

San Juan Choices Charter School

Annual Report for 2025-2026

(School Data through 2025)

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 2024-2025: 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 2025
 - Parent Satisfaction – **100%** in 2025
- 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 (2026): Tanya Kravchuk

Board Members (2026): Vice President: Manuel Perez; Clerk: Nick Bloise; Members: Ben Avey, Pam Costa, Zima Creason, Abid Stanekzai.

Enrollment (per CDE Dataquest)

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	212	217	277	246	248

2024-2025 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	246	64	1	12	2	1	29	123	14	0
San Juan Unified School District	51,289	13,875	225	5,578	357	474	3,251	22,789	4,460	280
Sacramento County (all schools)	258,235	82,994	1,014	48,554	3,408	6,369	24,396	67,423	22,857	1,220

2024-2025 Comparison of Total Students	Students with Disabilities	Socioeconomically Disadvantaged	English Learners	Foster Youth	Homeless Youth
Choices Charter School	46 (19%)	112 (46%)	11 (5%)	1 (0%)	11 (5%)
San Juan Unified School District	6,937 (14%)	27,462 (54%)	8,765 (17%)	146 (0%)	1,495 (3%)
Sacramento County (all schools)	34,466 (13%)	157,403 (61%)	45,567 (18%)	793 (0%)	9,362 (4%)

Most students at Choices have been enrolled for just one or two years. In 2024-25, **57%** of enrolled students had been at Choices for just one year and another **22%** 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.

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 2024-2025 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 (SED) (**46%** of CCS Students in 2024-2025) and Students with Disabilities (SWD) (**19%** of CCS Students in 2024-2025).

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 Growth Mindset Survey

Key data points from these additional measurement tools 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 2024-2025 **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 2025 **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** will be addressed through a review of the program's strengths and areas for growth, as identified by a 2024 WASC Visiting Committee. Recent accomplishments, challenges, and plans to address challenges will be reviewed. Finally, the **finances** of 2024-2025 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 2025, only **146** students were enrolled in grades 6-8 & 11 at the time of CAASPP testing, and only **139** ultimately produced CAASPP test scores in both ELA & Math (this includes only **61** Socioeconomically Disadvantaged Students and **17** Students with Disabilities). Under these conditions, a few student scores, in combination with penalties for non-testers who file legal 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 2025, **67%** of students taking CAASPP exams reported on the **CAASPP Student Survey** that they had been enrolled at Choices for less than one school year. **26%** 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 spring summative assessment. i-Ready data, which will be outlined in the following section, demonstrates that students grow significantly in both Reading and Math while enrolled at Choices for as little as two semesters.

Choices recognizes the importance of CAASPP testing and tracks proficiency data closely from year to year. According to 2025 CAASPP data, ELA proficiency rates improved for All Students and SED, but dropped slightly for SWD. Math proficiency rates improved for all student groups. Science proficiency growth is unclear due to a change in the way that the metric was measured in 2025. All areas of growth are highlighted in blue in the following table, while 2025 Science scores are highlighted in gray.

CCS CAASPP (SBA & CAST) Data*	2024	2025
ELA Distance from Standard (DFS), by student group		
All Students	-45	-32
Socioeconomically Disadvantaged Students	-70	-46
Students with Disabilities	-128	-132
Math Distance from Standard (DFS), by student group		
All Students	-114	-106
Socioeconomically Disadvantaged Students	-142	-126
Students with Disabilities	-205	-197
Science Distance from Standard (DFS) / Science Points (SP), by student group		
All Students	-17 DFS	47 SP
Socioeconomically Disadvantaged Students	-19 DFS	43 SP
Students with Disabilities	-33 DFS	37 SP

* <https://www.caschooldashboard.org/reports/34674473430758/2025>

College/Career Indicator

Choices' CCI metric for All Students grew significantly in 2025 but remained comparatively stable for Socioeconomically Disadvantaged Students and dropped significantly for Students with Disabilities.

Due to a miscommunication between Choices and San Juan Unified 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 believes that the reported figures are more precise in 2025. In spite of the error that occurred in 2024, Choices Charter recognizes that its students' college and career readiness levels are typically lower than state averages and must continue to improve.

CCS College/Career Indicator Data*	2024	2025
% of students graduating who are Prepared, by student group		
All Students	4	10
Socioeconomically Disadvantaged Students	4	5
Students with Disabilities	7	0

* <https://www.caschooldashboard.org/reports/34674473430758/2025/academic-performance#college-career>

Many students enroll at CCS behind in high school course credits and/or unsure about their futures. While at Choices, students are supported in their coursework, offered credit recovery classes, and encouraged to explore electives and extracurricular activities that may spark interests and provide direction. Students are encouraged to consider and prepare for college and career through Graduation Outcomes focused on high school graduation and post-secondary goals, college/career assignments in each class, field trips, college visits, college fairs, dual enrollment at a community college, a CTE Pathway in Business & Finance, grade-level classroom presentations, a breadth of core and elective course offerings, and individualized counseling support.

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. **50%** of 2025 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. **72%** 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. **91%** of graduates felt prepared for college and a career.

Academic Engagement

Chronic Absenteeism

Chronic Absenteeism of All Students at Choices has been dropping each year following the COVID-19 campus closure and has recently surpassed state figures. Like throughout the state, SED and SWD experience greater rates of Chronic Absenteeism than All Students. In the table below, 2025 cells in blue indicate that the data has improved since 2024.

CCS Chronic Absenteeism Data*	2024	2025
% of students who were chronically absent, by student group		
All Students	20	12
Socioeconomically Disadvantaged Students	27	15
Students with Disabilities	42	23

*<https://www.caschooldashboard.org/reports/34674473430758/2025/academic-engagement#chronic-absenteeism>

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.

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

Through conversation with San Juan Unified and participation in SCOE's Differentiated Assistance program in 2024 -2026, 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 and piloted a tiered re-engagement framework
- is in the process of identifying and addressing potential assignment and course "roadblocks" at Choices where students may be losing credits needed for timely graduation
- has trained teachers on transcript analysis to improve oversight
- now offers a new credit recovery summer program

Thanks to these efforts, Graduation Rates stabilized in 2025 and are expected to continue to grow in 2026. In the following table, 2025 cells in blue indicate that the data has improved since 2024.

CCS Five-Year Graduation Rate Data*	2024**	2025
% of students who graduated in five years or less, by student group		
All Students	40	71
Socioeconomically Disadvantaged Students	37	65
Students with Disabilities	60	78

*<https://www.caschooldashboard.org/reports/34674473430758/2025/academic-engagement#graduation-rate>

**The integrity of 2024 data was compromised due to a data submission error; Graduation Rates for 2024 were significantly higher than reported here.

Conditions and Climate

Suspension Rate

At Choices, students are very rarely suspended or expelled. The Choices school culture is 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 2025 **Student School Satisfaction Survey**, **100%** of students feel safe at Choices, **99%** feel cared for, and **99%** feel accepted and included. On the 2025 **Senior Exit Survey**, **97%** 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, 2025 suspension rate data that has remained the same or improved is highlighted in blue.

CCS Suspension Rate Data* % of students suspended, by student group	2024**	2025
All Students	0	0
Socioeconomically Disadvantaged Students	1	0
Students with Disabilities	0	0
English Learners	0	0

*Suspension Data found at <https://www.caschooldashboard.org/reports/34674473430758/2025/conditions-and-climate>

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

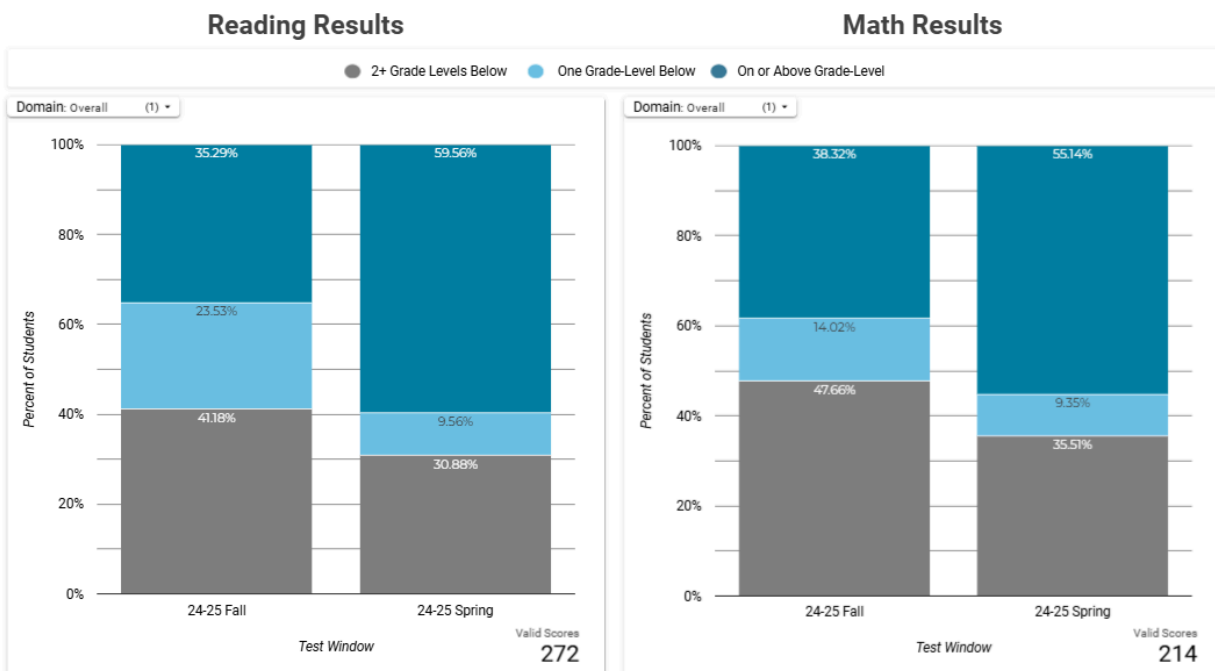
Locally-Collected Student and Parent Data

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 is administered at the close of the school year. Results from the summative assessment can be compared to results from the diagnostic assessment to reveal the growth experienced by continuously enrolled students across one school year.

2024-25 i-Ready growth data demonstrates CCS's ability to build skills in students in Reading and Math within *just two semesters* of enrollment. The graphs below illustrate student growth that took place for students in grades 6-12 who were enrolled continuously during the 2024-25 school year. At the close of the 2024-25 school year, significantly more students were performing on or above grade level and significantly fewer students were performing two or more grade levels below grade level than at the beginning of the school year.

Fall To Spring 2024-25 Academic Growth in Reading and Math (Continuously Enrolled Students)*



*i-Ready results tabulated and graphed by Parsec Education.

i-Ready data of continuously enrolled students is arguably the most accurate reflection of the academic growth that occurs while students are at Choices. The following table highlights changes in student performance of All Students who were continuously enrolled during the 2024-25 school year. Reading and Math skills improved at all proficiency levels. All movement was favorable and is highlighted in blue.

CCS i-Ready Data*	Fall to Spring 2024-25
Change in the % of testers at each proficiency level, by subject	
Reading	
Δ in % points at On or Above Grade Level	+25
Δ in % points at 2+ Grade Levels Below	-10
Math	
Δ in % points at On or Above Grade Level	+17
Δ in % points at 2+ Grade Levels Below	-12

*i-Ready results tabulated by Parsec Education.

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*

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.

Choices students are encouraged to complete 55 credits per year to support graduation within four years. The table below shows student progress by grade level for 2024 and 2025, based on end-of-year data. In 2023, a relatively low percentage of 11th-grade students were on track to graduate on time, which preceded a lower graduation rate in 2024. In 2024, the proportion of on-track 11th-grade students increased, suggesting an improvement in the 2025 graduation rate, including contributions from fifth-year graduates. In 2025, this percentage increased further, indicating continued growth in the 2026 graduation rate. To support credit completion across all grade levels, Choices implemented a credit recovery summer school program beginning in Summer 2025.

CCS Credit Completion Data*		
% of students on track to graduate in four years, by grade	2024	2025
9th Grade Students (have completed at least 55 credits)	50	71
10th Grade Students (have completed at least 110 credits)	50	53
11th Grade Students (have completed at least 165 credits)	57	68

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

In order to support college and career preparedness, per the criteria used on the California School Dashboard, Choices:

- encourages the completion of its CTE Pathway in Business and Finance
- encourages enrollment in World Languages starting in the ninth grade
- enrolls all students in A-G coursework
- conducts focused reviews of content before CAASPP testing
- makes AP courses and tests available to all interested students
- facilitates enrollment in community college courses

The table below shows the College and Career Pathway choices of returning students in Fall 2024 and Fall 2025, as reflected on the **Student School Satisfaction Survey**. In 2025, most students indicated that they planned to pursue A-G coursework, meet or exceed standards on the 11th grade CAASPP, and/or dual-enroll in community college courses.

CCS College and Career Pathway Data*		
% of students who declared a college/career readiness pathway plan, by pathway criteria (some students selected more than one)	Fall 2024	Fall 2025
CTE Pathway	32	12
Seal of Biliteracy	22	14
A-G coursework	52	29
Meet or Exceed Standards on the 11th Grade CAASPP	42	46
Two+ AP exams	10	16
Dual-enrollment in community college for two semesters or three quarters	25	25
Two+ years of Leadership/Military Science (ROTC)	4	0

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

The following table shows the post-secondary plans of graduates in 2024 and 2025, based on responses given on the **Senior Exit Survey**. The top three most frequently chosen responses in each year are lowlighted in gray. In general, Choices students plan to attend a community college or university or have other undefined plans. The most significant changes from 2024 to 2025 occurred in the percentage of students who planned to attend a community college and the percentage of students who planned to join the military (each of which essentially doubled) and the percentage of students who plan to proceed directly to the workforce (which fell by half). Overall, a far greater share of students in 2025 (**63%**) reported that they planned to go to either a two-year community college or a four-year university than in 2024 (**48%**). Percentages on this survey typically fluctuate dramatically from year to year due to a small sample size of graduates (approximately 40 students, on average), but they inform Choices about emerging and persisting trends.

CCS Post-Secondary Plans of Graduates* % of graduates who indicated post-secondary plans, by plan type	2024**	2025**
Two-year community college program	17	36
Four-year college/university program	31	27
Vocational/technical school program	11	9
Military	3	6
Workforce (no further schooling)	19	9
Other plans	19	12
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 lowlighted in gray.

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 2024 and 2025.

According to 2025 survey results, all students (**100%**) feel safe at Choices and report that their parents make sure that they are doing their school work. All parents (**100%**) report that Choices' education program has met their expectations, that CCS provides an overall positive educational experience, that the school website is effective, that they are satisfied with the way the school keeps them informed about their students' progress, that the facility and staff meet the needs of the students, and that the school follows acceptable practices regarding financial management. **100%** of parents would recommend the school to their friends and family. All satisfaction numbers are at **80%** or higher; most are above **90%**.

In 2025, most student and parent satisfaction percentages remained essentially unchanged. However, in 2025, a notably larger percentage of students reported that their parents make sure that they do their school work and that they want to go to college or vocational school. A lower percentage of students reported that they learn from tutors on campus and that they plan to graduate from Choices. A greater percentage of parents felt that their student had made satisfactory academic progress in the previous school year and that they, as parents, have had opportunities to provide input about the school.

Student and Parent Satisfaction Surveys:

- 2025 cells in blue are at the desired 90% or above (anxiety levels: same + less = X%).
- 2025 cells in green are approaching the goal (at 80%+).
- All collected data is important to the CCS Staff; several of the questions on the surveys are tracked in the LCAP to determine annual progress.

CCS Student Satisfaction Data*		2024	2025
% of students who agreed, by statement			
My experience at Choices Charter School last year was positive.		97	97
I feel safe at Choices Charter School.		97	100
I feel satisfied with the social opportunities and sense of community at Choices Charter School.		95	94
My feelings about my education have become more positive since attending Choices Charter School.		94	95
My education has become more personalized at Choices Charter School.		99	97
The Choices program serves all students in an equitable (fair, unbiased, non-discriminatory) fashion.		100	98
The Choices staff is caring and responsive to student needs.		100	99
My parents make sure that I do my school work.		93	100
I want to go to college / vocational school.		76	81
I utilize tutors/ teachers on campus.		89	82
I plan to graduate from Choices.		93	87
Attending core classes once a week is sufficient for me to get the educational support and knowledge that I need to be successful.		93	92
How is your anxiety level since attending CCS?*			
More		3	6
Less		62	59
Same		35	35

*Based on Student School Satisfaction Survey

CCS Parent Satisfaction Data* % of parents who agreed, by statement	2024	2025
The educational program at Choices Charter School met my expectations.	99	100
My child made satisfactory progress in learning this year.	94	99
The social environment at school was positive and supportive.	99	99
I have opportunities to provide input about the school program.	94	99
I understand the role of the school's governing board.	97	96
I have had the opportunity to participate in the school's meetings and operational processes.	96	95
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.	99	100
The Choices Charter School website accurately represents the program and its strengths.	100	99
The Choices Charter School website is helpful and informative.	100	100
I am satisfied with how the school keeps me informed about my student's academic progress.	96	100
I feel my student has the opportunity to demonstrate his knowledge in a variety of ways.	100	99
The facility meets the needs of the school.	100	100
The staff follows acceptable policies regarding cash, deposits, and fundraising.	100	100
The school provides adequate staffing to support the school's program.	100	100
Teachers modify the teaching/learning process based upon the results of the assessments they give students.	96	99
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	98
I would recommend Choices Charter to my Friends/ Family	100	100
My overall rating of Choices Charter School is (percent of parents who rate the school at an 8, 9, or 10 out of 10)	96	98

*Based on Parent School Satisfaction Survey

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. In 2025, **50%** of CCS graduates reported that they would not have graduated from high school had they not enrolled at Choices. All graduates (**100%**) stated that they would recommend the program to other students, and nearly all graduates (**91%**) felt prepared for college and a career.

When asked on the 2025 survey how Choices compared to their previous schools, students described their experience at Choices as significantly more positive than at other schools, highlighting stronger teacher support, responsiveness, and genuine care. Many students noted that teachers consistently reached out, helped them to stay on track, and created a nonjudgmental, welcoming environment. Compared to prior programs, students experienced less bullying, less pressure, and more flexibility, including the freedom to manage their own schedules. Overall, students felt more confident, capable, and successful at Choices than in their previous school experiences.

CCS students typically experience life-altering success while attending the CCS program, as is exemplified by the following quotes from 2025 graduates' **Senior Exit Survey** responses. When students were asked, "What did you learn about yourself through this independent study program?" they responded with (organized by category):

Self-Efficacy

Students developed a stronger belief in their abilities and recognized their potential to succeed.

- *I learned I'm a lot smarter than I realized, and I learn in my own way.*
- *I learned that I have a lot of potential.*
- *I learned that if I put my mind to something, I can accomplish anything.*
- *I learned to believe in myself more and even surprised myself with how much I can do.*
- *That if I put my mind to it, I can do it.*
- *I learned that you really can achieve anything if you give yourself time.*

Independent Learning

Students demonstrated growth in autonomy, personal responsibility, and comfort working independently.

- *I work best alone.*
- *I learned how to be alone and that I can thrive by myself.*
- *That I am a very independent person.*
- *I learned that I do well working at my own pace.*

Executive Functioning

Students strengthened skills in organization, time management, accountability, and goal-directed behavior.

- *I learned how to properly schedule my time and how to stay organized.*
- *Finish what you started, and never give up.*
- *A big thing I learned about myself is that I have a lot of potential and it will show once I get past my procrastination issues.*
- *That I need to work on my motivation.*
- *I am not as on top of things as I thought I was, but now I know what I need to do to get things done.*

Social-Emotional Growth

Students increased self-awareness, resilience, and interpersonal skills, while developing healthier mindsets.

- *I'm more resilient than I thought.*

- *I learned to be patient with myself and learned to communicate when I need help.*
- *That sometimes you should take a risk.*
- *I also learned how to be myself and not worry so much about what others think.*
- *How to have proper social skills.*
- *I have learned that I need to start allowing myself to rely on others for help.*
- *To take things slow.*

Choices students frequently report that they feel “seen” and respected at Choices. One-hundred percent (**100%**) of 2025 graduates agreed that a Choices staff member really cared about them, wanted them to do their best, and listened to them when they had something to say. Ninety-seven percent (**97%**) of 2025 graduates reported that they felt Known, Valued, and Connected during their time at Choices.

Students with Disabilities Growth Mindset Survey

At the close of each school year, SWD are given the **CCS Growth Mindset Survey** to measure their approach to, feelings about, and plans for their education at Choices and beyond.

In 2025, a significantly higher percentage of SWD reported on the survey that they liked to come to campus, earning good grades was important to them, they wanted to go to college or vocational school, and they have experienced less anxiety since enrolling at Choices. A smaller percentage of students used tutors and teachers on campus for extra help and want to return to traditional school. Results for surveys administered in 2024 and 2025 are shown in the following table.

Students with Disabilities Growth Mindset Survey:

- 2025 cells in blue are at the desired 90% or above (anxiety levels: same + less = X%).
- 2025 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.

CCS Students with Disabilities Growth Mindset Data* % of students who agree, by statement	2024	2025
I like to come to school at Choices.	78	97
I feel safe at Choices.	94	97
Getting good grades is important to me.	91	97
I have a computer with internet access.	94	97
I use a computer for school work.	94	96
My parents make sure that I do my school work.	94	96
I want to go to college / vocational school.	44	61
I utilize tutors/teachers on campus.	78	72
I plan to graduate from Choices.	75	79
I want to return to traditional school.	19	10
I am proud of how I did in school this year.	75	75
How is your anxiety level since attending CCS? (Same + Less grouped into one category for annual comparison)		
More	7	7
Less	48	72
Same	45	21

*Based on Students with Disabilities Attitude Survey

2024-2027 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 2024-2027 LCAP actions address at least one of the following LCAP goals:

1. **Student Achievement and Implementation of State Standards** - Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.
2. **Student Engagement and Course Access** - Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.
3. **School Conditions, Climate, and Family Engagement** - Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

At Choices Charter School, SED, SWD, English Learners, and Foster Youth benefit from enhanced:

- Academic Support Services
- College & Career Services
- Professional Development
- Support for Students with Disabilities
- Programs, Coursework, and Extra-Curricular Activities that Engage Students in Education
- Activities that Engage Students with Disabilities in Education
- School Conditions and Aspects of School Climate/Culture that Support Student Success
- Activities that Promote Family Engagement
- Activities that Support Students with Disabilities

The following table describes the effectiveness of the Choices program in addressing each of the three LCAP goals in recent years. At the time of drafting the 2025-26 LCAP, no data was yet available for the 2024-25 school year. However, given that most of the actions/services that Choices provided in 2024-25 were the same or very similar to those provided in recent previous years, data from 2023-24 provided some direction in evaluating the effectiveness of CCS's efforts to provide student services in an equitable manner. (Data for English Learners and Foster Youth are often not published due to insufficient sample sizes.)

CCS 2024-27 Local Control and Accountability Plan Information
Review of 2024-25 LCAP, by goal (data available was for 2023-24)

Goal 1: Student Achievement and Implementation of State Standards

i-Ready data most accurately reflects the academic progress of students while enrolled at Choices, showing clear growth within just one semester in Fall 2023. Based on these results, Choices believes its academic support is currently effective. Although CCI measures remain low, Student Satisfaction Survey responses suggest that students feel prepared for college and career. Most graduates report they would not have completed high school without attending Choices, and most plan to pursue college or trade school within four to five years. These findings indicate that Choices effectively encourages and equips students for postsecondary academic and professional success.

Goal 2: Student Engagement and Course Access

In 2023-24, the Annual Positive Attendance Percentage grew by 1% point. Chronic Absenteeism dropped for All Students and SED. In 2024, due to a miscommunication regarding data entry into CALPADS, the Graduation Rates reported on the California School Dashboard for all student groups were inaccurate. For this reason, it is difficult to comment on this metric in this year's LCAP report. Of possible relevance, reported Graduation Rates of All Students (40%) and SED (37%) were essentially equal. If the errors that occurred in 2024 were unbiased by student subgroup, this data would reflect the equitability of the Choices learning program. 2025 data will serve as a reset as CCS climbs steadily towards 2027 objectives.

Goal 3: School Conditions, Climate, and Family Engagement

In 2024, all Student and Parent School Satisfaction Survey results used to measure LCAP goals surpassed the 90% benchmark. Students report feeling safe, included, and supported, and view the CCS program as equitable. Parents express satisfaction with school-to-family communication and believe that the facility and staff adequately support the program's needs. Suspension and expulsion rates remained exceptionally low at 0%–1% in 2023–24, significantly exceeding established targets. Given this overwhelmingly positive data, Choices believes it is successfully promoting student well-being, engagement, and a strong sense of connectedness.

In 2024-25, data supporting effective growth in all three LCAP goal areas remains compelling:

Goal 1: In 2024-25, fall semester growth in Reading and Math was even stronger than in the previous year. And, though it is not a metric tracked in the LCAP, Choices was able to confirm extraordinary progress of students continuously enrolled for both semesters of 2024-25, through analysis of Fall to Spring i-Ready data. Graduates continued to report that they felt prepared for college and career; half of them reported that they would not have graduated had they not enrolled at Choices; and most of them planned to pursue enrollment at either a four-year university or trade school following graduation.

Goal 2: In 2024-25, Annual Positive Attendance jumped again by 3% points. Chronic Absenteeism dropped substantially to surpass state averages. Graduation Rates largely rebounded after a year affected most by a data entry error.

Goal 3: Also in 2024-25, student and parent satisfaction rates continued to be extremely strong. The Suspension and Expulsion Rates were both 0%, reflecting a strong sense of safety and student engagement.

Very little data is available for English Learners and Foster Youth at Choices, as the sample sizes are 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 2025, **Socioeconomically Disadvantaged Students** at Choices:

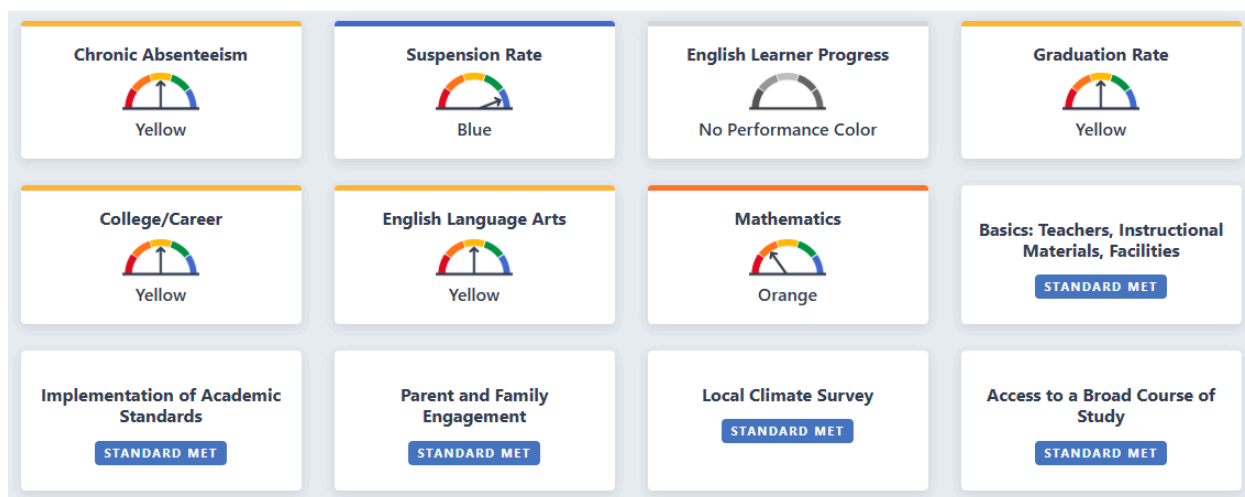
- Outperformed, matched, or nearly matched [within 5(%) points] the performance of *All Students at Choices* in the following areas:
 - Chronic Absenteeism
 - Suspension Rate
 - Science Proficiency
- Outperformed, matched, or nearly matched [within 5(%) points] the performance of *Socioeconomically Disadvantaged Students throughout the state* in the following areas:
 - Chronic Absenteeism
 - Suspension Rate
 - Science Proficiency

In 2025, **Students with Disabilities** at Choices:

- Outperformed, matched, or nearly matched (within 5% points) the performance of *All Students at Choices* in the following areas:
 - Suspension Rate
 - Graduation Rate
- Outperformed, matched, or nearly matched (within 5% points) the performance of *Students with Disabilities throughout the state* in the following areas:
 - Chronic Absenteeism
 - Suspension Rate
 - Graduation Rate
 - Math Proficiency
 - Science Proficiency

California School Dashboard (2025)

A snapshot of Choices' 2025 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).
- At CCS, Chronic Absenteeism and English Language Arts proficiency ratings were both Medium (Yellow), which was also true throughout the state.
- At CCS, the Graduation Rate and College Career Indicator ratings were both Medium (Yellow), while they were both High (Green) throughout California. At Choices, many students enroll with credit deficiencies, often discouraged about their educational trajectory. Most students progress to graduation within five years and most graduates plan to continue their education after high school, frequently through community college as a pathway to a four year degree or through vocational training programs - objectives that do not require completion of traditional college preparedness pathways during high school.
- Mathematics proficiency levels were in the Low (Orange) category, remaining behind the state, which placed in the Medium (Yellow) 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 reflected on CAASPP exams.

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.

WASC identified the following primary areas of schoolwide strength at Choices:

1. A **welcoming and safe environment** - evidenced by the close-knit and caring staff, a clean and friendly facility, and engaged students.
2. **Collaboration** - reflected in an organized campus, efficient class schedules, intentional campus displays, cross-curricular integration, shared spaces, and open doors. The school provides a positive sense of community and family, integrated into a professional workspace.
3. A **strong and diverse leadership team** - works collaboratively to meet the needs of students and staff.

Since the recent WASC visit, Choices has revised its WASC Schoolwide Action Plan to align with the goals outlined in the LCAP, which were addressed in the previous section of this report. In 2026–27, Choices will submit a Mid-Cycle Progress Report to WASC detailing its efforts to address the key growth areas identified by the 2024 WASC Visiting Committee. The primary growth areas are outlined below, along with a summary of progress made and ongoing challenges in each area.

In addition to CCS's ongoing goals of strengthening student achievement in English Language Arts and Mathematics and promoting college and career readiness, WASC identified the following key areas for continuous improvement at Choices:

1. Clearly define and state the responsibilities of the Advisory Teacher role.

- **Major Accomplishments:** A Tiered Re-engagement Framework was developed in 2024–25 and piloted in 2025–26. The framework outlines the specific responsibilities of Advisory Teachers in supporting and re-engaging students who require additional academic or behavioral support.
- **Persisting Challenges:** Responsibilities related to attendance documentation, collection of student work samples, and other professional procedures are not currently included in the Tiered Re-engagement Framework and will need to be addressed through additional guidance and documentation. This will be especially important as several new teachers transition into the Advisory Teacher role in 2026.
- **Plans to Address Challenges:** In 2026–27, fall in-service professional development will focus on establishing and communicating Advisory Teacher best practices. Staff will receive clear documentation outlining professional responsibilities, and the Tiered Re-engagement Framework will be reviewed to reinforce expectations for outreach to students and families.

2. Clearly define and implement an efficient tiered re-engagement process that will result in equitable and consistent outreach for students with diverse needs and life factors.

- **Major Accomplishments:** A Tiered Re-engagement Framework was developed in 2024–25 and piloted at Choices in 2025–26. Early indicators suggest that the increased consistency of faculty outreach has strengthened student engagement. During the first year of implementation, Choices experienced improved attendance rates and fewer student exits from the program, resulting in strong P2 enrollment data and contributing to the school's financial stability for the coming year.
- **Persisting Challenges:** While the framework has clearly increased outreach to students and families, implementation has not yet been consistent across all teachers and grade levels. In addition, it has

become evident that a distinct middle school model is needed to better support younger students. Although early engagement data is promising, the Choices administration continues to evaluate the framework's impact on academic achievement, including student performance on i-Ready and CAASPP assessments and overall course grades.

- **Plans to Address Challenges:** A review of 2026 student data will help determine the impact of the Tiered Re-engagement Framework on academic performance and will inform any necessary revisions to the framework. In addition, the development and pilot of a middle school model will aim to better support students in grades 6–8. Fall in-service professional development will further clarify framework expectations and communicate plans for increased administrative oversight in 2026–27.

3. Continue to explore and implement Math intervention strategies that address the identified gaps that are reflected in testing data.

- **Major Accomplishments:** In 2025, the addition of a spring i-Ready assessment provided Math teachers with valuable data to inform curriculum refinement and instructional improvements. Professional development and departmental collaboration focused on increasing student engagement through more effective instruction and targeted curriculum support. Math teachers emphasized supplementation and scaffolding across grade levels to ensure standards were addressed progressively and comprehensively. i-Ready data indicates significant growth in Math proficiency when students remain enrolled for at least two semesters. In 2025, CAASPP results showed improvement in Math performance among All Students, SED, and SWD, resulting in a shift from Red to Orange on the California School Dashboard. In addition, the 2025–26 pilot of the Tiered Re-engagement Framework led to more consistent outreach and support for students requiring additional assistance in Math.
- **Persisting Challenges:** Many students enroll at Choices with identified gaps in Math skills from prior academic experiences. While growth in Math proficiency is evident, CAASPP performance in Mathematics remains below standard and state averages.
- **Plans to Address Challenges:** A 2026 data review will assess the impact of the Tiered Re-engagement Framework on student academic performance and will inform any necessary revisions. The development and pilot of a middle school model will focus on more effectively serving students in grades 6–8. Fall in-service professional development will clarify framework expectations and communicate increased administrative oversight for 2026–27. Beginning in 2026, Advisory Teachers will be required to hold one-on-one student meetings each log period, creating additional opportunities to identify and address Math support needs. Choices will also continue to explore strategies to strengthen Math instruction, including increased hands-on and small-group learning, as well as structured class or tutoring requirements for students who are struggling.

Finances

Ending Fund Balance 2024-2025: \$1,292,316

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

Findings from 2024-2025 Audit: No audit exceptions were found.

Any anticipated fiscal concerns moving forward:

Choices Charter School remains in strong financial standing, with a healthy fund balance and enrollment consistently at or near full capacity. The school continues to demonstrate prudent fiscal management while prioritizing high-quality instructional programs and student support services.

Choices anticipates stable enrollment with modest growth over the next three years, supporting the maintenance of adequate reserves and ongoing financial sustainability. When fiscally feasible, the school seeks to remain competitive with district compensation practices; a 5% base salary increase for all employees was approved effective July 1, 2025.

While California's 2026–27 State Budget includes continued funding for K–12 education, the state faces revenue volatility and projected multi-year fiscal challenges. As a result, Choices Charter School continues to exercise fiscal caution by closely monitoring expenditures, reviewing contractual obligations, and maintaining sufficient reserves to mitigate potential future funding uncertainties.

Overall, the school does not anticipate material fiscal challenges in the near term and remains well-positioned to meet its financial obligations while supporting student success.

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 focused 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.