent Charter authorized through San Juan Unified School District

Name of non-profit corporation holding the charter: NA

Date of incorporation: NA

Number of authorized board members: NA

Number of seated board members (current): 7

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

Current Board President (2024): Pam Costa

Board Members (2024): Vice President: Saul Hernandez; Clerk: Ben Avey; Members: Paula Villescaz, Tanya Kravchuk, Manuel Perez, and Zima Creason.

**Enrollment (per CDE Dataquest)**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Enrollment	279	295	273	212	217

<b>2022-2023 Comparison of Total Students</b>	<b>Total Enrollment</b>	<b>Hispanic / Latino</b>	<b>Am. Indian or Alaska</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Filipino</b>	<b>African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Not Reported</b>
Choices Charter School	217	52	1	7	2	2	29	110	14	0
San Juan Unified School District	49,036	12,854	288	4,493	322	481	3,505	22,912	3,912	269
Sacramento County (all schools)	247,646	80,794	1,142	43,113	3,459	6,381	25,448	65,835	20,025	1,449

<b>2022-2023 Comparison of Total Students</b>	<b>Students with Disabilities</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>	<b>Homeless Youth</b>
Choices Charter School	39	117	12	5	7
San Juan Unified School District	5,336	26,902	8,127	176	1,502
Sacramento County (all schools)	34,262	144,576	44,193	909	11,088

## Student Progress

In order to assess the fulfillment of CCS's charter agreement with SJUSD, to track progress for goals in the CCS Local Control and Accountability Plan (LCAP) and its WASC School Wide Action Plan, and to report to SJUSD in the school's Annual Report, student progress towards meeting standards and outcomes in 2022-2023 is measured primarily through analysis of the following types of student data, as tracked on the California School Dashboard, CAASPP/ELPAC website, and/or the California Department of Education's DataQuest:

- **Academic Performance**
  - CAASPP ELA, Math & Science
  - College/Career Indicator ("CCI")
- **Academic Engagement**
  - Chronic Absenteeism
  - Graduation Rate
- **Conditions & Climate**
  - Suspension Rate

The data types above are presented in detail below, disaggregated where possible to show academic performance of students in the significant subgroups at Choices Charter School: Socioeconomically Disadvantaged Students (54% of CCS Students in 2022-2023) and Students with Disabilities (18% of CCS Students in 2022-2023). (CDE DataQuest)

CCS is a small school that specializes in serving students who have experienced difficulty in the traditional school environment and are typically below grade level in skills and/or credit deficient. With small sample sizes of testing data, a high student turnover rate (as students get back on track and often decide to move back to the traditional school environment), and a population that tends to struggle academically, it is difficult to define the value that the CCS program offers to its students using the traditional measures above. For this reason, CCS also tracks and highly values **locally-collected student and parent data** collected through the use of one standardized assessment and various internally-developed tools, such as:

- i-Ready
- Course Registration Survey (Graduation Outcomes Student Self-Assessments & Other Goals-Related Data collected)
- Student School Satisfaction Survey
- Parent School Satisfaction Survey
- Senior Exit Interview
- Students with Disabilities Attitude Survey

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

In addition to the data types mentioned above, an analysis of 2022-23 **Local Control and Accountability Plan** actions taken to support students, particularly those of disadvantaged subgroups, will demonstrate CCS's commitment to providing equitable education for all students.

A snapshot of the 2023 **California School Dashboard** measures will be provided, along with a summary of the data contained there.

The extent to which Choices Charter has **fulfilled its purposes and goals** in 2022-23 will be

addressed through a review of the program’s recent accomplishments, challenges, and plans to address challenges in the context of the school’s WASC School Wide Action Plan’s four primary goals.

Finally, the **finances** of 2022-23 will be provided and explained.

## **Academic Performance**

### **CAASPP ELA, Math & Science**

At Choices, 2021 rates of student proficiency on the CAASPP exams were much higher than in previous years. Choices students thrived during the COVID-19 campus closure. The online curriculum delivery system at Choices made the transition to distance learning essentially seamless for CCS students. Teachers offered instruction at regularly scheduled times via Zoom. Tutoring and teacher office hours were made available for support. Outreach to families was intensified and collaborative during and following the campus closure. Technology and technical support services were augmented to meet students’ needs at home.

In 2022, CAASPP scores settled but remained stronger than those of pre-pandemic 2019.

In 2023, ELA proficiency rates dropped significantly for All Students and Students with Disabilities and remained stable for Socioeconomically Disadvantaged Students. Math proficiency rates for All Students remained stable, while proficiency rates for Socioeconomically Disadvantaged Students and Students with Disabilities grew significantly. In 2023, Science proficiency rates remained stable.

In 2023, 70% of students taking CAASPP exams reported that they had been enrolled at Choices for less than one school year. 56% of testers had enrolled at Choices during the semester of the test administration. These figures demonstrate that CAASPP scores are unfortunately only partially accurate in measuring student learning at CCS. i-Ready data demonstrates growth that occurs with students who have been enrolled at Choices between a fall diagnostic assessment and a winter formative assessment. i-Ready data, which will be outlined in the following section, demonstrates that students grow in both Math and ELA while enrolled at Choices for as little as one semester.

In the table below, 2023 data that has improved since 2022 is highlighted in blue. Neutral data is lowlighted in gray. Changes in percentages of students who nearly met standard are not included in annual comparisons, as those changes may be positive or negative.

<b>CCS CAASPP (SBA &amp; CAST) Data*</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>ELA % Met or Exceeded Standard</b>			
All Students	57	51	39
Socioeconomically Disadvantaged Students	64	42	39
Students with Disabilities	31	27	19
<b>ELA % Nearly Met Standard</b>			
All Students	25	24	28
Socioeconomically Disadvantaged Students	11	31	30
Students with Disabilities	31	40	14

<b>ELA % Did Not Meet Standard</b>			
All Students	18	24	33
Socioeconomically Disadvantaged Students	25	27	31
Students with Disabilities	38	33	67
<b>CCS CAASPP (SBA &amp; CAST) Data*</b>			
	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Math % Met or Exceeded Standard</b>			
All Students	32	15	13
Socioeconomically Disadvantaged Students	43	6	13
Students with Disabilities	7	0	5
<b>Math % Nearly Met Standard</b>			
All Students	27	31	28
Socioeconomically Disadvantaged Students	19	38	28
Students with Disabilities	21	13	27
<b>Math % Did Not Meet Standard</b>			
All Students	40	54	59
Socioeconomically Disadvantaged Students	38	57	59
Students with Disabilities	71	88	68
<b>Science % Met or Exceeded Standard</b>			
All Students	41	29	32
Socioeconomically Disadvantaged Students	38	31	29
Students with Disabilities	ISS	ISS	13
<b>Science % Nearly Met Standard</b>			
All Students	53	66	56
Socioeconomically Disadvantaged Students	55	62	63
Students with Disabilities	ISS	ISS	67
<b>Science % Did Not Meet Standard</b>			
All Students	6	6	11
Socioeconomically Disadvantaged Students	7	7	8
Students with Disabilities	ISS	ISS	20

\*CAASPP data provided at <https://caaspp-elpac.cde.ca.gov/caaspp/Default>  
ISS = Insufficient Sample Size

## College/Career Indicator

CCS's College/Career Indicator ("CCI") metric for All Students improved steadily between 2018 and 2020 and then dropped in 2023 (no data published in 2021 and 2022). The percentages of prepared students in the Socioeconomically Disadvantaged Students and Students with Disabilities subgroups have been more difficult to reliably track, given their small sample sizes (sometimes too small for published data).

Choices Charter recognizes that its students' college and career readiness levels must continue to improve. In 2020-21, CCS adopted a new set of Graduation Outcomes that focus on setting goals and following through to achieve them. At Choices, students practice setting and reaching goals related to college and career readiness through the focused pursuit of timely high school graduation and the completion of at least one of a variety of possible paths that lead to success in college and career. Of note, CCS now offers a Career Technical Education Pathway in Business & Finance and plans to add another in Public Services / Public Safety or Arts, Media & Entertainment, when resources allow. In Fall 2021, a new annual College & Career Week debuted; guest speakers, competitions, decorations, family information sessions, and college/career assignments promote long-term thinking amongst students. Field trips to college fairs educate students about post-secondary academic opportunities.

CCS College/Career Indicator Data* % of students graduating who are Prepared	2019	2020	2023
All Students	14	18	11
Socioeconomically Disadvantaged Students	6	13	7
Students with Disabilities	ISS	27	0

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

No data published in 2021 and 2022.

ISS = Insufficient Sample Size

While Choices works to improve its CCI in coming years, internally collected data validates the efforts and successes of the program in preparing students for next steps. 52% of 2023 graduates reported that they believe that they would not have graduated from high school had they not enrolled at Choices. 69% of those same graduates reported that they planned to pursue a 2-year academic program, 4-year academic program, or vocational/technical school in the four-to-five years following graduation. 56% of graduates planned to enroll immediately in a local community college. 91% of graduates felt prepared for college and a career.

## Academic Engagement

### Chronic Absenteeism

At Choices and throughout the state, Chronic Absenteeism rates rose dramatically during and immediately following the COVID-19 campus closure in 2020-21. Chronic Absenteeism at Choices has been dropping slightly each year and is aligned with state figures. Like throughout the state, Socioeconomically Disadvantaged Students experience greater rates of Chronic Absenteeism than All Students. However, Students with Disabilities seem to have recovered in the area of Chronic Absenteeism more readily than the other two student groups. 2023 cells in blue indicate that the data has improved since 2022.

CCS Chronic Absenteeism Data*	2021	2022	2023
% of students who were chronically absent			
All Students	32	29	27
Socioeconomically Disadvantaged Students	35	34	32
Students with Disabilities	34	25	24

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

**Graduation Rate**

After falling behind, and at times disconnecting completely from the traditional education program, students reconnect to education and gain a path to graduation while at Choices. Many students benefit from an extra semester or school year to complete credits that they are missing, typically from their experiences at previous schools.

CCS Five-Year Graduation Rate Data*	2021	2022	2023
% of students who graduated in five years or less			
All Students	77	78	76
Socioeconomically Disadvantaged Students	76	78	74
Students with Disabilities	82	87	82

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

Graduation Rates were rising steadily for all student groups before, throughout, and immediately following the pandemic. In 2022, Socioeconomically Disadvantaged Students graduated at the same rate as All Students, and Students with Disabilities surpassed both other groups, further underlining the equity of the CCS program. In 2023, Graduation Rates settled slightly, but Socioeconomically Disadvantaged Students graduated at approximately the same rate as All Students, and Students with Disabilities graduated at a greater rate than the other two groups.

Perhaps the most impressive evidence of the transformation that students experience while at CCS is found in the percentage of surveyed graduates who report that they would not have graduated from high school at all, had they not enrolled at Choices. In 2023, this percentage was **52%**.

**Conditions and Climate**

**Suspension Rate**

At Choices, students are very rarely suspended or expelled. Teachers and administration are typically connected to students and families and able to intervene when concerned, usually well before significant problems arise.



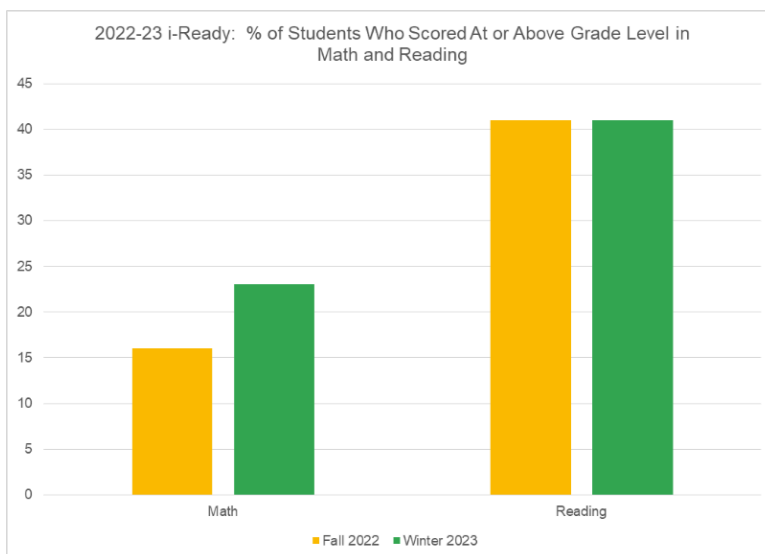
CCS Suspension Rate Data* % of students suspended	2021	2022	2023
All Students	0	0	0
Socioeconomically Disadvantaged Students	ISS	ISS	ISS
Students with Disabilities	ISS	ISS	ISS

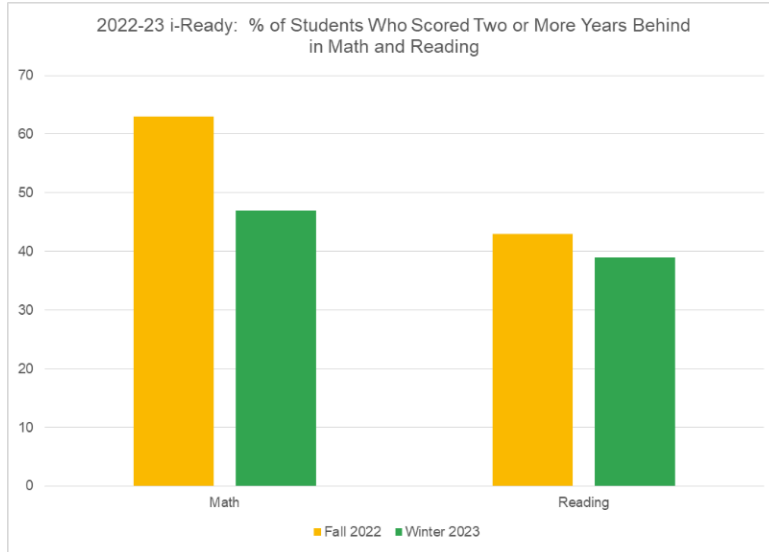
\*Suspension Data found at <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?cds=34674473430758&agglevel=School&year=2021-22&initrow=&ro=y>  
ISS = Insufficient Sample Size

## Locally-Collected Student and Parent Data

### i-Ready Data

CCS students take i-Ready diagnostic and formative assessments each year. Diagnostic testing takes place at the beginning of the 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 the 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.





### Graduation Outcomes Data

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

#### **CCS Graduation Outcomes** (established in 2020):

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

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

Choices students are encouraged to complete fifty-five credits during each year of high school to support the goal of high school graduation in four academic years. Each semester, students are also required to declare their planned pathway to college and career readiness upon registration for new classes. This information allows counselors to guide students toward their individual goals through careful course selection, participation in special opportunities, and use of targeted support services. Students are supported in their consideration of post-secondary options by a breadth of core and elective course offerings as well as by the availability of special school events, such as College & Career Week, field trips, college fairs, and guest speakers.

The following tables provide data about Choices students by grade level in 2021, 2022, and 2023. (Data calculated at the end of the school year.) 2023 cells highlighted in blue show data that equals or compares favorably to data from the previous year.

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

Percentage of Students On Track to Graduate in Four Years	2021	2022	2023
Percentage of 9th Grade Students Who Have Completed at Least 55 Credits	66	48	64
Percentage of 10th Grade Students Who Have Completed at Least 110 Credits	60	47	63
Percentage of 11th Grade Students Who Have Completed at Least 165 Credits	69	60	42

\*Based on internal analysis of student transcripts

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

(Some students selected more than one.)

Class of 2023	Spring 2021**	Spring 2022**
Percentage who plan to complete CTE Pathway	6	24
Percentage who plan to complete Seal of Biliteracy	6	4
Percentage who plan to pursue completion of A-G coursework	39	28
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	50	28
Percentage who plan to score 3 or higher on at least two AP exams	6	4
Percentage who plan to co-enroll in community college for two semesters or three quarters	17	12
Percentage who plan to complete two+ years of Leadership/Military Science (ROTC)	6	4
<b>Percentage of survey respondents who chose at least one College and Career Pathway</b>	<b>72</b>	<b>100</b>

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

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

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

\*Based on internally developed course registration survey; survey not administered in 2023 and will resume in 2024.

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

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

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

\*Based on Naviance Senior Exit Survey in 2020-2022 and Senior Exit Survey in 2022-23

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

## Student & Parent School Satisfaction Surveys

CCS students and parents are typically extremely satisfied with their experience at Choices Charter School. This can be seen in the following tables, which document responses from the Student & Parent School Satisfaction Surveys in 2021-2023. Students feel safe and cared for at Choices. Parents feel that the school culture is positive and supportive and that their students are able to demonstrate their knowledge in a variety of ways. All satisfaction numbers are at 80% or higher; most are above 90%.

In 2023, a larger percentage of students felt that their education was highly personalized, used tutoring services, and wanted to go to college or vocational school after high school. A greater percentage of students reported that their anxiety had either stabilized or lessened since enrolling at Choices. However, students were less satisfied with their experience at Choices, overall, than in the previous year and less satisfied with the social opportunities available to them through the school. A smaller percentage of them planned to graduate from Choices, specifically.

In 2023, a greater percentage of parents felt confident that their student's teachers were using data from assessments to modify the teaching/learning process, while fewer felt that they had had the opportunity to participate in school meetings and operational processes.

### Student and Parent Satisfaction Surveys:

- 2023 cells in blue are at the desired 90% or above (anxiety levels: same + less = X%; parents engagement = check student progress at least once a week).
- 2023 cells in green are approaching the goal (at 80%+).
- 2023 metrics without color are tracked for information purposes only and do not reflect the strength of the program itself.
- All collected data is important to the CCS Staff; several of the questions on the surveys are tracked in the WASC School Wide Action Plan and Local Control Accountability Plan to determine annual progress.

Student Survey			
# of respondents	47	40	93
Statement	2021	2022	2023
My experience at Choices Charter School last year was positive.	96	100	95
I feel safe at Choices Charter School.	100	100	98
I feel satisfied with the social opportunities and sense of community at Choices Charter School.	83	95	88
My feelings about my education have become more positive since attending Choices Charter School.	91	95	93
My education has become more personalized at Choices Charter School.	98	90	95
The Choices program serves all students in an equitable (fair, unbiased, non-discriminatory) fashion.			95
The Choices staff is caring and responsive to student needs.	96	100	97
My parents make sure that I do my school work.	91	98	97
I want to go to college / vocational school.	72	73	87

I utilize tutors/ teachers on campus.	81	83	88
I plan to graduate from Choices.	89	93	86
Attending core classes once a week is sufficient for me to get the educational support and knowledge that I need to be successful.	94	90	92
How is your Anxiety level since attending CCS?*			
More	15	13	8
Less	43	53	57
Same	43	35	36
If you do not attend on-campus classes regularly, please tell us why (choose up to three).			
Lack of transportation	15	25	10
Anxiety	21	18	16
Work/ family commitments	17	18	5
My parents don't require me to attend	11	10	7
I have health issues that prevent regular attendance	9	5	0
Attending class does not help me learn / complete assignments	11	13	2
I do not care for the instructor(s) / manner of instruction	0	0	0
I do not feel comfortable on campus / in class at Choices.	0	3	3
I do not enjoy class at Choices.	0	10	2
I DO attend class regularly.	43	45	48
Other	19	13	6

Parent Survey			
# of respondents	66	38	82
Statement	2021	2022	2023
The educational program at Choices Charter School met my expectations.	100	100	100
My child made satisfactory progress in learning this year.	97	95	96
The social environment at school was positive and supportive.	95	100	98
I have opportunities to provide input about the school program.	92	95	96
I understand the role of the school's governing board.	75	92	93

I have had the opportunity to participate in the school's meetings and operational processes.	77	92	87
Overall, Choices Charter School provides a positive educational experience.	100	100	100
The Choices Charter School website serves as a professional and engaging marketing tool for the school.	97	97	100
The Choices Charter School website accurately represents the program and its strengths.	98	97	99
The Choices Charter School website is helpful and informative.	97	97	98
I am satisfied with how the school keeps me informed about my student's academic progress.	98	97	100
I feel my student has the opportunity to demonstrate his knowledge in a variety of ways.	98	100	100
The facility meets the needs of the school.	100	100	98
The staff follows acceptable policies regarding cash, deposits, and fundraising.	100	100	100
The school provides adequate staffing to support the school's program.	95	100	99
Teachers modify the teaching/learning process based upon the results of the assessments they give students.	94	95	100
I am satisfied with my ability to access my student's information and communicate with my child's teachers through the online gradebook system School Pathways.	98	100	100
Last year, I checked my student's grades on School Pathways (recommended that parents check at least once a week) (Never + About Once a Month and About Once a Week + About Once a Day are grouped as two categories for annual comparisons)			
Never	9	8	1
About Once a Month	23	8	20
About Once a Week	41	58	48
About Once a Day	27	26	32
Last year, I checked my student's progress and/or helped my student to complete homework on SchoolsPLP (recommended that parents check at least once a week) (Never + About Once a Month and About Once a Week + About Once a Day are grouped as two categories for annual comparisons)			
Never	17	3	1

About Once a Month	17	8	12
About Once a Week	35	61	50
About Once a Day	30	29	37
I prefer that the school communicate with me regarding my student’s progress and notify me of important school events via*			
Automated Phone Call	2	0	11
Automated Text	23	26	52
Automated Email	24	24	55
Phone Call from Teacher	6	5	24
Text from Teacher	15	18	44
Email from Teacher	30	26	48
I would recommend Choices Charter to my Friends/ Family	100	100	98
My overall rating of Choices Charter School is (percent of parents who rate the school at an 8, 9, or 10 out of 10)	94	97	94

\*2023 top responses: Automated Email, Automated Text, Teacher Email

**Senior Exit Survey**

At the close of each academic year, graduates complete a Senior Exit Survey, providing feedback about their experiences at Choices Charter School. The data listed in the following table, along with the student quotes below, demonstrate the significant positive impact that the CCS experience has on students’ lives. 2023 recommendation data of 90%+ is highlighted in blue.

Senior Exit Interview Data Key Data Points Across the Years	2021	2022	2023
% of surveyed graduates who believe that they would not have graduated from high school had they not enrolled at Choices	42	34	52
% of surveyed graduates who would recommend the CCS program to other students	98	100	100
% of surveyed graduates who felt prepared for college and a career		63	91

CCS students typically experience life-altering success while attending the CCS program, as is exemplified by the following quotes from 2023 graduates’ Senior Exit Survey responses. When students were asked, “What did you learn about yourself through this independent study program?” they responded with:



- *I learned a lot, I changed, and I was influenced beautifully by the community here. I grew, and my weaknesses became strengths. I learned a growth mindset going here.*
- *I learned more about how I work, what motivates me, what I'm passionate about and want to pursue, and how hardworking I am, as well as how important support from myself and from others is.*
- *I learned that I am able to do it even when I think I can't because I had great people around me.*
- *I tend to work better when the work feels more like a choice than something I am forced to do every day.*
- *That I have a lot of potential, and I need to stop doubting myself and losing my way. If I fail once, I need to get back up.*
- *I learned that self motivation and time management are skills that you really need to learn when doing independent study. Without them you're going to struggle. This school helped me learn that, and now I feel that I'm better with my time and getting myself to get things done.*
- *I learned that I am resilient and that I can bounce back. I also learned that if I set my mind to it I can get good grades and get a good amount of work done if behind.*
- *I learned that I can get anything I work hard for.*
- *That I work better independently but I also need to work on time management.*
- *Self-Esteem*
- *I learned to be more organized.*
- *I learned that I needed to get better at time management, and I did.*
- *I learned that I work better in a calm and helpful place.*
- *I have a very bad habit of avoiding my problems when they get a little too big. Also, I am a night owl.*
- *I learned that I tend to avoid doing work that I decide I don't need to do but always pull through in the end.*
- *That I was smarter than I thought.*
- *That if I put my head down and work hard, I can get my work done.*
- *I learned that it takes a lot of self-discipline to keep myself on track.*
- *What I need is improving in many ways! Should not be afraid to ask for help, cooperate with teachers! And also develop self-discipline!*
- *I learned how to function on my own without the teachers hounding me everyday in school.*

### **Students with Disabilities Attitude Survey**

At the close of each school year, CCS Students with Disabilities are given an Attitude Survey to measure their approach to, feelings about, and plans for their education at Choices and beyond. Because Students with Disabilities follow a wide variety of schedules with many different supervising teachers at Choices, it can be challenging to reach all of them for the survey administration at year's end. However, in most years, more than half of them submit surveys. While it was previously administered on paper, the survey was administered via Google Forms for the first time in 2020. This survey was not administered in 2021 based on the recommendation of the Special Education Resource Specialists who believed that students needed fewer requirements due to COVID-19-related fatigue and strain on

students’ mental health. Results for recent years are shown in the table below.

Students with Disabilities Attitude Survey:

- 2023 cells in blue are at the desired 90% or above (anxiety levels: same + less = X%).
- 2023 cells in green are approaching the goal (at 80%+).
- 2023 cells in red indicate figures below 80% that have dropped by 5%+ points since the previous year and will remain on close watch.
- Students’ wish to return to traditional school is an ambiguous metric that is collected for general information only.

**Students with Disabilities Attitude Survey**  
**% of students who agree with the statements, by year**

# of respondents	22	14	42
Statement	2020	2022	2023
I like to come to school at Choices.	86	62	74
I feel safe at Choices.	96	79	91
Getting good grades is important to me.	91	93	86
I have a computer with internet access.	96	100	95
I use a computer for school work.	91	93	100
My parents make sure that I do my school work.	100	79	95
I want to go to college / vocational school.	59	50	66
I utilize tutors/teachers on campus.	86	50	67
I plan to graduate from Choices.	86	86	63
I want to return to traditional school.	9	14	52
I am proud of how I did in school this year.	50	57	60
How is your anxiety level since attending CCS? (Same + Less grouped into one category for annual comparison)			
More	9	0	10
Less	64	43	56
Same	27	57	34

In 2021-22, many Students with Disabilities remained hesitant to return to campus after the COVID-19 campus closure year. Some were worried that they would fall sick. Others were unaccustomed to leaving home. Many felt disengaged from their education. However, they remained interested in getting good grades, utilized technology for schoolwork, and reported stabilized or decreasing levels of anxiety, overall, since enrolling at Choices.

In 2022-23, a new Resource Specialist / Teacher joined the Special Education Department, and great lengths have been taken to re-engage students and address learning loss in Students with Disabilities. 2023 survey data reflects these efforts. In 2023, a higher percentage of students responded to the survey and reported that they like to come to school at Choices and feel safe on campus. More

students used computers for their school work and had parents who supervised their completion of the work. More students wanted to go to college or vocational school, utilized tutoring services, and wanted to return to traditional school, which is often a sign of stabilization and growing confidence. The vast majority of Students with Disabilities reported that their anxiety levels had stabilized or improved since enrolling at Choices. However, fewer students had reliable internet access and fewer felt that getting good grades is important.

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

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

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

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

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

- Tutoring Services
- College & Career Planning Support
- School Community Features
- Technology Resources
- Support for Students with Anxiety
- Mental Health Support
- Miscellaneous Support Services

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

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

LCAP Actions
<p><b>Tutoring:</b></p> <ul style="list-style-type: none"> <li>● Tutoring is available to students during normal school hours, either in-person or via Zoom. Tutors focus on building skills. Teachers provide tutoring during office hours. Math teachers focus on providing Math tutoring to middle school students in order to address gaps in skills early. A Special Education Resource Specialist / Teacher provides hands-on tutoring to Students with Disabilities. Choices is in the process of creating an online tutoring schedule to facilitate communication and scheduling.</li> </ul>

**College & Career Planning Support:**

- Students are supported in their approach to college and career through a College & Career Week, field trips to the SJUSD College Night and Historically Black Colleges and Universities recruitment fair, college/career-related assignments in all classroom-based courses, counseling support, guest speakers, field trips, counselor presentations to English classes and families, a breadth of course offerings (A-G, Honors, AP, World Languages, CTE Pathway in Business & Finance, electives), co-enrollment at community colleges, and college resources on the school website. An annual Transition to College & Career Workshop for Students with Disabilities debuted in 2022-23.

**Community Enhancements:**

- Upon enrollment, English Learners are encouraged to enroll in classroom-based electives and to participate in extracurricular activities to practice listening and speaking skills. ELD courses formally support English Learners as they also pursue credits in mainstream classes. Each year, Choices adds at least one new elective course and one new extracurricular activity. At least ten high school field trip experiences and one field trip in each of grades 6, 7, & 8 are provided each year. Science classes are embracing the use of virtual reality to engage students in learning. Clothing and hygiene supplies are provided on campus. Choices is currently in the process of creating a rewards system to frequently acknowledge students' academic growth throughout the school year. Honor Roll Celebrations and a Character Board in the main school hallway acknowledge students' academic achievement and strong character.

**Technology Resources:**

- Technology upgrades are made each year, according to need. Students in need are provided with laptops on loan and Wi-Fi hotspots. Families are given information about low-cost internet providers. CCS staff provide technical/curriculum support to students who are struggling.

**Support for Students with Anxiety:**

- Choices prides itself on its caring staff, program flexibility, and safe learning environment. Students are met where they are and supported where they are struggling with personalized education. Faculty members collaborate to help students in need. Students have more control of their education at Choices than in the traditional school format. These factors tend to ameliorate feelings of anxiety. CCS tracks the percentage of students who report that they have enrolled at Choices in large part due to problems with anxiety. CCS also tracks the percentages of students who believe that their anxiety has grown, remained the same, or decreased since enrolling at Choices.

**Mental Health Support:**

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

**Miscellaneous Support Services:**

- Students are supported through a wide variety of measures at Choices. During registration, extra care is taken to be sure that parents are able to utilize the online curriculum systems to supervise and support their children. Once enrolled, a Community Outreach Worker contacts new families to facilitate their smooth transition to CCS's independent study program. Students take diagnostic and formative assessments with iReady; this helps teachers to target areas of need through curriculum and instruction. The CCS staff is trained on the administration of CAASPP exams. SJUSD Food Services provides breakfast and lunch to all interested students during standardized testing and throughout the school year. CCS provides intervention services for students who are struggling academically and/or socially. Student data is tracked and utilized as a foundation for changes in curriculum, instruction, or program structure, as needed. Monthly departmental collaboration meetings allow teachers to coordinate curriculum to ensure that all students are addressing content standards, preparing for standardized exams, and building skills needed for classes in the following year. Choices is in the process of updating videos and written instructions that can be made available to parents on the school website, guiding them in accessing their students' curriculum and grades.

Very little data is available for English Learners and Foster Youth at Choices, as the sample sizes are nearly always insufficient to produce published results. In analyzing achievement gaps at Choices, most emphasis is on data for Socioeconomically Disadvantaged Students and Students with Disabilities and how it compares to the data for All Students (the entire school population). In some cases, student data is also compared to California state averages, in order to provide additional perspective. Choices is proud of its equitable educational program, which meets all students where they are and guides them in building grade-level skills and knowledge.

In 2023, **Socioeconomically Disadvantaged Students** at Choices:

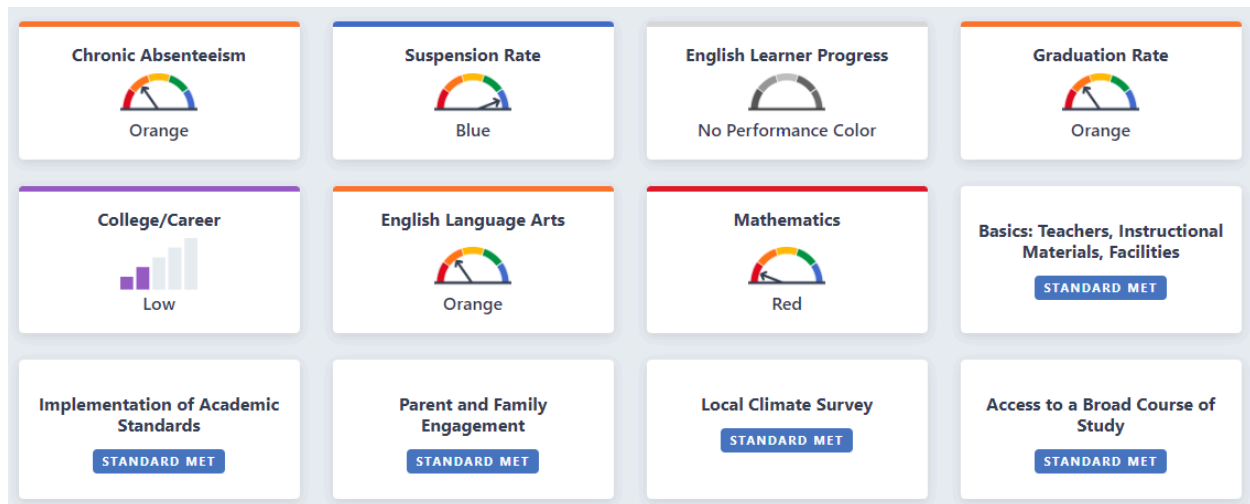
- Outperformed, matched, or nearly matched (within 5% points) the performance of All Students at Choices in the following areas:
  - English Language Arts Proficiency
  - Math Proficiency
  - Science Proficiency
  - Graduation Rate
  - Chronic Absenteeism
  - College & Career Readiness
- Exceeded the state averages for Socioeconomically Disadvantaged Students in the following areas:
  - English Language Arts Proficiency
  - Science Proficiency

In 2023, **Students with Disabilities** at Choices:

- Outperformed, matched, or nearly matched (within 5% points) the performance of All Students at Choices in the following areas:
  - Graduation Rate
  - Chronic Absenteeism
- Exceeded the state averages for Students with Disabilities in the following areas:
  - English Language Arts Proficiency
  - Science Proficiency

## **California School Dashboard (2023)**

A snapshot of Choices' 2023 California School Dashboard is shown below, along with a synopsis of the data, including some references to state data, in order to provide additional perspective.



- 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.

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

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. The following summary briefly highlights the successes and areas of need related to each SWAP goal, based on data through the 2022-23 school year.

### **WASC School Wide Action Plan - Accomplishments & Challenges:**

#### **Goal 1: Build Math Proficiency**

- **Major Accomplishments:** 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.
- **Challenges:** CCS students’ Math proficiency, as defined by Math SBA scores, consistently lags behind state averages.
- **Plans to Address Challenges:** In 2023-24, Choices focused its professional development and departmental collaboration time on making existing curriculum more engaging for students through supplementation and on scaffolding across grade levels to ensure that all standards are addressed in a graduated manner. Math faculty members refined their ability to utilize i-Ready data to build essential skills and to effectively prepare students for CAASPP exams. The Choices faculty will continue to improve curriculum, intervention activities, and standardized test preparation activities going forward. An online tutoring schedule will facilitate more one-on-one assistance. Faculty will also explore methods to incorporate more hands-on and small-group learning in Math and/or to require class / tutoring sessions for students who are struggling. A new two-year IM1A/IM1B course format will allow students to move slowly through challenging content.

#### **Goal 2: Build English Language Arts Proficiency**

- **Major Accomplishments:** 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.
- **Challenges:** 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.

- **Plans to Address Challenges:** In 2023-24, Choices focused its professional development and departmental collaboration time on making existing curriculum more engaging for students through supplementation and on scaffolding across grade levels to ensure that all standards are addressed in a graduated manner. English Language Arts faculty members refined their ability to utilize i-Ready data to build essential skills and to effectively prepare students for CAASPP exams. The Choices faculty will continue to improve curriculum, intervention activities, and standardized test preparation activities going forward. An online tutoring schedule will facilitate more one-on-one assistance. ELA faculty members suspect that students may not have given standardized exams, such as i-Ready and CAASPP, their best effort in recent years. In 2023-24, teachers underlined the importance of the test data in understanding students' abilities and the effectiveness of Choices' learning program and hope that this communication will result in the return of historically strong ELA scores.

### **Goal 3: Build College and Career Readiness**

- **Major Accomplishments:** 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.
- **Challenges:** 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.
- **Plans to Address Challenges:** The effects of newly-added college and career readiness activities will become more apparent as time goes on and younger students have progressed through the grades to graduation. Early signs from locally-collected data are promising. In 2022-23, the percentage of students who reported on the Student School Satisfaction Survey that they plan to go on to college or vocational school jumped 14 percentage points from the previous year to 87%. Students with Disabilities who planned in 2022-23 to go to college or vocational school jumped 16 percentage points from the previous year to 66% (reported on the Students with Disabilities Attitude Survey). Choices will continue to implement new college and career readiness activities, going forward; trips to local community colleges and universities will soon resume. A formalized tiered re-engagement process will more effectively identify and help students who are struggling to succeed at Choices.

### **Goal 4: Engage in Strategic Planning**

- **Major Accomplishments:** 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.
- **Challenges:** Enrollment has dropped since COVID-19. Enrollment grew in 2022-23 but has not yet reached pre-pandemic levels.
- **Plans to Address Challenges:** In 2023-24, a new, more effective school website debuted, and school social media pages have been maintained to contain more dynamic sets of information



that draw new families to the program. A Community Outreach Worker continued for the second year to act as a liaison to new families, facilitating smooth transitions to the program and minimizing early dropouts. 2023-24 enrollment has exceeded enrollment in 2022-23. Choices is currently in the process of formalizing its tiered re-engagement process in order to minimize student turnover and maximize rates of graduation. Choices will continue to add electives and extracurricular activities each school year, in order to attract students and maximize the satisfaction of current students.

## Finances

**Ending Fund Balance 2022-2023: \$927,555.82**

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

**Findings from 2022-2023 Audit:** No audit exceptions were found.

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

At this time, Choices Charter School is in good financial standing with a healthy ending fund balance. Our student enrollment continues to steadily grow, and we have recovered well from the financial challenges created by the pandemic. We continue to keep a careful eye on spending and have reviewed all our contracts and service agreement obligations to ensure good stewardship with our finances. Although the State of California had a strong financial outlook in 2022-23, we are aware and concerned that forecasts for the future do not look as optimistic. We are working to ensure that we have adequate reserves in place should the need arise due to a downturn in the economy.

In an effort to honor the work and dedication of the Choices staff, retain and recruit highly qualified teachers and stay competitive with the local area school districts, base salaries will be increased by 10% in the 2023-24 school year effective July 1, 2023. These raises will have a total budget increase of \$223,282 with additional ongoing fiscal impacts for future years.

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

## In Summary

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

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