

2020-21 Choices Charter School- WASC School Wide Action Plan

[Local Control Accountability Plan 2019 (“LCAP”) and Learning Continuity and Attendance Plan 2020 (“LCP”) Tasks Incorporated]
 (All Tasks to be completed remotely/ virtually, as possible, during COVID-19 Campus Closure.)

Goal 1: (2018 Critical Student Learning Need)

Improve student problem solving ability and conceptual understanding of key Math concepts by targeting areas of specific need, expanding opportunities for students to build basic skills, and effectively engaging students in the learning process. Target students who perform significantly below grade level in Math through implementation of best practices strategies and collaboration among faculty.

Supporting Data:*

Category of Focus	2016-17	2017-18	2018-19	2019-20 ***
Percentage of Math students who scored “Standard Not Met” on the Math SBA				
All Students	65	60	56	NA
Socioeconomically Disadvantaged Students	75	69	67	NA
Students with Disabilities	73	81	95	NA
Percentage of Math students who scored “Standard Met or Exceeded” on the Math SBA				
All Students	12	14	18	NA
Socioeconomically Disadvantaged Students	8	7	10	NA
Students with Disabilities	13	7	5	NA
Class-average percentage point growth in percent correct between standards-based pre-tests and post-tests**				
Pre-Integrated Math	-7% points	+13% points	-1% point	NA

*SBA data source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

**2016-17 and 2018-19 Pre- and Post-Tests covered content from whole year; 2017-18 tests covered content from Fall Semester only.

***Due to COVID-19, data not available in 2019-20.

Additional Supporting Evidence:

Based on course assessments and Math teachers’ informal observations while working with students individually and in classroom-based instructional settings, Math teachers are in agreement that lack of basic Math skills, such as mastery of multiplication tables and understanding of fractions, is severely limiting students’ ability to perform higher-level mathematical processes in Algebra and more advanced Math classes. Most Choices Charter School (“CCS”) students who are enrolled in Math are in Pre-Integrated Math or Integrated Math 1 and have difficulty performing at these levels and graduating to higher-level classes.

Goal 1 Growth Targets: ("✓" indicates that the objective has been achieved)

Annual Objective	2016-17	2017-18	2018-19	2019-20 *
Decrease percentage of students scoring "Not At Standard" on the Math SBA by at least 3% points annually				
All Students		✓	✓	NA
Socioeconomically Disadvantaged Students		✓		NA
Students with Disabilities	✓			NA
Increase percentage of students scoring "At or Exceeding Standard" on the Math SBA by at least 3% points annually				
All Students			✓	NA
Socioeconomically Disadvantaged Students	✓		✓	NA
Students with Disabilities	✓			NA
Increase average course growth score on standards-based pre- and post-tests by a minimum of 10% points annually. Semester 1 data tracked in SWAP.				
Pre-Algebra	Baseline	✓		NA
Based on analysis of SBA data, Math Pre-Test vs. Post-Test growth data, and data from formative assessments such as SBAC Interim testing and teacher-made exams, in conjunction with an analysis of school survey results and marketing data, WASC Home and Focus Groups will review the effectiveness of current strategies and revise the School Wide Action Plan each year. (LCAP)	✓	✓	✓	✓

* Due to COVID-19, data not available in 2019-20. In the absence of academic assessment data, staff reviewed all available survey data in an effort to make changes that would more effectively serve students and families, particularly with respect to distance learning.

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Professional Development in Instructional Strategies</p> <ul style="list-style-type: none"> • The Director chooses two topics of school-wide Professional Development to pursue each year and will dedicate Professional Development time for training/implementation. The choice of topics is based on formative and summative assessment results, school survey results, and current educational research. Each year, the English Language Arts and Mathematics teachers formally document their analyses of formative assessment data and suggest Professional Development based on this analysis process. • 2020-21 Professional Development Topics: <ul style="list-style-type: none"> ○ SchoolsPLP Training ○ Distance Learning/Zoom Training • All-Staff Meetings take place twice monthly. <ul style="list-style-type: none"> ○ First meeting = Improving online curriculum, in-class instruction, supporting parents to be better independent study parents/ CAASPP Test Preparation ○ Second meeting = WASC/ Graduation Outcomes (data analysis, discussion) • The Director observes classes each semester to confirm that students are benefiting from new strategies implemented, school-wide. (Class observations on hold during COVID-19 Campus Closure.) • Each year, CCS Faculty members participate in Professional Development trainings and workshops that correspond to their subject areas or functions. This includes, but is not limited to, SJUSD and Sacramento County Office of Education (SCOE) trainings that are available to CCS Faculty at no additional cost, AP Institute trainings, California Consortium for Independent Study (CCIS) conferences, and APLUS+ conferences. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Individual Feedback to Students to Improve Skills</p> <ul style="list-style-type: none"> Faculty members provide constructive and motivating feedback to students in class and on homework assignments. Professional Development on feedback from experts Brown Wessling, Rapp, Wiggins, and Slavin offered specific suggestions to support this motivational technique. Tutors meet students where they are and build skills through individualized feedback. (LCAP) Re-testing permitted, school-wide, to support the use of feedback to improve work 	<p>Faculty Tutors</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Data Analysis for Formative Applications</p> <ul style="list-style-type: none"> Diagnostic Assessment takes place upon enrollment with the Renaissance Test in Math. This assessment assists in appropriate class placement and informs faculty members of individual students' skills. All students are also given teacher-designed diagnostic assignments or tests at the beginning of each semester in Math. Diagnostic Assessment data informs remediation activities, as needed. (LCAP) Formative Assessment is ongoing, using MathXL for School and SchoolsPLP assignments, quizzes, unit tests, midterms, and SBAC Interim testing. The Math Department also utilizes Kahoot! and Zoom polling capabilities to engage students during instruction and to generate immediate informative feedback for both students and teachers. Students are always required to show their work and complete mindset questions in homework assignments. The Math Department prepares a year-end report that summarizes its formative assessment data, outlines its conclusions, and recommends Professional Development topics for the following school year, based on its findings. Formative Assessment data drives changes in curriculum, instructional strategies, and School Wide Action Plan tasks. Formative Assessment data also drives the Director's choices of Professional Development topics for subsequent years. (LCAP) Summative Assessments are administered each semester, with Final Exams, and in the spring, with the Math SBA. Students in Pre-Integrated Math are given the Renaissance Math assessment at the beginning of the school year and then again at the end of the school year to measure growth. This pre-and post-test data is tracked in the SWAP. Staff is trained annually to administer the Math SBA. The results from Summative Assessments are analyzed in June and August In-Service Meetings. This data drives decisions about program changes, curriculum modifications, Professional Development, and/or marketing/outreach strategies. (LCAP) 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>4. Preparation for Standardized Assessments</p> <ul style="list-style-type: none"> • Encourage students to try their best on the SBAC Interim and SBA exams by: <ul style="list-style-type: none"> ○ Learning and executing strategies from Professional Development on preparing students to succeed on standardized exams. ○ Building a school culture that celebrates academic achievement on an ongoing basis, through the implementation of the Math Stars Program, Honor Roll, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and Scholarship Program. ○ Providing healthy snacks to students during testing. ○ At a Pre-Testing Family Barbecue, reminding families about the importance of CAASPP testing. ○ In classes, reminding students about the importance of CAASPP testing before administering the tests. ○ Reassuring students that earning an "A" or "B" in grade-level Mathematics and English Language Arts classes at CCS means that they are very likely to earn a "Standard Nearly Met, Met, or Exceeded" score on the SBA (based on 2017 study). ○ Celebrating the conclusion of CAASPP testing with a sundae-making party. ○ Excusing students from final exams in Math classes if they perform at "Standard Met or Exceeded" on the SBA exam (based on preliminary results). • Build students' test taking skills by: <ul style="list-style-type: none"> ○ Inserting sample test questions into core course assignments. ○ Coaching students to perform well on frequent formative assessments, including unit tests and SBAC Interim testing for 6th – 11th grade students. This includes guidance with study skills and test-taking strategies for success. ○ Conducting a two-week review of course content and test-taking strategies in Math classes before the administration of the CAASPP. ○ Administering the Math SBA before the ELA SBA in order to prevent testing fatigue and maximize performance in Math, where students frequently struggle. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>5. Develop students' knowledge of academic standards through:</p> <ul style="list-style-type: none"> • Implementation of SchoolsPLP Curriculum (2020), supplemented where necessary to meet all California Academic Standards. • Annual analysis of test scores and translation of test results into appropriate and impactful changes in program format and/or curriculum that result in more effective instruction in areas of need. (LCAP) • Faculty mastery of Common Core Standards and supplementation to curriculum, technology, and instructional techniques to better prepare students for SBAC Interim and SBA testing. • Implementation of the Master Agreement, which requires students to complete standards-based assignments in a timely fashion. • Updated Special Education Curriculum that ensures academic rigor for Students with Disabilities. • Tutoring services that support students' understanding of academic standards. (LCAP) • A two-week review of course content and test-taking skills in Math classes, before the administration of the CAASPP. • Additional Math tutoring hours, made available to Middle School students as needed. (LCAP) • Assistance to families in need with low-cost internet options, Wi-Fi hotspots, and laptops on loan. (LCAP) • During COVID-19 Campus Closure: <ul style="list-style-type: none"> ○ Regularly scheduled class sessions via Zoom ○ Recordings of online class sessions and/or instructional videos posted online to support students who do not attend class. (LCP) • Consideration of new structure of Math program that will require students to complete/submit work daily. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
<p>6. Intervention and Remediation Guidelines and Procedures</p> <ul style="list-style-type: none"> ○ All CCS Teachers document concerns about student academic progress and/or behavior in School Pathways and work with school administration to initiate formal interventions when warranted. Teachers focus on making specific recommendations that will help parents to help their students to succeed. When a student is failing a course, teachers must note in Pathways the specific commitments that parents have made to ameliorate the situation. Teachers offer regular office hours and are readily available for communication with students and parents when they are not teaching. All correspondence is answered within 24 hours, excluding weekend days. Intervention activity and status is tracked continuously and discussed in bi-weekly Staff Meetings. Partial credit for coursework is awarded whenever reasonably possible. Intervention data is analyzed to measure the effectiveness of various intervention strategies. (LCAP/ LCP) ○ Identify, support, and track progress of CCS students who struggle with Anxiety (LCAP) ○ During COVID-19 Campus Closure: <ul style="list-style-type: none"> ○ School counselor to conduct outreach to at-risk students, offering individualized online counseling and/or referrals to other agencies and resources (LCP) ○ Training to be provided for staff on working with students whose health has been adversely affected by COVID-19 (LCP) ○ Staff to deliver supplies to families' homes when they cannot travel to site (LCP) ○ Parent and student training to be provided about best practices for online learning, specifically with respect to PLP curriculum (LCP) ○ Director conducts weekly Open Dialogue meetings via Zoom to encourage communication with families. ○ Under Consideration for 2021-22 and beyond: <ul style="list-style-type: none"> ○ Implementation of formal parent-student-teacher conference schedule ○ Require students scoring below grade level on diagnostic exam to be enrolled in Math Foundations course, in order to build basic skills before progressing to more advanced courses ○ Require students earning a "D" or "F" in Math to attend tutoring in 2021-22 and beyond. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal #1 Professional Development/ Resources:

Common Core Math Standards; Math Faculty participation in CSUS Math workshops and conferences (SAME & Saturday Math Project Saturday Seminars), CMC-N Mathematics Conference; CSUS Common Core in the Classroom Conference; SCOE Common Core Math Workshops; SCOE Smarter Balanced Workshop for Next Generation Assessment; SJUSD Summer Math Professional Development; SCOE Grade Level Math Workgroup; PCOE Research-Based Teaching Practices Essential for High-Quality Mathematics Education; SJUSD Secondary Math Course Planning; Math XL for School; Student use of CCS Computer Lab; Math Department Meetings; SBA; SBAC Interim (Chromebooks); Pre- and Post-Tests; Master Agreement; Character Board; Math Stars Program; Student Honor Roll; Middle School Promotion Subject-Area Awards; Senior Breakfast Subject-Area Awards; Scholarship Program; SchoolsPLP; CCS Graduation Outcomes; Grading Smarter, Not Harder (Dueck); *25 Alternatives to Using the Word "Great"* by Sarah Brown Wessling; *Quality Feedback, What is it and How to Give It* by Katie Rapp; *Seven Keys to Effective Feedback* by Grant Wiggins; *How can Teachers Increase Students' Motivation to Learn* by Robert Slavin, Tutoring Program, LCAP; CDE Dataquest; California School Dashboard, ELPAC, AP Institute trainings, California Consortium for Independent Study (CCIS), APLUS+; School Pathways; Zoom; YouTube, Kahoot!.

Goal #1 Means to Assess Improvement:

Math Placement Test; Pre- and Post-Tests; Course Assessments; Final Exams; Math XL for School; SBAC Interim, SBA, Graduation Outcomes Rubric, In-class discussions; Observation of Students in Classroom Setting; ELPAC; School Satisfaction Survey; Zoom polling; Kahoot!.

Goal #1 Reporting Progress:

WASC Home/Focus Group Meetings; Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; Weekly, quarterly, and semester grades reported to parents and students through School Pathways; Standardized Exam Results on line through California School Dashboard; In-class discussions about individual and class progress; WASC Progress/Self Study Reports; LCAP; LCP; Annual Report; Charter Renewal; Character Board; Math Stars Program; Student Honor Roll; Middle School Promotion Subject-Area Awards; Senior Breakfast Subject-Area Awards; Scholarship Program.

Revision of SWAP each year, based on completion of tasks, formative and summative assessment data, survey results, and marketing data.

Goal 2:

Further develop students' English Language Arts skills of writing, vocabulary development, and literary analysis across all grade levels by targeting areas of specific need, expanding opportunities for students to build basic skills, and effectively engaging students in the learning process.

Supporting Data*:

Category of Focus	2016-17	2017-18	2018-19	2019-20 **
Percentage of ELA students who scored "Standard Not Met" on the ELA SBA				
All Students	31	23	28	NA
Socioeconomically Disadvantaged Students	36	26	28	NA
Students with Disabilities	73	50	65	NA
Percentage of English Language Arts students who scored "Standard Met or Exceeded" on the ELA SBA				
All Students	39	50	44	NA
Socioeconomically Disadvantaged Students	31	39	38	NA
Students with Disabilities	20	32	5	NA

*SBA data source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

**Due to COVID-19, data not available in 2019-20.

Additional Supporting Evidence:

English teachers are in agreement that continuing to align curriculum more closely to the academic standards and content of the SBA through widespread use of SchoolsPLP curriculum, and in some cases, supplemental lessons, supports student success on this exam. Administration of the SBAC Interim provides students with practice working with SBA content and format.

Goal 2 Growth Targets: ("✓" indicates that the objective has been achieved)

Annual Objective	2016-17	2017-18	2018-19	2019-20 *
Decrease percentage of students scoring "Not At Standard" on the ELA SBA by at least 3% points annually				
All Students		✓		NA
Socioeconomically Disadvantaged Students		✓		NA
Students with Disabilities		✓		NA
Increase percentage of students scoring "At or Exceeding Standard" on the ELA SBA by at least 3% points annually				
All Students		✓		NA
Socioeconomically Disadvantaged Students	✓	✓		NA
Students with Disabilities	✓	✓		NA
Based on analysis of SBA data and data from formative assessments such as SBAC Interim testing and teacher-made exams, in conjunction with an analysis of school survey results and marketing data, WASC Home and Focus Groups will review the effectiveness of current strategies and revise the School Wide Action Plan each year. (LCAP)	✓	✓	✓	✓

*Due to COVID-19, data not available in 2019-20. In the absence of academic assessment data, staff reviewed all available survey data in an effort to make changes that would more effectively serve students and families, particularly with respect to distance learning.

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Professional Development in Instructional Strategies</p> <ul style="list-style-type: none"> • The Director chooses two topics of school-wide Professional Development to pursue each year and will dedicate Professional Development time for training/implementation. The choice of topics is based on formative and summative assessment results, school survey results, and current educational research. Each year, the English Language Arts teachers formally document their analyses of formative assessment data and suggest Professional Development based on this analysis process. • 2020-21 Professional Development Topics: <ul style="list-style-type: none"> ○ SchoolsPLP Training ○ Distance Learning/ Zoom Training • All-Staff Meetings take place twice monthly. <ul style="list-style-type: none"> ○ First meeting = Improving online curriculum, in-class instruction, supporting parents to be better independent study parents/ CAASPP Test Preparation ○ Second meeting = WASC/ Graduation Outcomes (data analysis, discussion) • The Director observes classes each semester to confirm that students are benefiting from new strategies implemented, school-wide. (Class observations on hold during COVID-19 Campus Closure.) • Each year, CCS Faculty members participate in professional development trainings and workshops that correspond to their subject areas or functions. This includes, but is not limited to, SJUSD and Sacramento County Office of Education (SCOE) trainings that are available to CCS Faculty at no additional cost, AP Institute trainings, California Consortium for Independent Study (CCIS) conferences, and APLUS+ conferences. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Individual Feedback to Students to Improve Skills</p> <ul style="list-style-type: none"> Faculty members provide constructive and motivating feedback to students in class and on homework assignments. Professional Development on feedback from experts Brown Wessling, Rapp, Wiggins, and Slavin offered specific suggestions to support this motivational technique. Tutors meet students where they are and build skills through individualized feedback. (LCAP) Re-testing permitted, school-wide, to support the use of feedback to improve work. 	<p>Faculty Tutors</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Data Analysis for Formative Applications</p> <ul style="list-style-type: none"> Diagnostic Assessment takes place upon enrollment with the Renaissance Test in English. Assessment data from this test informs faculty members of individual students' skills. This information informs remediation activities, as needed. English Learners take the ELPAC and are encouraged to enroll in classroom-based electives as a means of developing English Language skills that support learning. (LCAP) Formative Assessment is ongoing, through the use of SchoolsPLP assignments, several types of rubrics, graphic organizers, quizzes, unit tests, midterms, and SBAC Interim testing. The English Language Arts Department also utilizes Kahoot!, Quizlet, and Padlet classroom activities to engage students and generate immediate informative feedback. The English Language Arts Department prepares a year-end report that summarizes its formative assessment data, outlines its conclusions, and recommends Professional Development topics for the following school year, based on its findings. Formative Assessment data drives changes in curriculum, instructional strategies, and School Wide Action Plan tasks. Formative Assessment data also drives the Director's choices of Professional Development topics for subsequent years. (LCAP) Summative Assessments are administered each semester, with final exams and, in the spring, with the ELA SBA. Staff is trained annually to administer CAASPP (SBA) exams. The results from Summative Assessments are analyzed in June and August In-Service Meetings. This data drives decisions about program changes, curriculum modifications, Professional Development, and/or marketing/outreach strategies. (LCAP) 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>4. Preparation for Standardized Assessments</p> <ul style="list-style-type: none"> • Encourage students to try their best on the SBAC Interim, SBA exams by: <ul style="list-style-type: none"> ○ Learning and executing strategies from Professional Development on preparing students to succeed on standardized exams. ○ Building a school culture that celebrates academic achievement on an ongoing basis, through the implementation of the Honor Roll, Middle School Promotion Subject-Area Awards, Senior Breakfast Subject-Area Awards, and Scholarship Program. ○ Defining CAASPP test window during the fall semester and communicating it early, clearly, and repeatedly to teachers, students, and parents, so that all stakeholders can effectively prepare. ○ Providing healthy snacks to students during testing. ○ At Pre-Testing Family Barbecue, reminding families about the importance of CAASPP testing and keys to success. ○ In classes, reminding students about the importance of CAASPP testing before administering the tests. ○ Reassuring students that earning an "A" or "B" in grade-level Mathematics and English Language Arts classes at CCS means that they are very likely to earn a "Near, At, or Exceeding Standard" score on the SBA (based on 2017 study). ○ Celebrating the conclusion of CAASPP testing with a sundae-making party. ○ Excusing students from final exams in English classes if they perform "At, or Exceeding Standard" on the SBA exam (based on preliminary results). • Build students' test taking skills by: <ul style="list-style-type: none"> ○ Inserting sample test questions into core course assignments, starting no later than in January of the testing year. ○ Coaching students to perform well on frequent formative assessments, including unit tests and SBAC Interim testing for 6th – 11th grade students. This includes guidance with study skills and test-taking strategies for success. ○ Conducting a two-week review of course content and test-taking strategies in English Language Arts classes before the administration of the CAASPP. ○ Administering the high school SBAC Interim in 9th and 10th grades for practice. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>5. Develop students' knowledge of academic standards through:</p> <ul style="list-style-type: none"> • Implementation of SchoolsPLP Curriculum (2020), supplemented where necessary to meet all California Academic Standards. • Supplemental curriculum from Houghton-Mifflin California Collections to address Common Core Standards; content is closely aligned with content of ELA SBA. • Annual analysis of test scores and translation of test results into appropriate and impactful changes in program format and/or curriculum that result in more effective instruction in areas of need. (LCAP) • Faculty mastery of Common Core Standards and supplementation to curriculum, technology, and instructional techniques to better prepare students for SBAC Interim and SBA testing. • Implementation of the Master Agreement, which requires students to complete standards-based assignments in a timely fashion. • Updated Special Education Curriculum that ensures academic rigor for Students with Disabilities. • Tutoring services that support students' understanding of academic standards. (LCAP) • A two-week review of course content and test-taking skills in English Language Arts classes, before the administration of the CAASPP. • Assistance to families in need with low-cost internet options, Wi-Fi hotspots, and laptops on loan. (LCAP) • All teachers require students to submit written responses in complete, grammatically correct sentences to promote ELA proficiency, school wide. • During COVID-19 Campus Closure: <ul style="list-style-type: none"> ○ Regularly scheduled class sessions via Zoom ○ Recordings of online class sessions and/or instructional videos posted online to support students who do not attend class. (LCP) 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
<p>6. Intervention and Remediation Guidelines and Procedures</p> <ul style="list-style-type: none"> ○ All CCS Teachers document concerns about student academic progress and/or behavior in School Pathways and work with school administration to initiate formal interventions when warranted. Teachers focus on making specific recommendations that will help parents to help their students to succeed. When a student is failing a course, teachers must note in Pathways the specific commitments that parents have made to ameliorate the situation. Teachers offer regular office hours and are readily available for communication with students and parents when they are not teaching. All correspondence is answered within 24 hours, excluding weekend days. Intervention activity and status is tracked continuously and discussed in bi-weekly Staff Meetings. Partial credit for coursework is awarded whenever reasonably possible. Intervention data is analyzed to measure the effectiveness of various intervention strategies. (LCAP/ LCP) ○ Identify, support, and track progress of CCS students who struggle with Anxiety. (LCAP) ○ During COVID-19 Campus Closure: <ul style="list-style-type: none"> ○ School counselor to conduct outreach to at-risk students, offering individualized online counseling and/or referrals to other agencies and resources (LCP) ○ Training to be provided for staff on working with students whose health has been adversely affected by COVID-19 (LCP) ○ Staff to deliver supplies to families' homes when they cannot travel to site (LCP) ○ Parent and student training to be provided about best practices for online learning, specifically with respect to PLP curriculum (LCP) ○ Director conducts weekly Open Dialogue meetings via Zoom to encourage communication with families. ○ Under Consideration for 2021-22 and beyond: <ul style="list-style-type: none"> ○ Implementation of formal parent-student-teacher conference schedule ○ Addition of an English Language Development course for English Learners in 2021-22. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal #2 Professional Development/ Resources:

Common Core ELA Standards; Student use of CCS Computer Lab; English Department Meetings; School wide focus on inclusion of writing across the curriculum; SCOE Smarter Balanced Workshop for Next Generation Assessment; SJUSD Expository Reading and Writing Training; SCOE Common Core Training; CCIS Conference; SBA; SBAC Interim (Chromebooks;) ELA curriculum (grades 6-12); Master Agreement; Character Board; Student Honor Roll; Middle School Promotion Subject-Area Awards; Senior Breakfast Subject-Area Awards; Scholarship Program; SchoolsPLP; CCS Graduation Outcomes; Grading Smarter, Not Harder (Dueck); *25 Alternatives to Using the Word "Great"* by Sarah Brown Wessling; *Quality Feedback, What is it and How to Give It* by Katie Rapp, *Seven Keys to Effective Feedback* by Grant Wiggins; *How can Teachers Increase Students' Motivation to Learn* by Robert Slavin, Renaissance Testing, LCAP, SJUSD Common Core Curriculum; CDE Dataquest; California School Dashboard, ELPAC, AP Institute trainings, California Consortium for Independent Study (CCIS), and APLUS+ ; School Pathways; Zoom; YouTube; Kahoot!, Quizlet, Padlet.

Goal #2 Means to Assess Improvement:

SBA; Graduation Outcomes Rubric; Course Assessments; Final Exams; Student Course Grades; English AP Exam; In-class discussions about individual and class progress; Student Writing; SBAC Interim; SBA; Observation of Students in Classroom Setting; Renaissance Testing; SJUSD Writing Rubric; Graphic Organizers; ELPAC; School Satisfaction Survey, Kahoot!, Quizlet, Padlet.

Goal #2 Reporting Progress:

WASC Home/Focus Group Meetings; Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; Weekly, quarterly, and semester grades reported to parents and students through School Pathways; Standardized Exam Results online through CA School Dashboard; In-class discussions about individual and class progress; WASC Progress/Self Study Reports; LCAP; LCP; Annual Report; Charter Renewal; Character Board; Student Honor Roll; Middle School Promotion Subject-Area Awards; Senior Breakfast Subject-Area Awards; Scholarship Program.

Revision of SWAP each year, based on completion of tasks, formative and summative assessment data, survey results, and marketing data.

Goal 3: (2018 WASC Visiting Committee Critical Area for Follow-Up)

Guide students in becoming College and Career Ready through accomplishment of the Choices Charter School Graduation Outcomes ("GO"s), real-world experiences that link to academic standards and college and career planning, completion of Career Technical Education, completion of A-G coursework, college application, and timely high school graduation.

Supporting Data:

In 2015, the CCS Graduation Outcomes were revised to more closely align with the Common Core's "The Four Cs." The GO Rubric was updated to reflect the changes. ALL teachers have evaluated ALL of their students using the GO Rubric, each year. Student scores have been calculated as averages of the scores received from all of their teachers. These scores are documented by graduating class below.

The following tables show the percentages of students scoring "At or Exceeding Standard" in each GO category, each year, by graduating class. The ideal scenario was that all twelfth grade students would score "At or Exceeding Standard" in all GO categories. Due to a high percentage of turnover in student enrollment on an annual basis, CCS's ultimate goal was for just 80% or more of seniors to score as "At or Exceeding Standard" in each GO category.

Graduation Outcomes: % of Students "At or Exceeding Standard", by Graduating Class, by Year

Class of 2020 (Graduated in 2019-20)	2017-18 (10)	2018-19 (11)	2019-20 (12)
Critical Thinking	56	71	71
Communication & Collaboration	60	71	59
Creativity	50	62	56
Commitment	55	68	54
Class of 2021 (Will Graduate in 2020-21)		2018-19 (10)	2019-20 (11)
Critical Thinking		56	70
Communication & Collaboration		56	75
Creativity		51	60
Commitment		60	56

Annual growth in the four Graduation Outcomes categories proved generally more consistent from grade 10 to grade 11. Scores softened with seniors, as their levels of participation tended to wane slightly, approaching graduation. Achievement scores grew gradually and reliably in grades 6-12, but seniors ultimately fell short of the 80% "At or Exceeding Standard" goal.

In 2019-20, the CCS Faculty decided to redefine the Graduation Outcomes, believing that the current set, founded on the Common Core Four Cs, was somewhat redundant with the Common Core curriculum. New Graduation Outcomes, centered on setting and achieving goals related to high school completion and college readiness, were established. In 2020-21, the faculty will define and pilot a process for measuring student achievement of the new GOs.

Real-world experiences and coursework in career-related subjects support students in making connections to their interests and goals and make education relevant to their lives. Completion of A-G coursework and timely high school graduation provide students with a breadth of post-secondary options. The following tables track the availability of these opportunities and the degree to which students are participating.

Services Available to Students & College/ Career Readiness Key Data Points, by Year

Services Available to Students & College/ Career Readiness Key Data Points	2017-18 **	2018-19	2019-20 ***
Speaker Series Offered to Students (Eight per Year, High School Only)	Yes	Yes	Yes/ NA
Field Trips Offered (Grade Levels)	2	4	Yes/ NA
Community College and/or Four-Year University Visit Offered	NA	Yes	Yes/ NA
CTE Pathways (Business & Finance) Course(s) Offered	NA	Yes	Yes
Graduation Rate*	62%	69%	73%
Percentage of Students who were College/Career "Prepared" per CA School Dashboard*	NA	14%	18%
Rate of Chronic Absenteeism (Grades 6, 7, 8; Students absent 10% or more of the days enrolled)*	NA	12%	TBD

*Data Source: <https://www.caschooldashboard.org>

**NA indicates that data type was not yet tracked in the given year.

***Yes/NA in 2019-20 shows data for on-campus instruction/COVID-19- related distance learning; TBD is for 2020 data not yet available on the CA School Dashboard.

Goal 3 Growth Targets: ("✓" indicates that the objective has been achieved)

Annual Objective	2017-18	2018-19	2019-20
3% points or greater annual growth in percentage of students scoring "At or Exceeding Standard" in each category of GOs at 11th and 12th grade levels:			
Class of 2020			
Critical Thinking	Baseline	✓	
Communication & Collaboration	Baseline	✓	
Creativity	Baseline	✓	
Commitment	Baseline	✓	
Class of 2021 (Not an official growth target for 2019, but tracking for 2020 and 2021)			
Critical Thinking		Baseline	✓
Communication & Collaboration		Baseline	✓
Creativity		Baseline	✓
Commitment		Baseline	
80% or more of seniors score "At or Exceeding Standard" in all GO categories			
Critical Thinking			
Communication & Collaboration			
Creativity			
Commitment			
Revise School-Wide Action Plan annually, based on analysis of data derived from the implementation of the GO Rubric as an assessment tool. (LCAP)	✓	✓	✓

Services Available to Students & College/ Career Readiness Key Data Points	2017-18	2018-19	2019-20
Speaker Series Offered to Students (Eight per Year, High School Only)	✓	✓	✓
Grade-Level Field Trips Offered (Two in 2017-18 as Baseline; One Grade Added per Year)	✓	✓	✓
Community College and/or Four-Year University Visit Offered	NA	✓	✓
CTE Pathways (Business & Finance) Course(s) Offered (One in 2018-19 as Baseline; One Added per Year)	NA	Baseline	✓
Graduation Rate (2017-18 is Baseline; +1% points minimum per year)	Baseline	✓	✓
Percentage of Students who were College/Career "Prepared" per CA School Dashboard (+3% points min/year)	NA	Baseline	✓
Rate of Chronic Absenteeism (Grades 6, 7, 8; Students absent 10% or more of the days enrolled)** (-3% points minimum per year)	NA	Baseline	TBD

Goal 3 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Integrate the CCS Graduation Outcomes Rubric into a Transition Plan from 6th through 12th and Beyond</p> <ul style="list-style-type: none"> • Revise Graduation Outcomes to reflect a focus on student goals pertaining to high school graduation and post-secondary academic and professional pursuits • Refine the new Graduation Outcomes Rubric, which outlines college/career readiness activities that are consistent with each grade level • Ensure that all CCS students are provided with opportunities to work towards the CCS Graduation Outcomes • Create a Master Class where students in each grade 6-12 learn about College/Career opportunities and take interactive surveys, including the Graduation Outcomes Rubric (for implementation in 2021-22) • Evaluate student progress towards accomplishment of the GOs, using the Graduation Outcomes Rubric • Track student progress by graduating class <ul style="list-style-type: none"> ○ Data stored in central database and reported to school stakeholders. (LCAP) 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 3 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Develop College & Career On-Campus and Field Trip Opportunities to Include Teachers, Students, and Parents</p> <ul style="list-style-type: none"> • Incorporate grade-level field trips. (LCAP) <ul style="list-style-type: none"> ○ 2018-19: Field Trips for three grade levels (6, 7, & 8) ○ 2019-20: Field Trips for four grade levels (6, 7, 8, & 9) ○ 2020-21: Field Trips for five grade levels (6, 7, 8, 9, & 11) ○ 2021-22: Field Trips for six grade levels (TBD) • Continue Speaker Series Field Trips for all grade levels/ priority access for Socioeconomically Disadvantaged Students • Continue Brown Bag Speaker Series- on-campus enrichment • Career Fair (2018, 2020, 2022) (LCAP) • Incorporate college visits <ul style="list-style-type: none"> ○ 2018-19: Community College Visits (4) ○ 2019-20 and beyond: Community College Visits (4) & CSU Sacramento Visit ○ During 2020-21 Campus Closure: College Visits are to be conducted virtually via Naviance "RepVisits" and CSUS Virtual Series. • Consider expansion of Middle School elective course offerings in 2021-22 and beyond, to allow additional opportunity for exploration of interests. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 3 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Develop Additional CTE Opportunities Based on Student and Staff Input</p> <ul style="list-style-type: none"> • Develop CTE Pathway in Business & Finance (Full series of courses currently available.) (LCAP) <ul style="list-style-type: none"> ○ Introduced in 2018-19: Introduction to Business and Entrepreneurship ○ Introduced in 2019-20: Marketing and Advertising ○ Introduced in 2020-21: Manufacturing: Product Design and Innovation; International Business: Global Commerce in the 21st Century • Develop CTE Pathway in Aviation/Robotics and/or Computer Science <ul style="list-style-type: none"> ○ Introduction course(s) to be made available in 2021-22 	<p>Faculty</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 3 Tasks	Responsible Person(s) Involved	Timeline
<p>4. Support students in their completion of A-G courses; monitor rigorous implementation of A-G courses, especially in Mathematics and Laboratory Science; assist students with college and career exploration process and college applications.</p> <ul style="list-style-type: none"> • Promote understanding of college requirements and application process <ul style="list-style-type: none"> ○ One College & Career presentation to families per year (LCAP) ○ School website provides four-year approach to college timeline & helpful links (LCAP) ○ Naviance College & Career Readiness program available for students in grades 6-12 ○ Advertise and provide counseling support for help with college research and applications (LCAP) • Create a Master Class where students learn about College/ Career opportunities and take interactive surveys, including the Graduation Outcomes Rubric (for implementation in 2021-22) • Director audits one A-G class per year. (Audit timeline TBD.) This audit will involve: <ul style="list-style-type: none"> ○ Classroom Observation ○ Faculty Interview(s) ○ Examination of Student Work Samples 	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team Marketing Consultant	2020-2021 2021-2022 2022-2023

Goal #3 Professional Development/ Resources:

Common Core Standards; WASC Handbook; Analysis of GO Rubric data; CCS GOs and GO Rubric; GO Rubric Spreadsheet; The Four Cs; LCAP; CA School Dashboard College/ Career Readiness criteria; Choices Charter School Graduation Requirements; College Entrance Requirements; CCS Website; Naviance; Sacramento Speaker Series

Goal #3 Means to Assess Improvement:

GO Rubric; SBAC Interim; SBA; Course Assessments; Final Exams; Student Course Grades; Graduation Rate, College/Career Indicator; High School credits earned

Goal #3 Reporting Progress:

WASC Home/Focus Group Meetings; Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; Weekly, quarterly, and semester grades reported to parents and students through School Pathways; Transcripts sent to families annually; Standardized Exam Results online through CA School Dashboard; In-class discussions about individual and class progress; WASC Progress/ Self Study Reports; LCAP; LCP; Annual Reports; Charter Renewal

Revision of SWAP each year, based on completion of tasks, formative and summative assessment data, survey results, and marketing data.

Goal 4: (2018 WASC Visiting Committee Critical Area for Follow-Up)

Engage in Strategic Planning.

Supporting Data:

As school enrollment grows, a knowledgeable veteran faculty approaches retirement, and a new Career Technical Education Pathway is developed, school leadership must prepare for change. Capacity limits must be defined, opportunities for school expansion must be explored, and wait-list processes must be established and managed. A process for transferring knowledge from experienced employees to new employees must be defined and implemented. Technology requirements for an expanding program must be identified and addressed.

Category of Focus	2018-19	2019-20
Highest Enrollment (Maximum Capacity at current site = 341)	328	318
Computer/Student Ratio at Highest Enrollment	1.4:1	1.4:1
Mentor/ New(er) Teacher Ratio (Transfer of knowledge to new(er) teachers throughout school year)	1:2	1:1
Maximum Class Size	24	24
Full Time Teacher/Student Ratio at Highest Enrollment	1:22	1:21
% of Students who report on the Student School Satisfaction Survey that they have lower Anxiety levels since attending CCS	54	58
% of Students who report on Student School Satisfaction Survey that they feel safe at Choices Charter School	93	96
% of Parents who report on the Parent School Satisfaction Survey that the facility meets the needs of the school	97	99
% of Parents who report on the Parent School Satisfaction Survey that the school provides adequate staffing to support the school's program	98	100

Goal 4 Growth Targets: ("✓" indicates that the objective has been achieved)

Category of Focus	2018-19	2019-20
Highest Enrollment (Annual growth to be 2%-4%)	Baseline	
Computer/Student Ratio at Highest Enrollment to remain at 1:3 or greater	✓	✓
Mentor/New(er) Teacher Ratio at opening of school year to remain 1:3 or greater	✓	✓
Maximum Class Size < 25	✓	✓
Full Time Teacher/Student Ratio at Highest Enrollment to remain greater than 1:25	✓	✓
Minimum 3% points annual growth in % of Students who report on the Student School Satisfaction Survey that they have lower Anxiety levels since attending CCS	Baseline	✓
% of Students who report on Student School Satisfaction Survey that they feel safe at Choices Charter School > 90%	✓	✓
% of Parents who report on the Parent School Satisfaction Survey that the facility meets the needs of the school >90%	✓	✓
% of Parents who report on the Parent School Satisfaction Survey that the school provides adequate staffing to support the school's program >90%	✓	✓

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>1. Project the Enrollment Outlook through the Next WASC Cycle and Analyze Staffing and Facility Needs as a Result of Growth, Enhanced Course Options, and Student Activities</p> <ul style="list-style-type: none"> • Using a conservative estimate of 2% growth based on projections from prior years, continue to compare projected enrollment and budget projections with actual P2 and revenue actuals. Watch for trends and adjust accordingly. • Under consideration for 2021-22 and beyond: <ul style="list-style-type: none"> ○ Additional Math Teacher to be hired in 2021. ○ Schedule alternatives, such as longer days, to accommodate higher levels of enrollment ○ Some courses offered online only in order to manage classroom use in a way that will support higher enrollment ○ Identify methods/criteria to encourage enrollment only for students most likely to experience success at Choices 	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2020-2021 2021-2022 2022-2023

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>2. Analyze Succession and Training Needs</p> <ul style="list-style-type: none"> • Train Assistant Director to carry out various administrative tasks, such as budgeting and personnel (In-Progress and Ongoing) • Continue mentoring program for new teachers • Update Employee Handbook to more precisely describe employee responsibilities and more formally define and document a new employee training/mentoring process 	<p>Faculty Administration</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>3. Articulate a Well-Defined Technology Plan that Supports Delivery of Curriculum and Communication with Students/ Families</p> <ul style="list-style-type: none"> • Gradual replacement of aging equipment with new and refurbished models, maximizing value while maintaining the integrity of the district network and ensuring new equipment meets the needs of the school (LCAP) • During COVID-19 Campus Closure: <ul style="list-style-type: none"> ○ Additional Chromebooks and Wi-Fi hotspots provided to students in need (LCP) ○ Additional technology purchases to support teachers with instruction from a distance (LCP) ○ Training for teachers on technology/resources that contribute to effective distance learning (LCP) ○ Technical support services for students struggling at home (LCP) ○ Reimbursement to teachers for mobile phone plans that support texting to students and parents 	<p>Faculty Administration</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>4. Implement a Safety Plan (both individual safety/mental health and campus crisis preparation)</p> <ul style="list-style-type: none"> • Identify, support, and track progress of all CCS students who struggle with Anxiety (LCAP) • Full-time Counselor on site • Catapult EMS training in 2020-21. • During COVID-19 Campus Closure: <ul style="list-style-type: none"> ○ Leadership Team to act as task force in preparation for safe campus reopening, following CDC protocols (LCP) ○ Student bios featured on website and social media pages to maintain a sense of school community for students ○ End-of-year bonus awarded to staff in early 2021 in thanks for exceptional efforts during distance learning ○ Senior lawn signs and teacher appreciation lawn signs delivered to individual homes in 2020 and 2021 to help both students and teachers to feel connected to the school community from a distance ○ Training to be provided for staff on working with students whose health has been adversely affected by COVID-19 (LCP) • Consider implementation of student mentor program in 2021-22 and beyond. 	<p>Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
<p>5. Seek Resources Beyond ADA Funding Such as CTE and Other Grants and Potential District Resources Such As Transportation for Field Trips</p> <ul style="list-style-type: none"> • Implement 5th Year Senior Credit Recovery Program • Continue to grow the middle school program enrollment (which has more than doubled since 2014-15) • Advertise Choices as an expert at distance learning during COVID-19 Campus Closure in order to grow enrollment of new students 	<p>Faculty Administration Marketing Consultant</p>	<p>2020-2021 2021-2022 2022-2023</p>

Goal #4 Professional Development/ Resources:

CCS Budget; CCS Employee Handbook; CCS Technology Plan; CCS Safety Plan; CDC Protocols; CCS Website & Social Media Pages (Facebook, Instagram, Twitter); Catapult EMS.

Goal #4 Means to Assess Improvement:

Student School Satisfaction Survey; Parent School Satisfaction Survey; Choices Charter School enrollment/technology/employment records

Goal #4 Reporting Progress:

Staff Meetings; Leadership Team Meetings; Advisory Council Meetings; WASC Progress/ Self Study Reports; LCAP; LCP; Annual Report; Charter Renewal

Revision of SWAP each year, based on completion of tasks, formative and summative assessment data, survey results, and marketing data.