

San Juan Choices Charter School

Annual Report for 2024-2025

(School Data through 2023-2024 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 2023-2024: 6th – 12th

Leader: Brent Givens, Director

Website: 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

- Choices Charter School is a Personalized Learning Public Charter School (Independent Study)
 - CCS offers a breadth of courses, including A-G, Honors, AP, CTE, two World Languages, and a multitude of electives. All curriculum is aligned with California Content Standards and Common Core Standards and is available online 24 hours a day.
 - Student attendance is defined by the completion of assigned work; weekly attendance on campus is not required.
 - Optional onsite support classes and full-time tutoring services support online learning.
 - CCS's highly customizable program allows students to design a learning experience that builds on their strengths and meets their needs.
 - Parents are embraced as partners in their students' educations and are engaged through frequent communication and access to online learning systems.

- Students typically enroll at Choices because the traditional model does not fit their needs; they often arrive with gaps in skills and knowledge, as well as with credit deficiencies, from previous educational experiences.
- Choices provides a safe, caring, respectful, flexible, and supportive environment where staff members meet students where they are, remove barriers to learning, and build students' confidence and positive feelings about their education. At Choices, students typically learn, build skills, earn credits, and graduate.
- Choices promotes 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, day trips to local colleges and universities, 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
- Choices is proud that its families are extremely satisfied with the program.
 - Student Satisfaction - **97%** in 2024
 - Parent Satisfaction – **99%** in 2024
- CCS is Accredited by the Western Association of Schools and Colleges (WASC) through June 2030.

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 (2025): Ben Avey

Board Members (2025): Vice President: Tanya Kravchuk; Clerk: Manuel Perez; Members: Nick Bloise, Pam Costa, Zima Creason, Abid Stanekzai.

Enrollment (per CDE Dataquest)

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	273	212	217	277	TBD

2023-2024 Comparison of Total Students	Total Enrollment	Hispanic / Latino	Am. Indian or Alaska	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported
Choices Charter School	277	64	0	11	1	2	31	154	14	0
San Juan Unified School District	49,857	13,215	258	4,752	316	479	3,368	23,042	4,115	312
Sacramento County (all schools)	253,315	81,794	1,092	45,441	3,397	6,412	24,966	67,734	21,006	1,473

2023-2024 Comparison of Total Students	Students with Disabilities	Socioeconomically Disadvantaged	English Learners	Foster Youth	Homeless Youth
Choices Charter School	54 (19%)	115 (42%)	13 (5%)	2 (1%)	7 (3%)
San Juan Unified School District	6,937 (14%)	27,462 (55%)	8,765 (18%)	146 (<1%)	1,495 (3%)
Sacramento County (all schools)	34,466 (14%)	157,403 (62%)	45,567 (18%)	793 (<1%)	9,362 (4%)

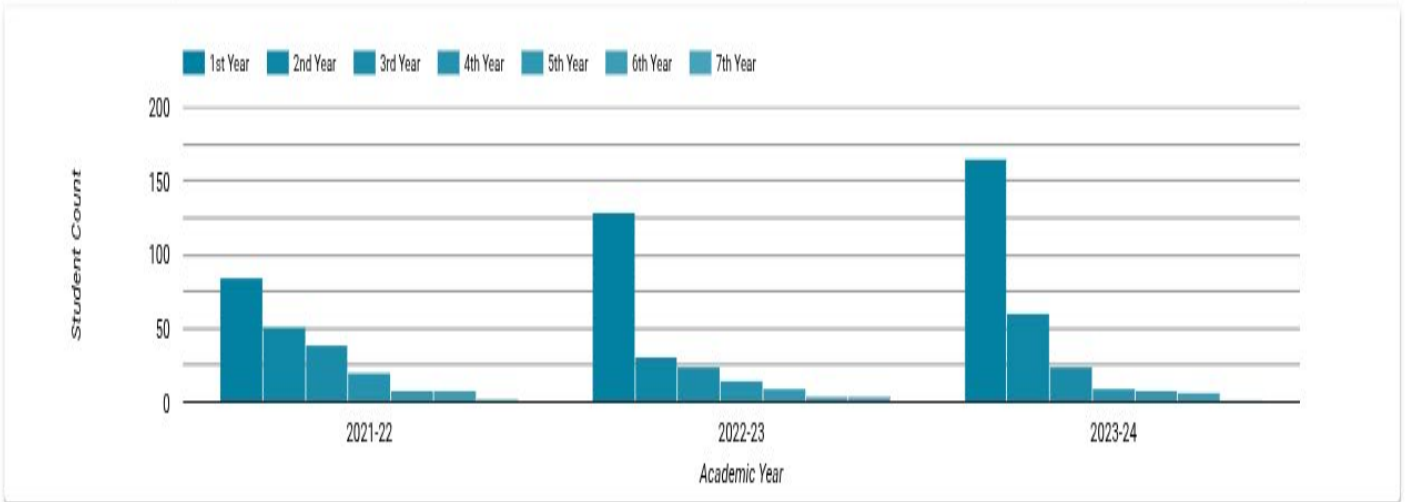
The following table and graphics show Choices Charter School enrollment by length of enrollment, across the last three school years, revealing that most students at Choices have been enrolled for just one or two years. In 2023-24, **60%** of enrolled students had been at Choices for just one year and **82%** for just two years. Students typically arrive at Choices throughout the school year and many return to their schools of residence once they have stabilized academically.

Contiguous Enrollment Analysis

***Please Note:** The contiguous enrollment calculation is limited to the number of years available in CALPADS (2009 to current).

Academic Year / Student Count

Order	Enrollment Length	2021-22	2022-23	2023-24	Grand total
1	1st Year	84	129	165	377
2	2nd Year	51	31	61	143
3	3rd Year	39	24	24	87
4	4th Year	20	15	10	45
5	5th Year	8	9	8	25
6	6th Year	8	4	7	19
7	7th Year	2	4	1	7
Grand total		212	216	276	512



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 2023-2024 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 (**42%** of CCS Students in 2023-2024) and Students with Disabilities (**19%** of CCS Students in 2023-2024). (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 highly values **locally-collected student and parent data** obtained via the administration of various assessments and internally-developed tools, such as:

- i-Ready
- Graduation Outcomes Data
- Student & Parent School Satisfaction Surveys
- 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 2023-2024 **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 2024 **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 2023-2024 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 SchoolWide Action Plan's four primary goals. Finally, the **finances** of 2023-2024 will be provided and explained.

Academic Performance

CAASPP ELA, Math & Science

At Choices, due to small testing populations and high rates of student turnover, CAASPP scores tend to fluctuate significantly from year to year and only partially reflect learning that takes place while students are enrolled at CCS.

Choices' CAASPP testing population is small, and further division into student subgroups results in even smaller data subsets that often produce aggregate test scores that fluctuate dramatically from one year to the next. According to the CAASPP & ELPAC website (www.caaspp-elpac.ets.org), in 2024, only **148** students were enrolled in grades 6-8 & 11 at the time of CAASPP testing, and only **133** ultimately produced CAASPP test scores in both ELA & Math (this includes only **51** Socioeconomically Disadvantaged Students and **16** Students with Disabilities). Under these conditions, a few student scores, in combination with penalties for non-testers who file waivers, can easily impact aggregate results.

Students frequently enroll at Choices mid-year, often with significant deficiencies in skills and knowledge from their previous educational experiences, and then take the CAASPP exams at Choices shortly thereafter. In 2024, **57%** of students taking CAASPP exams reported on the **CAASPP Student Survey** that they had been enrolled at Choices for less than one school year. **27%** of testers had enrolled at Choices during the same semester as the test administration. Students also frequently leave the program to return to their home schools once they have stabilized academically. Due to frequent movement in and out of the program, the students who test one year at Choices are often replaced by a largely different group in the following year, making annual data comparisons unreliable.

i-Ready data demonstrates growth that occurs with students who have been continuously 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 stabilize or grow in both Reading and Math while enrolled at Choices for as little as one semester. In 2025, a third (summative assessment) administration of i-Ready will capture more student data and demonstrate growth during the spring semester of the school year.

According to 2024 CAASPP data, ELA proficiency rates remained stable for All Students and aligned closely with the SJUSD rate of proficiency in this area. However, ELA proficiency dropped significantly for Socioeconomically Disadvantaged Students and Students with Disabilities at Choices. Math proficiency rates remained stable for all student groups, while Science proficiency rates dropped significantly.

In the table below, 2024 data that has remained the same or improved since 2023 is highlighted in blue. Percentages of students who nearly met standard (lowlighted in gray) are considered neutral and provided for informational purposes only.

CCS CAASPP (SBA & CAST) Data*	2023	2024
ELA % Met or Exceeded Standard		
All Students	39	37
Socioeconomically Disadvantaged Students	39	20
Students with Disabilities	19	13
ELA % Nearly Met Standard		

All Students	28	30
Socioeconomically Disadvantaged Students	30	37
Students with Disabilities	14	31
ELA % Did Not Meet Standard		
All Students	33	33
Socioeconomically Disadvantaged Students	31	43
Students with Disabilities	67	56
Math % Met or Exceeded Standard		
All Students	13	16
Socioeconomically Disadvantaged Students	13	10
Students with Disabilities	5	0
Math % Nearly Met Standard		
All Students	28	22
Socioeconomically Disadvantaged Students	28	15
Students with Disabilities	27	6
Math % Did Not Meet Standard		
All Students	59	62
Socioeconomically Disadvantaged Students	59	75
Students with Disabilities	68	94
Science % Met or Exceeded Standard		
All Students	32	23
Socioeconomically Disadvantaged Students	29	21
Students with Disabilities	13	0
Science % Nearly Met Standard		
All Students	56	62
Socioeconomically Disadvantaged Students	63	70
Students with Disabilities	67	71
Science % Did Not Meet Standard		

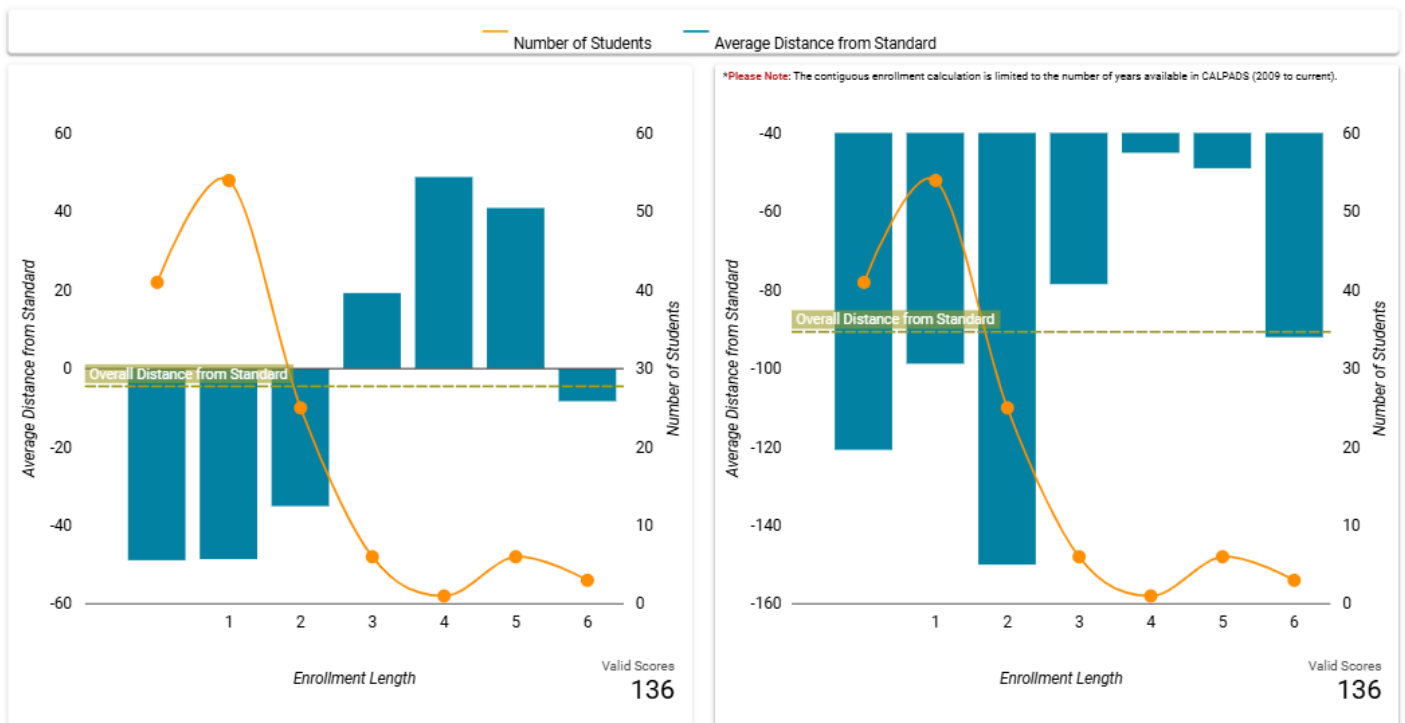
All Students	11	15
Socioeconomically Disadvantaged Students	8	9
Students with Disabilities	20	29

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

Analysis conducted by Choices’ data partner Parsec Education reveals that, as students remain continuously enrolled for several years, their CAASPP Distance From Standard scores (as CAASPP scores are presented on the California School Dashboard) improve, with the most notable leap in proficiency occurring in year three. This correlation is illustrated in the graphs below. The first bar reflects the scores of students who enrolled after census day who are not counted on the California School Dashboard.

Overall ELA Results

Overall Math Results



College/Career Indicator

CCS’s College/Career Indicator (“CCI”) metric for All Students dropped significantly in 2024 but remained comparatively stable for Socioeconomically Disadvantaged Students and grew significantly for Students with Disabilities.

Due to a miscommunication between Choices and SJUSD regarding graduate data in CALPADS in 2024, the reported Graduation Rate data on the California School Dashboard was found to be inaccurate. Many students who had graduated were incorrectly coded as dropouts. Choices is, therefore, confident that the CCI data is also incorrect for the same year and expects that the reported figures will be more precise in 2025. In spite of this ambiguity, Choices Charter recognizes that its students’ college and career readiness levels are lower than state averages and 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 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, virtual college tours, spirit wear days, and college/career assignments promote long-term thinking amongst students. Field trips to college fairs educate students about post-secondary academic opportunities. In 2024-25, Choices resumed its pre-COVID-19 tradition of college visits, and about **20%** of enrolled students enthusiastically participated in trips to UC Davis and/or CSU Sacramento campuses.

CCS College/Career Indicator Data*	2023	2024
% of students graduating who are Prepared		
All Students	11	4
Socioeconomically Disadvantaged Students	7	4
Students with Disabilities	0	7

* CCI data provided at <https://www.caschooldashboard.org/reports/34674473430758/2024/academic-performance>

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. **58%** of 2024 graduates reported on the **Senior Exit Survey** that they believe that they would not have graduated from high school had they not enrolled at Choices. **59%** of those same graduates reported that they planned to pursue a two-year academic program, four-year academic program, or vocational/technical school in the four-to-five years following graduation. **50%** of graduates planned to enroll immediately in a local community college. **89%** 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 of All Students at Choices has been dropping slightly each year since and is closely aligned with state figures. Like throughout the state, Socioeconomically Disadvantaged Students and Students with Disabilities continue to experience greater rates of Chronic Absenteeism than All Students. In the table below, 2024 cells in blue indicate that the data has remained the same or improved since 2023.

CCS Chronic Absenteeism Data* % of students who were chronically absent	2023	2024
All Students	24	20
Socioeconomically Disadvantaged Students	31	27
Students with Disabilities	38	42

*Chronic Absenteeism data from <https://www.caschooldashboard.org/reports/34674473430758/2024/academic-engagement>

Graduation Rate

After falling behind, and at times disconnecting completely from a 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* % of students who graduated in five years or less	2023	2024**
All Students	73	40
Socioeconomically Disadvantaged Students	74	37
Students with Disabilities	75	60

*Graduation Rate data found at <https://www.caschooldashboard.org/reports/34674473430758/2024/academic-engagement#graduation-rate>

**2024 reported Graduation Rate data was compromised due to a miscommunication and is known to be inaccurate.

In 2023, Graduation Rates for All Students, Socioeconomically Disadvantaged Students and Students with Disabilities were nearly identical, demonstrating the equity of the CCS learning program. In 2024, all Graduation Rates were calculated using incomplete data and are, therefore, incorrect. However, the estimated Graduation Rate for All Students in 2024 is approximately **56%**, which still represents an unprecedented drop and low point at Choices.

Through conversation with SJUSD and participation in SCOE’s Differentiated Assistance program, Choices:

- has reinforced its relationship with the district’s data team
- has established measures to prevent errors in the future
- has reviewed guidelines governing the coding of graduates and non-graduates in CALPADS
- has created an updated intervention / tiered reengagement plan

- is in the process of identifying and addressing potential course “roadblocks” at Choices where students may be losing credits needed for timely graduation.
- will be offering a new credit recovery summer program into which credit-deficient students will be automatically enrolled

Typically, students find their experience at Choices to be transformative and report this on the **Senior Exit Survey**. In 2024, **58%** of graduates reported that they would not have graduated from high school at all, had they not enrolled at Choices.

Conditions and Climate

Suspension Rate

At Choices, students are very rarely suspended or expelled. The Choices school culture is small, calm, safe, respectful, and nurturing. Teachers and administration are typically closely connected to students and families and able to intervene when concerned, usually well before significant problems arise.

According to the 2024 **Student School Satisfaction Survey**, **97%** of students feel safe at Choices, **100%** feel cared for, and **97%** feel accepted and included. On the 2024 **Senior Exit Survey**, **89%** of students reported that they felt Known, Valued, and Connected at Choices. Suspension rates are almost always **0%** (or very close to **0%**) at Choices.

In the table below, suspension rate data that has remained the same or improved is highlighted in blue.

CCS Suspension Rate Data* % of students suspended	2023	2024**
All Students	0	0
Socioeconomically Disadvantaged Students	0	1
Students with Disabilities	0	0

*Suspension Data found at <https://www.caschooldashboard.org/reports/34674473430758/2024/conditions-and-climate#suspension-rate>

**In 2024, one student was suspended due to activity that took place on a different campus.

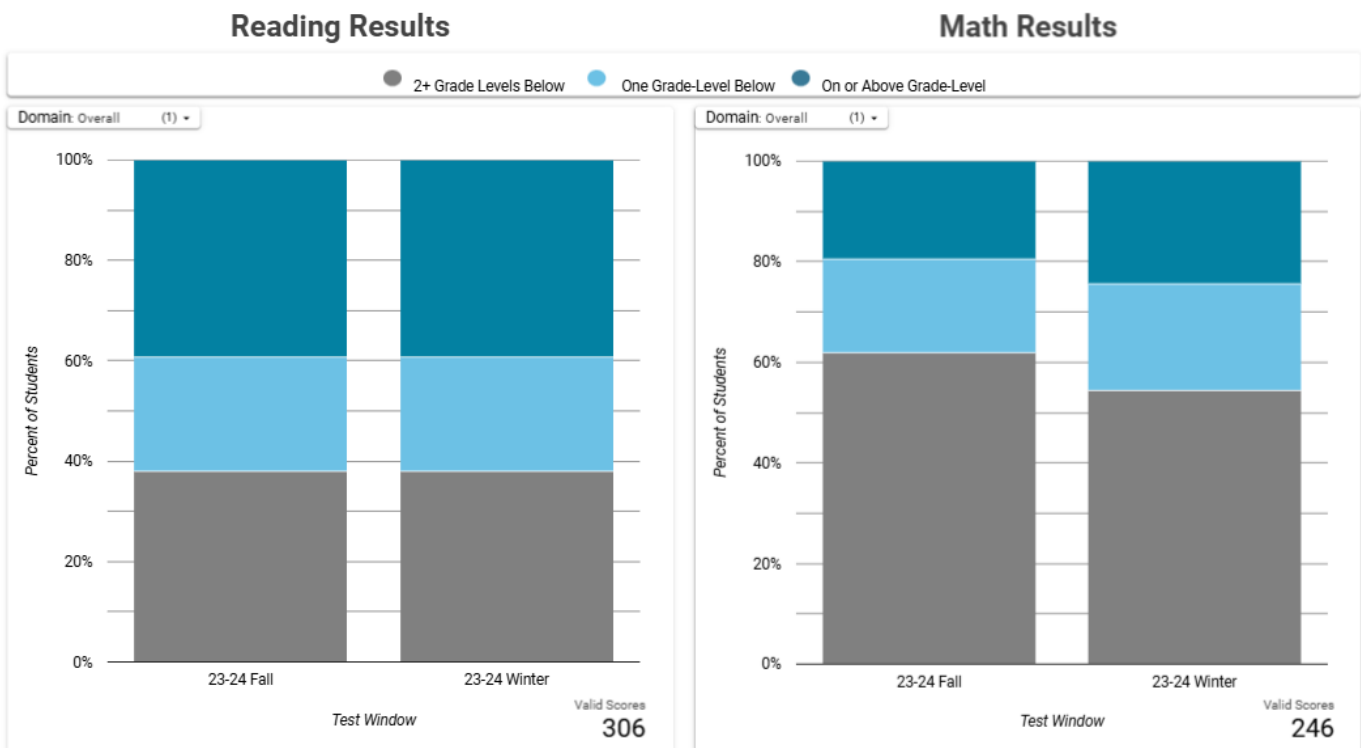
Locally-Collected Student and Parent Data

i-Ready Data

CCS students take i-Ready diagnostic, formative, and summative 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. The i-Ready summative assessment will be administered for the first time at the close of the 2024-25 school year.

2023-24 i-Ready growth data demonstrates CCS's ability to stabilize or build skills in students in Reading and Math within *just one semester* of enrollment. The graphs below illustrate student growth that took place for students in grades 6-12 who were enrolled continuously during Fall 2023.

Reading skills stabilized at all proficiency levels. The percentage of students on or above grade level in Math grew by **5%** points. The percentage of students who scored at one grade level below standard grew by **3%** points. The percentage of students who scored at two or more grade levels below standard dropped by **8%** points.



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. CCS's 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:

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 fall, returning students are required to declare their planned pathway to college and career readiness via the **Student School Satisfaction Survey**. At this time, students revisit the connection between their current academic choices and their longer term objectives. The information that students provide on the survey allows the administration to better understand students' plans and interests and to make program changes, as needed, to more effectively support them. Students are always 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, college visits, and guest speakers.

The following table provides data about Choices students by grade level in 2023 and 2024. (Data calculated at the end of the school year.) In 2023, a comparatively low percentage of 11th grade students on track to graduate on time foreshadowed the dramatically lower Graduation Rate experienced at Choices in 2024. A higher percentage of on-track students in 11th grade in 2024 suggests that the 2025 Graduation Rate will be higher, particularly as it should include fifth-year graduates that didn't quite graduate on time in the previous year. Choices will encourage the completion of missing credits at all grade levels with its new credit recovery summer school program, which will debut in Summer 2025.

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	2023	2024
Percentage of 9th Grade Students Who Have Completed at Least 55 Credits	64	50
Percentage of 10th Grade Students Who Have Completed at Least 110 Credits	63	50
Percentage of 11th Grade Students Who Have Completed at Least 165 Credits	42	57

*Based on internal analysis of student transcripts; cells highlighted in blue show data that equals or compares favorably to data from the previous year.

The table below shows the College and Career Pathway choices of returning students in Fall 2024, as reflected on the **Student School Satisfaction Survey**. Most students indicated that they plan to pursue A-G coursework, meet or exceed standards on the 11th grade CAASPP, and/or plan to complete the CTE Pathway. Choices encourages the completion of A-G courses, conducts focused reviews of content before

CAASPP testing, and offers a CTE Pathway in Business & Finance. Choices is currently researching ways that it may support more students in dual enrollment at the Los Rios Community Colleges and hopes to add a second CTE Pathway in the near future.

Declared College and Career Pathway of Returning CCS Students, by Year*

(Some students selected more than one.)

	Fall 2024
Percentage who plan to complete CTE Pathway	32
Percentage who plan to complete Seal of Biliteracy	22
Percentage who plan to pursue completion of A-G coursework	52
Percentage who plan to Meet or Exceed Standards on the 11th Grade CAASPP	42
Percentage who plan to score 3 or higher on at least two AP exams	10
Percentage who plan to co-enroll in community college for two semesters or three quarters	25
Percentage who plan to complete two+ years of Leadership/Military Science (ROTC)	4

*Based on Student School Satisfaction Survey results; top three most frequently chosen responses are highlighted in green.

The following table shows the post-secondary plans of graduates in 2023 and 2024, based on responses given on the **Senior Exit Survey**. The change in data regarding college/university plans is somewhat ambiguous. **10%** more students reported in 2024 that they planned to complete a four-year college/university program than in 2023, but the percentage of students planning to attend a two-year program dropped by **16%** points, so the percentage who planned to attend *either* a two-year or four-year college program showed a net drop of **6%** points, from **54%** to **48%**. Also of particular note, **7%** more students reported that they had other undefined post-secondary plans, which presumably didn't include additional educational pursuits. These percentages typically fluctuate dramatically from year to year due to a small sample size of graduates (approximately 40 students, on average) but they will inform Choices about persisting trends, should they emerge.

Post-Secondary Plans of CCS Graduates, by Year*

Graduate Plans	2023	2024
Percentage who plan to complete a two-year community college program	33	17
Percentage who plan to complete a four-year college/university program	21	31
Percentage who plan to complete a vocational/technical school program	15	11
Percentage who plan to join the military	0	3
Percentage who plan to work (no further schooling)	18	19
Percentage who have other plans	12	19
Percentage of survey respondents who chose at least one post-secondary plan	100	100

*Based on Senior Exit Survey

**Top three most frequently chosen responses are highlighted in green.

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 2023 and 2024. Students feel that the environment at Choices is caring and equitable. Parents feel that the school culture is positive and communicative 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 2024, a larger percentage of students felt satisfied with the social opportunities and sense of community at Choices, felt that the Choices program serves all students in an equitable fashion, and planned to graduate from Choices. A greater percentage of students reported that their anxiety had either stabilized or lessened since enrolling at Choices. However, students felt less interested in going to college or vocational school than in the previous year.

In 2024, a greater percentage of parents had the opportunity to participate in school meetings and operational processes (likely due to the WASC visit in spring) and checked student grades once a day on School Pathways and SchoolsPLP.

Student and Parent Satisfaction Surveys:

- 2024 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).
- 2024 cells in green are approaching the goal (at 80%+).
- 2024 cells in red are of concern and on watch (lower than 80%).
- 2024 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	93	89
Statement	2023	2024
My experience at Choices Charter School last year was positive.	95	97
I feel safe at Choices Charter School.	98	97
I feel satisfied with the social opportunities and sense of community at Choices Charter School.	88	95
My feelings about my education have become more positive since attending Choices Charter School.	93	94
My education has become more personalized at Choices Charter School.	95	99
The Choices program serves all students in an equitable (fair, unbiased, non-discriminatory) fashion.	95	100
The Choices staff is caring and responsive to student needs.	97	100
My parents make sure that I do my school work.	97	93

I want to go to college / vocational school.	87	76
I utilize tutors/ teachers on campus.	88	89
I plan to graduate from Choices.	86	93
Attending core classes once a week is sufficient for me to get the educational support and knowledge that I need to be successful.	92	93
How is your Anxiety level since attending CCS?*		
More	8	3
Less	57	62
Same	36	35
If you do not attend on-campus classes regularly, please tell us why (choose up to three).		
Lack of transportation	10	7
Anxiety	16	13
Work/ family commitments	5	6
My parents don't require me to attend	7	7
I have health issues that prevent regular attendance	0	1
Attending class does not help me learn / complete assignments	2	6
I do not care for the instructor(s) / manner of instruction	0	1
I do not feel comfortable on campus / in class at Choices.	3	2
I do not enjoy class at Choices.	2	1
I DO attend class regularly.	48	53
Other	6	2

Parent Survey		
# of respondents	82	80
Statement	2023	2024
The educational program at Choices Charter School met my expectations.	100	99
My child made satisfactory progress in learning this year.	96	94
The social environment at school was positive and supportive.	98	99
I have opportunities to provide input about the school program.	96	94
I understand the role of the school's governing board.	93	97

I have had the opportunity to participate in the school's meetings and operational processes.	87	96
Overall, Choices Charter School provides a positive educational experience.	100	100
The Choices Charter School website serves as a professional and engaging marketing tool for the school.	100	99
The Choices Charter School website accurately represents the program and its strengths.	99	100
The Choices Charter School website is helpful and informative.	98	100
I am satisfied with how the school keeps me informed about my student's academic progress.	100	96
I feel my student has the opportunity to demonstrate his knowledge in a variety of ways.	100	100
The facility meets the needs of the school.	98	100
The staff follows acceptable policies regarding cash, deposits, and fundraising.	100	100
The school provides adequate staffing to support the school's program.	99	100
Teachers modify the teaching/learning process based upon the results of the assessments they give students.	100	96
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.	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	1	3
About Once a Month	20	11
About Once a Week	48	41
About Once a Day	32	45
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	1	3
About Once a Month	12	6
About Once a Week	50	49

About Once a Day	37	42
I prefer that the school communicate with me regarding my student’s progress and notify me of important school events via*		
Automated Phone Call	11	13
Automated Text	52	48
Automated Email	55	46
Phone Call from Teacher	24	27
Text from Teacher	44	48
Email from Teacher	48	53
I would recommend Choices Charter to my Friends/ Family	98	100
My overall rating of Choices Charter School is (percent of parents who rate the school at an 8, 9, or 10 out of 10)	94	96

*2024 top responses: Teacher Email, Automated Text, Teacher Text

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. More than half of CCS graduates report that they would not have graduated from high school had they not enrolled at Choices. All graduates would recommend the program to other students, and nearly all graduates feel prepared for college and a career. 2024 recommendation data of 90%+ is highlighted in blue.

Senior Exit Interview Data Key Data Points Across the Years	2023	2024
% of surveyed graduates who believe that they would not have graduated from high school had they not enrolled at Choices	52	58
% of surveyed graduates who would recommend the CCS program to other students	100	100
% of surveyed graduates who felt prepared for college and a career	91	89

CCS students typically experience life-altering success while attending the CCS program, as is exemplified by the following quotes from 2024 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 that things may be hard but they are doable in life.*
- *I learned to manage my time.*
- *I learned to work as hard as ever.*
- *I learned confidence and how to become more independent.*

- *I learned that I need to work harder and that, when it comes to getting work done on time, I should do whatever I possibly can to get it done.*
- *That I can advocate for myself.*
- *I learned that sometimes doing work independently can be kind of time consuming and that I needed a community of people who cared about me.*
- *I learned that I work better independently.*
- *I learned that It is a lot easier for me to get things done if I have a routine set in place.*
- *I learned that I can do well in an environment where I am self-regulated, but I need a little bit of help sometimes or a push to get me on track.*
- *I am a better learner when I'm alone.*
- *I learned that I work best in smaller classes.*
- *I learned that I tend to procrastinate and that I need to stop.*
- *One thing I learned about myself while at Choices was that I'm very smart, and I just need to apply myself.*
- *I learned that I work better at my own pace.*
- *I can do whatever I put my mind to.*
- *I learned that I am capable of getting through change.*
- *I learned the importance of self accountability instead of relying on others.*
- *That I need patience.*
- *That I can be independent on my own.*
- *I learned / am still learning how to manage my time with all the work I'm doing, whether it be school or my job, while still taking care of myself.*
- *It takes a lot of dedication and hard work to achieve what your goals will be, and the only way to do it is by not giving up.*
- *I learned that if I put my all into something, I'm able to complete it.*

Students with Disabilities Attitude Survey

At the close of each school year, CCS Students with Disabilities are given the **Students with Disabilities Attitude Survey** to measure their approach to, feelings about, and plans for their education at Choices and beyond. In 2024, a significantly higher percentage of students reported on the survey that earning good grades was important to them, they utilized tutors on campus, they planned to graduate from Choices, and they felt proud of how they did in school the previous year. A smaller percentage of students used a computer for school work and wanted to go to college or vocational school after Choices. Results for surveys administered in 2023 and 2024 are shown in the table below.

Students with Disabilities Attitude Survey:

- 2024 cells in blue are at the desired 90% or above (anxiety levels: same + less = X%).
- 2024 cells in green are approaching the goal (at 80%+).
- 2024 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	42	32
Statement	2023	2024
I like to come to school at Choices.	74	78
I feel safe at Choices.	91	94
Getting good grades is important to me.	86	91
I have a computer with internet access.	95	94
I use a computer for school work.	100	94
My parents make sure that I do my school work.	95	94
I want to go to college / vocational school.	66	44
I utilize tutors/teachers on campus.	67	78
I plan to graduate from Choices.	63	75
I want to return to traditional school.	52	19
I am proud of how I did in school this year.	60	75
How is your anxiety level since attending CCS? (Same + Less grouped into one category for annual comparison)		
More	10	7
Less	56	48
Same	34	45

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 2021-2024 LCAP actions addressed 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>Tutoring:</p> <ul style="list-style-type: none">● 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.
<p>College & Career Planning Support:</p> <ul style="list-style-type: none">● 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. 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 i-Ready (an i-Ready summative assessment will be added in 2024-25); 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 very small and usually 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 2024, **Socioeconomically Disadvantaged Students** at Choices:

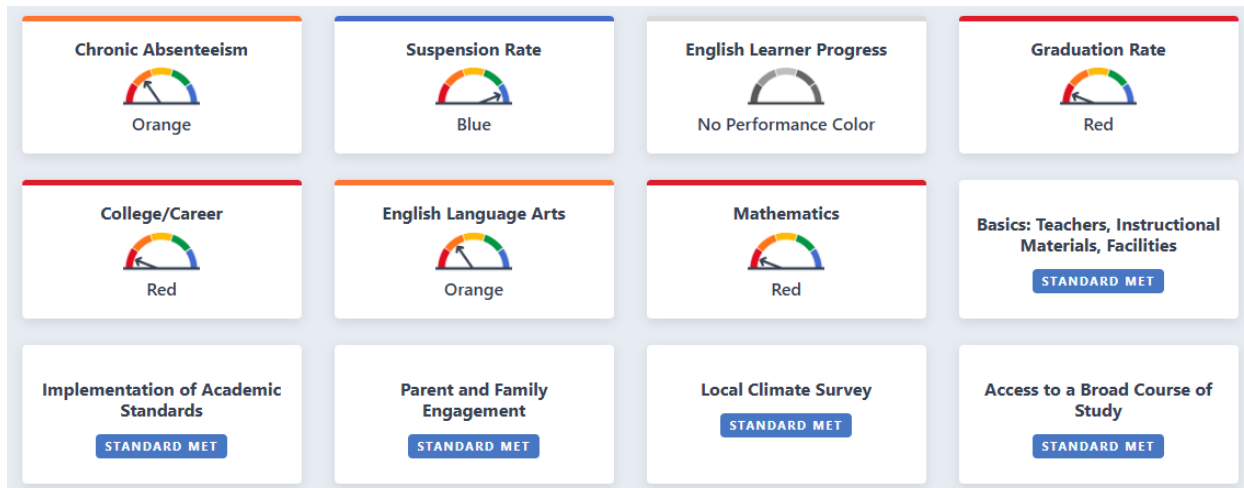
- Outperformed, matched, or nearly matched [within 5(%) points] the performance of All Students at Choices in the following areas:
 - College & Career Readiness
 - Graduation Rate
 - Suspension Rate
 - Science Proficiency
 - English Language Arts Growth
 - Mathematics Growth
- Outperformed, matched, or nearly matched [within 5(%) points] the performance of Socioeconomically Disadvantaged Students throughout the state in the following areas:
 - Chronic Absenteeism
 - Suspension Rate
 - Science Proficiency

In 2024, **Students with Disabilities** at Choices:

- Outperformed, matched, or nearly matched (within 5% points) the performance of All Students at Choices in the following areas:
 - College & Career Readiness
 - Graduation Rate
 - Suspension Rate
- Outperformed, matched, or nearly matched (within 5% points) the performance of Students with Disabilities throughout the state in the following areas:
 - Suspension Rate

California School Dashboard (2024)

A snapshot of Choices' 2024 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 comparatively lower at High (Green).
- English Language Arts proficiency was Low (Orange) at CCS, as well as throughout the state.
- CCS's Chronic Absenteeism lagged behind the state by just 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 knowledge and skills and make progress once enrolled. Recent i-Ready data shows that students build skills once at Choices, but this growth is not readily detected on CAASPP exams.
- The Graduation Rate was Very Low (Red) at CCS and Medium (Yellow) 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. Choices is extremely focused on improving its Graduation Rate through more consistent and effective intervention activities, a focus on student retention, uniformity of course rigor, analysis of grading scales, and systematic enrollment in its new proprietary credit recovery summer school program.
- CCS's College/Career Indicator (CCI) was Very Low (Red), while the state placed in the Medium (Yellow) 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 and is engaged in a breadth of activities that bring focus to post-secondary objectives and planning.

Fulfillment of the School's Purposes and Goals

Choices hosted an in-person Self-Study review by the Western Association of Schools and Colleges (WASC) in Winter 2024. Based on the Self-Study report and Visiting Committee evaluation of CCS's learning program, Choices was awarded a full six-year WASC accreditation term.

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 2023-24 school year.

WASC School Wide Action Plan - Accomplishments & Challenges:

Goal 1: Build Math Proficiency

- **Major Accomplishments:** Math SBA results have varied through the years; 2024 brought growth in 7th, 8th, and 11th grades, as well as with All Students. 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 fewer students schoolwide are performing two or more grades below grade level and more students are performing at or above 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 and 2024-25, 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. An upcoming 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 third i-Ready assessment administration in Spring 2025 will help to demonstrate growth that occurs while students are continuously enrolled in the CCS program. An updated tiered re-engagement process will clarify the responsibilities of both Math Teachers and Advisory Teachers and will ensure that intervention methods are implemented consistently and equitably; students and parents will benefit from swift and frequent outreach when students are struggling.

Goal 2: Build English Language Arts Proficiency

- **Major Accomplishments:** CCS's ELA SBA scores are closely aligned with SJUSD and state averages. In 2023-24, CAASPP scores showed growth in grades 6, 7, & 8. 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.
- **Challenges:** ELA SBA scores improved during remote learning but have fallen since to levels below pre-pandemic scores. In 2023-24, i-Ready results demonstrated that students stabilized in Reading skills when enrolled for one semester at Choices but did not grow.
- **Plans to Address Challenges:** In 2023-24 and 2024-25, 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. An online tutoring schedule will facilitate more one-on-one assistance. A third i-Ready assessment administration in Spring 2025 will help to demonstrate growth that occurs while students are continuously enrolled in the CCS program. An updated tiered re-engagement process will clarify the responsibilities of both English Language Arts Teachers and Advisory Teachers and will ensure that intervention methods are implemented consistently and equitably; students and parents will benefit from swift and frequent outreach when students are struggling.

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. The percentage of students in 11th grade who were on track to graduate in four years grew significantly in 2024, suggesting that the Graduation Rate will grow in 2025.
- **Challenges:** In 2023-24, the Graduation Rate and College/Career Indicator both dropped (due in part to a miscommunication about CALPADS data), and the percentage of students who were on track to graduate in four years dropped significantly in 9th and 10th grades. In 2023-24, the percentage of students who reported on the Student School Satisfaction Survey that they plan to go on to college or vocational school dropped 11 percentage points from the previous year to 76%. Students with Disabilities who planned in 2023-24 to go to college or vocational school dropped 22 percentage points from the previous year to 44% (reported on the Students with Disabilities Attitude Survey).
- **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. Choices will continue to implement new college and career readiness activities, going forward; trips to local community colleges and universities resumed in 2024-25. 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. In 2023-24, enrollment recovered to pre-pandemic levels.
- **Challenges:** Choices seeks to improve the consistency and equitability of its outreach to students and parents when students are struggling. Student safety and belonging are important at Choices, and the CCS Staff is seeking ways to further protect student confidentiality and support student advocacy.
- **Plans to Address Challenges:** Choices is in the process of creating an updated tiered re-engagement process that will clarify responsibilities and guide teachers in intervention activities. In 2024-25, CCS has designated a confidential space for important meetings. A Student Leadership club was formed in 2024-25. This group, overseen by the school Director, provides a context in which students can suggest and take responsibility for school events and activities. Administration will soon create a simple but formal process by which students can initiate a new campus club.

Finances

Ending Fund Balance 2023-2024: \$1,172,806

Ending Fund Balance 2022-2023: \$927,556

Findings from 2023-2024 Audit: No audit exceptions were found.

Any anticipated fiscal concerns moving forward:

Choices Charter School continues to demonstrate strong financial stewardship and a commitment to maintaining a balanced budget while investing in key areas to enhance student learning and support services.

Choices Charter School is in good financial standing with a healthy ending fund balance. Our student enrollment continues to remain at near or full capacity. Although the State of California had a strong financial outlook in 2022-23, the 2023-24 and 2024-25 years saw a significant decline in state revenues, and our outlook became more cautious. We are working to ensure that we have adequate reserves in place should the need arise with ongoing revenue shortfalls and potential cuts to state education funding in the future. 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.

Looking ahead, Choices Charter School remains committed to leveraging its financial resources to support academic excellence and the social and emotional needs of its students. We are grateful for the continued support from our community and stakeholders, which enables us to thrive and grow.

In Summary

Each year, the Choices Charter School staff analyzes Graduation Outcomes-related 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.