2022-23 Choices Charter School- WASC School Wide Action Plan

[2022 Local Control Accountability Plan ("LCAP") Tasks Incorporated]

Goal 1: (2021 Critical Student Learning Need and 2021 Critical Area for Follow-Up)

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	2018-19	2019-20 **	2020-21	2021-22	2022-23
Percentage of Math students who scored "Standard Not Met" on the Math SBA					
All Students	56	NA	40	TBD	TBD
Socioeconomically Disadvantaged Students	67	NA	38	TBD	TBD
Students with Disabilities	95	NA	71	TBD	TBD
Percentage of Math students who scored "Standard Met or Exceeded" on the Math SBA					
All Students	18	NA	32	TBD	TBD
Socioeconomically Disadvantaged Students	10	NA	43	TBD	TBD
Students with Disabilities	5	NA	7	TBD	TBD
Average change in grade level equivalent on Renaissance Math Test between the beginning and end of the school year					
Pre-Integrated Math		NA	+3.2 grade levels	NA***	
% of Students with Improved Placement on Math iReady					
Grade 6					TBD
Grade 7					TBD
Grade 8					TBD
Grade 9					TBD
Grade 10					TBD
Grade 11					TBD
Grade 12					TBD

*SBA data source: https://caaspp-elpac.cde.ca.gov/caaspp/
**Due to COVID-19, data not available in 2019-20.
***Pre- and Post-Tests in Pre-Integrated Math were replaced with a pilot of iReady in 2021-22.

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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, such as Algebra. 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.

<u>Goal 1 Growth Targets:</u> ("✔" indicates that the objective has been achieved)

Annual Objective	2018-19	2019-20 *	2020-21	2021-22	2022-23
Decrease percentage of students scoring "Not At Standard" on the Math SBA by at least 3% points annually					
All Students	✔	NA	✔	TBD	TBD
Socioeconomically Disadvantaged Students		NA	✔	TBD	TBD
Students with Disabilities		NA	✔	TBD	TBD
Increase percentage of students scoring "At or Exceeding Standard" on the Math SBA by at least 3% points annually					
All Students	✔	NA	✔	TBD	TBD
Socioeconomically Disadvantaged Students	✔	NA	✔	TBD	TBD
Students with Disabilities		NA		TBD	TBD
Increase average grade level equivalent on Renaissance Math Test between the beginning and end of the school year by at least one grade level					
Pre-Integrated Math		NA	✔	NA**	
Increase percentage of students with Improved Placement on Math iReady by at least 3% points annually					
Grade 6					Baseline
Grade 7					Baseline
Grade 8					Baseline
Grade 9					Baseline
Grade 10					Baseline
Grade 11					Baseline
Grade 12					Baseline
Based on analysis of SBA data, Math iReady 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)*	✔	✔	✔	✔***	TBD

* 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.

**Pre- and Post-Tests in Pre-Integrated Math were replaced with a pilot of iReady in 2021-22.

***2021-22: Subject-Area Departments analyzed diagnostic, formative, and summative assessment data; the Leadership Team analyzed all other available student data, as well as the feedback from the departments and decided upon modifications to the School Wide Action Plan.

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Goal 1 Tasks	Responsible Person(s) Involved	Timeline
1. **Professional Development in Instructional Strategies** ● 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, WASC Visiting Committee recommendations, 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. Their recommendations serve as a foundation for all-staff discussion and subsequent decisions by school leadership. ● 2022-23 Professional Development Topics: 　o iReady: Administration and Effective Use of Data 　o Independent Study Best Practices ● Staff collaboration, professional development, department meetings, and WASC/LCAP data analysis and discussions take place weekly on Fridays. ● The Director observes classes each semester to confirm that students are benefiting from new strategies implemented, school-wide. ● 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.	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2022-2023 2023-2024 2024-2025

Goal 1 Tasks	Responsible Person(s) Involved	Timeline
2. Individual Feedback to Students to Improve Skills ● 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. ● iReady results communicated to families in a meaningful and motivating format.	Faculty Tutors	2022-2023 2023-2024 2024-2025

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Goal 1 Tasks	Responsible Person(s) Involved	Timeline
3. Data Analysis for Formative Applications ● 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. iReady diagnostic tests are administered during the first month of the school year in class. Diagnostic assessment data informs remediation activities, as needed, and serves as a baseline from which to assess growth. ***(LCAP)*** ● Formative assessment is ongoing, using MathXL for School ("MathXL") and SchoolsPLP ("PLP") assignments, quizzes, unit tests, midterms; SBAC Interim testing; and iReady. Early spring iReady scores are compared to the baseline diagnostic scores from the fall semester to assess growth. 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 staff discussions that lead to 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. 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)***	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2022-2023 2023-2024 2024-2025

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Goal 1 Tasks	Responsible Person(s) Involved	Timeline

4. Preparation for Standardized Assessments
 	
● CCS Staff members encourage students to try their best on the SBAC Interim and SBA exams by:
   o Emphasizing the importance of attendance and best effort on standardized testing during the enrollment process.
   o Learning and executing strategies from professional development on preparing students to succeed on standardized exams.
   o 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.
   o Defining the CAASPP test window during the fall semester and communicating it early, clearly, and repeatedly to teachers, students, and parents, so that all educational partners can effectively prepare.
   o Providing free breakfast on campus during the testing window. *(LCAP)*
   o Providing healthy snacks to students during testing.
   o At a Pre-Testing Family Barbecue, reminding families about the importance of CAASPP testing.
   o In classes, reminding students about the importance of CAASPP testing before administering the tests.
   o 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).
   o Canceling all instruction during the regular CAASPP testing window. (May want to consider continuation of some Math instruction during this time frame in 2022-23.)
   o Celebrating the conclusion of CAASPP testing with a sundae-making party.
   o Excusing students from final exams in Math classes if they perform at "Standard Met or Exceeded" on the SBA exam (based on preliminary results).
 	
● CCS Staff members build students' test taking skills and relevant content knowledge by:
   o Inserting sample test questions into core course assignments, starting no later than in January of the testing year.
   o Coaching students to perform well on frequent formative assessments, including unit tests and iReady *(LCAP)* formative assessments. This includes guidance with study skills and test-taking strategies for success.
	Faculty
	Administration
	Counselors
	Support Staff
	Resource Specialists
	Self-Study Coordinator
	Tutors
	Leadership Team
		2022-2023
		2023-2024
		2024-2025

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- o Conducting a two-week review of course content and test-taking strategies in Math classes before the administration of the CAASPP.
- o Administering the Math SBA before the ELA SBA in order to prevent testing fatigue and maximize performance in Math, where students frequently struggle.
- o Administering the high school SBAC Interim in 9th and 10th grades for practice during the regular CAASPP testing window.

- o Throughout the school year, Math Teachers supplement curriculum to effectively prepare students for the SBA Math in the following ways:
  - ○ Continue focus on Math basics, including frequent review and practice.
  - ○ More focus on Math vocabulary, including its use in writing assignments and/or framing questions.
  - ○ Continuous repetition and review of previously learned concepts.
  - ○ Encouragement of daily Math practice through reminders and presentation of assignments in daily sections.
  - ○ Focus on development of student confidence on key topics likely to present themselves in real-life situations and on standardized exams.
  - ○ Reinforcement of Math topics' relevance in students' lives.
  - ○ Encouragement of parent involvement through resources and communication.
  - ○ Mindset questions that show students that they are capable of learning Math.
  - ○ Critical thinking questions and class discussions that promote deeper understanding of concepts.
  - ○ Tutoring during regular office hours and on weekly Zoom meetings to address areas of need.
- o Throughout the school year, other teachers prepare students for the SBA Math by:
  - ○ Avoiding using phrases, such as "good at Math" or "bad at Math."
  - ○ Encouraging students to devote the time and effort that is needed for all students to learn Math.

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Goal 1 Tasks	Responsible Person(s) Involved	Timeline
5. Develop Students' Knowledge of Academic Standards through: ● Implementation of Math XL and PLP Curriculum, 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)* ● Implementation of the Master Agreement, which requires students to complete standards-based assignments in a timely fashion.	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2022-2023 2023-2024 2024-2025

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Goal 1 Tasks	Responsible Person(s) Involved	Timeline
6. Intervention and Remediation Guidelines and Procedures ● All CCS Faculty document concerns about student academic progress and/or behavior in School Pathways ("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)* ● CCS Staff members identify, support, and track progress of students who struggle with anxiety. *(LCAP)* ● Advisory Teachers reach out to new families to provide a main point of contact upon student enrollment. *(LCAP)* ● Advisory Teachers implement an official intervention process at the close of each log period. *(LCAP)* ● Resource Specialists utilize updated Special Education Curriculum that ensures both academic rigor and built-in support for Students with Disabilities. *(LCAP)* ● Tutors support students' developing understanding of academic standards. Online tutoring available. Tutors focus on building skills. *(LCAP)* ● Additional Math tutoring hours are made available to Middle School students as needed. *(LCAP)* ● Assistant Director assigns students to specific on-campus tutoring locations and monitors student activity. *(LCAP)* ● Specialized tutor prioritizes the needs of Students with Disabilities. *(LCAP)*	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2022-2023 2023-2024 2024-2025

- Assistance to families in need with low-cost internet options, Wi-Fi hotspots, and laptops on loan. **(LCAP)** - New Math Foundations course accommodates students who need further development of basic skills. - Vigilant outreach to students who are struggling academically or emotionally. Counselor and Community Liaison to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. **(LCAP)** - Technical support services for students struggling at home. **(LCAP)** - Evening training sessions on PLP, Pathways, and independent study best practices. **(LCAP)** - A Community Outreach Worker reaches out to new families shortly after enrollment (2-3 times during the first month) on behalf of the administration and facilitates a smooth transition to the independent study model. **(LCAP)** - Under consideration: implementation of a student mentor program in 2022-23. - Under consideration: implementation of a new structure for the Math program that will require students to complete/submit work daily in 2022-23.		

Goal #1 Professional Development/ Resources Utilized in Recent Years:

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; MathXL for School; Student use of CCS Computer Lab; Math Department Meetings; SBA; SBAC Interim (Chromebooks); iReady; 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, AP Institute trainings, California Consortium for Independent Study (CCIS), APLUS+; School Pathways; Zoom; YouTube, Kahoot!.

Goal #1 Means to Assess Improvement:

Renaissance Math Assessment; Course Assessments; Final Exams; iReady; SBAC Interim, SBA, In-class discussions; Observation of Students in Classroom Setting; 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 online 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: (2021 Critical Student Learning Need)

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	2018-19	2019-20 **	2020-21	2021-22	2022-23
Percentage of ELA students who scored "Standard Not Met" on the ELA SBA					
All Students	28	NA	18	TBD	TBD
Socioeconomically Disadvantaged Students	28	NA	25	TBD	TBD
Students with Disabilities	65	NA	38	TBD	TBD
Percentage of English Language Arts students who scored "Standard Met or Exceeded" on the ELA SBA					
All Students	44	NA	57	TBD	TBD
Socioeconomically Disadvantaged Students	38	NA	64	TBD	TBD
Students with Disabilities	5	NA	31	TBD	TBD
% of Students with Improved Placement on Reading iReady					
Grade 6					TBD
Grade 7					TBD
Grade 8					TBD
Grade 9					TBD
Grade 10					TBD
Grade 11					TBD
Grade 12					TBD

*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.

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

Annual Objective	2018-19	2019-20 *	2020-21	2021-22	2022-23
Decrease percentage of students scoring "Not At Standard" on the ELA SBA by at least 3% points annually					
All Students		NA	✔	TBD	TBD
Socioeconomically Disadvantaged Students		NA	✔	TBD	TBD
Students with Disabilities		NA	✔	TBD	TBD
Increase percentage of students scoring "At or Exceeding Standard" on the ELA SBA by at least 3% points annually			✔		
All Students		NA	✔	TBD	TBD
Socioeconomically Disadvantaged Students		NA	✔	TBD	TBD
Students with Disabilities		NA	✔	TBD	TBD
Increase percentage of students with Improved Placement on Reading iReady by at least 3% points annually					
Grade 6					Baseline
Grade 7					Baseline
Grade 8					Baseline
Grade 9					Baseline
Grade 10					Baseline
Grade 11					Baseline
Grade 12					Baseline
Based on analysis of SBA data, Reading iReady 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)*	✔	✔	✔	✔**	TBD

*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.

**2021-22: Subject-Area Departments analyzed diagnostic, formative, and summative assessment data; the Leadership Team analyzed all other available student data, as well as the feedback from the departments and decided upon modifications to the School Wide Action Plan.

Goal 2 Tasks	Responsible Person(s) Involved	Timeline

1. Professional Development in Instructional Strategies
 	
• 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, WASC Visiting Committee recommendations, 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. Their recommendations serve as a foundation for all-staff discussion and subsequent decisions by school leadership.
 	
• 2022-23 Professional Development Topics:
  o iReady: Administration and Effective Use of Data
  o Independent Study Best Practices
 	
• Staff collaboration, professional development, department meetings, and WASC/LCAP data analysis and discussions take place weekly on Fridays.
 	
• The Director observes classes each semester to confirm that students are benefiting from new strategies implemented, school-wide.
 	
• 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.
	Faculty
	Administration
	Counselors
	Support Staff
	Resource Specialists
	Self-Study Coordinator
	Tutors
	Leadership Team
		2022-2023
		2023-2024
		2024-2025

Goal 2 Tasks	Responsible Person(s) Involved	Timeline
2. Individual Feedback to Students to Improve Skills ● 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. ● iReady results communicated to families in a meaningful and motivating format.	Faculty Tutors	2022-2023 2023-2024 2024-2025

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Goal 2 Tasks	Responsible Person(s) Involved	Timeline
3. Data Analysis for Formative Applications ● Diagnostic assessment takes place upon enrollment with the Renaissance Test in English. Assessment data from this test informs faculty members of individual students' skills. iReady diagnostic tests are administered during the first month of the school year in class. Diagnostic assessment data informs remediation activities, as needed, and serves as a baseline from which to assess growth. English Learners take the ELPAC, are enrolled in an English Language Development course if needed, and are encouraged to enroll in classroom-based electives as a means of developing English Language listening and speaking 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, SBAC Interim, and iReady. Early spring iReady scores are compared to the baseline diagnostic scores from the fall semester to assess growth. 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 the ELA 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)**	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2022-2023 2023-2024 2024-2025

Goal 2 Tasks	Responsible Person(s) Involved	Timeline

4. Preparation for Standardized Assessments
 	
● CCS Staff members encourage students to try their best on the SBAC Interim and SBA exams by:
   o Emphasizing the importance of attendance and best effort on standardized testing during the enrollment process.
   o Learning and executing strategies from professional development on preparing students to succeed on standardized exams.
   o 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.
   o Defining the CAASPP test window during the fall semester and communicating it early, clearly, and repeatedly to teachers, students, and parents, so that all educational partners can effectively prepare.
   o Providing free breakfast on campus during the testing window. *(LCAP)*
   o Providing healthy snacks to students during testing.
   o At a Pre-Testing Family Barbecue, reminding families about the importance of CAASPP testing.
   o In classes, reminding students about the importance of CAASPP testing before administering the tests.
   o 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).
   o Canceling all instruction during the regular CAASPP testing window.
   o Celebrating the conclusion of CAASPP testing with a sundae-making party.
   o Excusing students from final exams in Math classes if they perform at "Standard Met or Exceeded" on the SBA exam (based on preliminary results).
 	
● CCS Staff members build students' test taking skills and relevant content knowledge by:
   o Inserting sample test questions into core course assignments, starting no later than in January of the testing year.
   o Coaching students to perform well on frequent formative assessments, including unit tests and iReady *(LCAP)* formative assessments. This includes guidance with study skills and test-taking strategies for success.
   o Conducting a two-week review of course content and test-taking strategies in English Language Arts classes before the administration of the CAASPP.
	Faculty
	Administration
	Counselors
	Support Staff
	Resource Specialists
	Self-Study Coordinator
	Tutors
	Leadership Team
		2022-2023
		2023-2024
		2024-2025

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- o Administering the high school SBAC Interim in 9th and 10th grades for practice during the regular CAASPP testing window. - o Throughout the school year, English Teachers supplement curriculum to effectively prepare students for ELA SBA testing in the following ways: ○ Practice writing argumentative, informative, and expository essays ○ Sentence and paragraph framing. ○ Vocabulary instruction (including how to use context clues and utilizing roots, prefixes, and suffixes). ○ Annotation instruction (i.e. AVID Writing in the Margins & Soapstone strategies). ○ Use of writing templates/outlines/examples (models) (i.e. TBEAR, Academic Summary, Rhetorical Precis). ○ Assignments that require students to restate prompts, identify elements in a text, cite evidence, and use analytical/summary statements. - o Throughout the school year, other teachers prepare students for the ELA SBA by requiring them to: ○ Write in complete sentences with proper capitalization, grammar, and usage. ○ Restate prompts and respond in their own words. ○ Respond to questions or prompts correctly utilizing specific vocabulary words. ○ Employ basic writing fundamentals, such as topic sentences and citation of evidence from texts. ○ Download and use grammarly.com for all of their written responses.		

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Goal 2 Tasks	Responsible Person(s) Involved	Timeline
5. Develop Students' Knowledge of Academic Standards through: • Implementation of PLP Curriculum, 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)*** • Implementation of the Master Agreement, which requires students to complete standards-based assignments in a timely fashion.	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2022-2023 2023-2024 2024-2025

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Goal 2 Tasks	Responsible Person(s) Involved	Timeline
6. Intervention and Remediation Guidelines and Procedures ● All CCS Teachers document concerns about student academic progress and/or behavior in 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)* ● CCS Staff members identify, support, and track progress of students who struggle with anxiety. *(LCAP)* ● Advisory Teachers reach out to new families to provide a main point of contact upon student enrollment. *(LCAP)* ● Advisory Teachers implement an official intervention process at the close of each log period. *(LCAP)* ● Resource Specialists utilize updated Special Education Curriculum that ensures both academic rigor and built-in support for Students with Disabilities. *(LCAP)* ● Tutors support students' developing understanding of academic standards. Online tutoring available. Tutors focus on building skills. *(LCAP)* ● Additional Math tutoring hours are made available to Middle School students as needed. *(LCAP)* ● Assistant Director assigns students to specific on-campus tutoring locations and monitors student activity. *(LCAP)* ● Specialized tutor prioritizes the needs of Students with Disabilities. *(LCAP)*	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2022-2023 2023-2024 2024-2025

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- Assistance to families in need with low-cost internet options, Wi-Fi hotspots, and laptops on loan. **(LCAP)** - New Math Foundations course accommodates students who need further development of basic skills. - Vigilant outreach to students who are struggling academically or emotionally. Counselor and Community Liaison to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. **(LCAP)** - Technical support services for students struggling at home. **(LCAP)** - Evening training sessions on PLP, Pathways, and independent study best practices. **(LCAP)** - A Community Outreach Worker reaches out to new families shortly after enrollment (2-3 times during the first month) on behalf of the administration and facilitates a smooth transition to the independent study model. **(LCAP)** - Under consideration: implementation of a student mentor program in 2022-23. - Under consideration: implementation of a new structure for the Math program that will require students to complete/submit work daily in 2022-23.		

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Goal #2 Professional Development/ Resources Utilized in Recent Years:

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; iReady; LCAP; 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:

Course Assessments; Final Exams; Student Course Grades; English AP Exam; In-class discussions about individual and class progress; Student Writing; SBAC Interim; iReady; 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.

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Goal 3: (2021 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 college and career readiness pathways, 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 evaluated ALL of their students using the GO Rubric, each year. Student scores were 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 12th 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)	2018-19 (11)	2019-20 (12)
Critical Thinking	71	71
Communication & Collaboration	71	59
Creativity	62	56
Commitment	68	54
Class of 2021 (Graduated in 2020-21)	**2018-19 (10)**	**2019-20 (11)**
Critical Thinking	56	70
Communication & Collaboration	56	75
Creativity	51	60
Commitment	60	56

*Internally developed Graduation Outcomes Rubric; discontinued in 2020-21 when GOs were redefined.

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.

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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 and career readiness, were established.

CCS Graduation Outcomes (established in 2020):

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

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

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. 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	2018-19	2019-20	2020-21 ***	2021-22 ****	2022-23
Speaker Series Offered to Students (Eight per Year, High School Only)	Yes	Yes/NA	NA	Yes	TBD
Field Trips Offered (Grade Levels)	4	2/NA	NA	0	TBD
Community Colleges and Four-Year University Visits Offered	Yes	Yes/NA	Virtual	0	TBD
CTE Pathway (Business & Finance) Course(s) Offered	Yes	Yes	Yes	Yes	TBD
CTE Pathway (Public Services / Public Safety) Course(s) Offered					TBD
Graduation Rate*	69%	73%	77%	TBD	TBD
Percentage of Students who were College/Career "Prepared" per CA School Dashboard*	14%	18%	NA	TBD	TBD
Rate of Chronic Absenteeism (Grades 6-12; Students absent 10% or more of the days enrolled)**	18%	NA	32%	TBD	TBD

*Data Source: https://www.caschooldashboard.org and for 2019-20 & 2020-21: https://www6.cde.ca.gov/californiamodel/
** Data Source for all years:
https://dq.cde.ca.gov/dataquest/SearchName.asp?rbTimeFrame=oneyear&rYear=2020-21&cName=san+juan+choices&Topic=Attendance&Level=School&submit1=Submit
***In 2020-21, the Speaker Series and Grade-Level Field Trips were not offered due to COVID-19 Campus Closure. College visits were conducted virtually, as possible. The College/Career Indicator was not published.
**** In 2021-22, the Speaker Series was offered virtually for most of the year and then in person in late spring. Field Trips and College Visits did not occur due to continuing reluctance to gather in groups and staff resource limitations.

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Choices students are encouraged to complete fifty-five credits during each year of high school to support the goal of high school graduation in four academic years. (Because many students transfer to Choices with credit deficiencies from other schools, not all students will meet this objective right away. Choices graduates, with very rare exceptions, complete all high school credits within five academic years.) Each semester, students are also required to declare their planned pathway to college and career readiness upon registration for new classes. A senior survey administered to all graduates through Naviance gathers data about CCS Students' post-secondary goals. The following tables provide data about Choices students by grade level and by year. (Data calculated at the end of each school year.)

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

Percentage of Students On Track to Graduate in Four Years	2020-21	2021-22	2022-23
Percentage of 9th Grade Students Who Have Completed at Least 55 Credits	66	48	TBD
Percentage of 10th Grade Students Who Have Completed at Least 110 Credits	60	47	TBD
Percentage of 11th Grade Students Who Have Completed at Least 165 Credits	69	60	TBD

*Internal analysis of student transcripts

Declared College and Career Pathway of CCS Students, by Graduating Class, by Year* (some students selected more than one)

Class of 2022	Spring 2020-21 **
Percentage who plan to complete CTE Pathway	7
Percentage who plan to complete Seal of Biliteracy	3
Percentage who plan to pursue completion of A-G coursework	55
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	38
Percentage who plan to score 3 or higher on at least two AP exams	10
Percentage who plan to co-enroll in community college for two semesters or three quarters	17
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	0
Percentage of survey respondents who chose at least one College and Career Pathway	**100**

Class of 2023	Spring 2020-21**	Spring 2021-22**
Percentage who plan to complete CTE Pathway	6	24
Percentage who plan to complete Seal of Biliteracy	6	4
Percentage who plan to pursue completion of A-G coursework	39	28
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	50	28
Percentage who plan to score 3 or higher on at least two AP exams	6	4
Percentage who plan to co-enroll in community college for two semesters or three quarters	17	12
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	6	4
Percentage of survey respondents who chose at least one College and Career Pathway	**72**	**100**

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Class of 2024	Spring 2020-21**	Spring 2021-22**	Spring 2022-23**
Percentage who plan to complete CTE Pathway	18	14	TBD
Percentage who plan to complete Seal of Biliteracy	0	14	TBD
Percentage who plan to pursue completion of A-G coursework	55	45	TBD
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	46	50	TBD
Percentage who plan to score 3 or higher on at least two AP exams	9	5	TBD
Percentage who plan to co-enroll in community college for two semesters or three quarters	27	18	TBD
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	0	0	TBD
Percentage of survey respondents who chose at least one College and Career Pathway	**73**	**100**	TBD

Class of 2025	Spring 2020-21**	Spring 2021-22**	Spring 2022-23**
Percentage who plan to complete CTE Pathway	13	26	TBD
Percentage who plan to complete Seal of Biliteracy	50	12	TBD
Percentage who plan to pursue completion of A-G coursework	56	31	TBD
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	75	53	TBD
Percentage who plan to score 3 or higher on at least two AP exams	19	11	TBD
Percentage who plan to co-enroll in community college for two semesters or three quarters	6	0	TBD
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	6	5	TBD
Percentage of survey respondents who chose at least one College and Career Pathway	**100**	**89**	TBD

Class of 2026	Spring 2021-22**	Spring 2022-23**
Percentage who plan to complete CTE Pathway	13	TBD
Percentage who plan to complete Seal of Biliteracy	13	TBD
Percentage who plan to pursue completion of A-G coursework	38	TBD
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	38	TBD
Percentage who plan to score 3 or higher on at least two AP exams	0	TBD
Percentage who plan to co-enroll in community college for two semesters or three quarters	13	TBD
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	0	TBD
Percentage of survey respondents who chose at least one College and Career Pathway	**100**	TBD

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Class of 2027	Spring 2022-23**
Percentage who plan to complete CTE Pathway	TBD
Percentage who plan to complete Seal of Biliteracy	TBD
Percentage who plan to pursue completion of A-G coursework	TBD
Percentage who plan to score Proficient or Advanced on the 11th Grade CAASPP	TBD
Percentage who plan to score 3 or higher on at least two AP exams	TBD
Percentage who plan to co-enroll in community college for two semesters or three quarters	TBD
Percentage who plan to complete at least two years of Leadership/Military Science (ROTC)	TBD
Percentage of survey respondents who chose at least one College and Career Pathway	TBD

*Internally developed course registration survey
**Top three most frequently chosen responses are highlighted in blue

Post-Secondary Plans of CCS Graduates, by Graduating Class and Year*

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

*Naviance Senior Exit Survey
**Top three most frequently chosen responses are highlighted in blue

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

Annual Objective	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	✔	
Communication & Collaboration	✔	
Creativity	✔	
Commitment	✔	
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)*	✔	✔

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Services Available to Students & College/Career Readiness Key Data Points	2018-19	2019-20	2020-21 *	2021-22 **	2022-23
Speaker Series Offered to Students (Eight per Year, High School Only)	✔	✔	NA	✔	TBD
Grade-Level Field Trips Offered (Two in 2017-18 as Baseline; One Grade Added per Year)	✔	✔	NA		TBD
Community College and/or Four-Year University Visit Offered	✔	✔	✔		TBD
CTE Pathway (Business & Finance) Course(s) Offered	✔	✔	✔	✔	TBD
CTE Pathway (Public Services / Public Safety) Course(s) Offered					TBD
Graduation Rate (2017-18 is Baseline; +1% points minimum per year)	✔	✔	✔	TBD	TBD
Percentage of Students who were College/Career "Prepared" per CA School Dashboard (+3% points minimum per year)	Baseline	✔	NA	TBD	TBD
Rate of Chronic Absenteeism (Grades 6-12; Students absent 10% or more of the days enrolled) (-3% points minimum per year)	Baseline	TBD		TBD	TBD
Percentage of 9-11 Students On Track to Graduate in Four Years (2020-21 is Baseline; +1% points minimum per year in each grade)			Baseline		TBD
Percentage of Students Who Have Chosen a College/Career Readiness Pathway (44% or higher at each grade level)*			✔	✔	TBD

*Growth Target percentage is equal to most recent California State average for College Career Indicator (Percentage Prepared)

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Goal 3 Tasks	Responsible Person(s) Involved	Timeline

1. Integrate the CCS Graduation Outcomes Rubric into a Transition Plan from 6th through 12th and Beyond
 	
● Graduation Outcomes redefined to reflect a focus on student goals pertaining to high school graduation and post-secondary academic and professional pursuits.
 	
● Develop and begin implementation of a seven-year program to promote college/career readiness at each high school grade level. *(LCAP)*
 	
    ● Students are guided in becoming college/career ready through a CDE-based integrated set of assignments in English courses 6-12 that are administered during a College & Career Week. *(LCAP)*
 	
    ● Students are further supported in college/career readiness through at least one additional assignment in all other courses each year. *(LCAP)*
 	
    ● Students declare their chosen college/career readiness pathway and post-secondary plans each semester when they register for new classes. *(LCAP)*
 	
    ● Counselor visits English classes to guide students in college/career planning and course selections. 8th and 9th grades visited in 2021-22. To be expanded to all grade levels as staff resources allow.
 	
    ● Maintain a four-year approach-to-college timeline on the school website. *(LCAP)*
 	
● Students' progress towards timely graduation, college/career readiness pathways, and post-secondary plans are tracked in the School Wide Action Plan.
	Faculty
	Administration
	Counselors
	Support Staff
	Resource Specialists
	Self-Study Coordinator
	Tutors
	Leadership Team
		2022-2023
		2023-2024
		2024-2025

Goal 3 Tasks	Responsible Person(s) Involved	Timeline

2. Develop College & Career On-Campus and Field Trip Opportunities to Include Teachers, Students, and Parents
 	
● Incorporate grade-level field trips. Field trips are aligned with standards and Graduation Outcomes. *(LCAP)*
   o 2022-23: Field Trips for four or five grade levels (6, 7, 8, 9, & 11) *(LCAP)*
 	
● Continue Speaker Series Field Trips for all grade levels / priority access for Socioeconomically Disadvantaged Students
 	
● Continue Brown Bag Speaker Series- on-campus enrichment *(LCAP)*
 	
● College visits
   o 2019-20 and beyond: Community College Visits (4) & CSU Sacramento Visit
 	
● Debut of College & Career Week in Fall 2021 *(LCAP)*
   ○ All students will complete a college/career assignment in English classes. *(LCAP)*
   ○ Lunchtime presentations *(LCAP)*
   ○ Celebratory Event *(LCAP)*
   ○ Prize raffle *(LCAP)*
 	
● College/Career Family Night presentations (three each year) to take place in the evenings and address the approach to four-year universities, two-year colleges, and trade schools. Promote events via automated phone messages, ParentSquare email, and class announcements by Faculty. *(LCAP)*
 	
● Advertise and provide Counselor assistance with college/post-secondary education research and applications by appointment. *(LCAP)*
 	
● FAFSA Information Workshops
 	
● Resume Development & Interview Strategies Presentation to seniors.
 	
● Counselor meets individually with students to complete career interests and value assessments in Naviance.
	Faculty
	Administration
	Counselors
	Support Staff
	Resource Specialists
	Tutors
	Leadership Team
		2022-2023
		2023-2024
		2024-2025

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Goal 3 Tasks	Responsible Person(s) Involved	Timeline

3. Develop Additional CTE Opportunities Based on Student and Staff Input
 	
● Develop CTE Pathway in Business & Finance (Full series of courses currently available.) **(LCAP)**
  o Introduced in 2018-19: Introduction to Business and Entrepreneurship
  o Introduced in 2019-20: Marketing and Advertising
  o Introduced in 2020-21: Manufacturing: Product Design and Innovation; International Business: Global Commerce in the 21st Century
 	
● Develop CTE Pathway in Public Services / Public Safety **(LCAP)**
	Faculty	2022-2023
		2023-2024
		2024-2025

Goal 3 Tasks	Responsible Person(s) Involved	Timeline

4. Support Students in their Completion of A-G courses; Monitor Rigorous Implementation of A-G courses, Especially in Mathematics and Laboratory Science.
 	
● Director audits one A-G class per year. (Audit timeline TBD.) This audit will involve:
  o Classroom Observation
  o Faculty Interview(s)
  o Examination of Student Work Samples
 	
● Partial credit for coursework is awarded whenever reasonably possible.
 	
● Tutors support students' developing understanding of academic standards. Online tutoring available. Tutors focus on building skills. **(LCAP)**
	Faculty
	Administration
	Tutors
		2022-2023
		2023-2024
		2024-2025

Goal #3 Professional Development/ Resources Utilized in Recent Years:
Common Core Standards; WASC *Focus on Learning* Handbook; 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; CDE Career and College Readiness Lesson Plans

Goal #3 Means to Assess Improvement:
GO Rubric; iReady; SBAC Interim; SBA; Course Assessments; Final Exams; Student Course Grades; Graduation Rate, College/Career Indicator; Chronic Absenteeism; High School credits earned; CCS Course Registration Survey: Percentage of students who have chosen a college/career pathway; Naviance Senior Exit Survey: graduates' post-secondary plans

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 Reports/Self Study Reports/School Wide Action Plan; 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.

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Goal 4: (2021 Critical Area for Follow-Up)

Engage in Strategic Planning.

Supporting Data:

As school enrollment grows, a knowledgeable veteran faculty approaches retirement, and new Career Technical Education Pathways are 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. Post-pandemic transitions must be planned and executed.

Category of Focus	2018-19	2019-20	2020-21	2021-22	2022-23
Highest Enrollment (Maximum Capacity at current site = 341)	328	318	276	TBD	TBD
Computer/Student Ratio at Highest Enrollment	1.4:1	1.4:1	1.6:1	TBD	TBD
Mentor/ New(er) Teacher Ratio (Transfer of knowledge to new(er) teachers throughout school year)	1:2	1:1	1:1	TBD	TBD
Maximum Class Size	24	24	24	TBD	TBD
Full Time Teacher/Student Ratio at Highest Enrollment	1:22	1:21	1:17	TBD	TBD
% of Students who report on the Student School Satisfaction Survey that they have lower anxiety levels since attending CCS	54	58	43	53	TBD
% of Students who report on Student School Satisfaction Survey that they feel safe at Choices Charter School	93	96	100	100	TBD
% of Parents who report on the Parent School Satisfaction Survey that the facility meets the needs of the school	97	99	100	100	TBD
% of Parents who report on the Parent School Satisfaction Survey that the school provides adequate staffing to support the school's program	98	100	95	100	TBD

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

Category of Focus	2018-19	2019-20	2020-21	2021-22	2022-23
Highest Enrollment (Annual growth to be +2%-4%)	Baseline			TBD	TBD
Computer/Student Ratio at Highest Enrollment to remain at 1:3 or greater	✔	✔	✔	TBD	TBD
Mentor/New(er) Teacher Ratio at opening of school year to remain 1:3 or greater	✔	✔	✔	TBD	TBD
Maximum Class Size < 25	✔	✔	✔	TBD	TBD
Full Time Teacher/Student Ratio at Highest Enrollment to remain greater than 1:25	✔	✔	✔	TBD	TBD
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	✔		✔	TBD
% of Students who report on Student School Satisfaction Survey that they feel safe at Choices Charter School > 90%	✔	✔	✔	✔	TBD
% of Parents who report on the Parent School Satisfaction Survey that the facility meets the needs of the school >90%	✔	✔	✔	✔	TBD
% of Parents who report on the Parent School Satisfaction Survey that the school provides adequate staffing to support the school's program >90%	✔	✔	✔	✔	TBD

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Goal 4 Tasks	Responsible Person(s) Involved	Timeline
1. Project the Post-Pandemic Enrollment Outlook through the Next WASC Cycle and Analyze Staffing and Facility Needs as a Result of Growth, Enhanced Course Options, and Student Activities ● 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. ● Additional teachers hired in 2021 to strengthen Math and Science Departments. ● Additional Resource Specialist hired in 2022 to accommodate growing number of Students with Disabilities. ● Under consideration: schedule alternatives, such as longer days, to accommodate higher levels of enrollment. ● Under consideration: offering some courses 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	2022-2023 2023-2024 2024-2025

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Goal 4 Tasks	Responsible Person(s) Involved	Timeline
2. Analyze Succession and Training Needs to Sustain the Quality of the Program through Planned and Unplanned Transitions ● Train Assistant Director to carry out various administrative tasks, such as budgeting and personnel (In-Progress and Ongoing). ● Continue mentoring program for new teachers. ● Employee Handbook updated in 2022 to more precisely describe employee responsibilities and school policies and to more formally define and document a new employee training/mentoring process.	Faculty Administration Leadership Team	2022-2023 2023-2024 2024-2025

Goal 4 Tasks	Responsible Person(s) Involved	Timeline
3. Articulate a Well-Defined Technology Plan that Supports Delivery of Curriculum, Communication with Students/Families, and new CTE Pathways ● 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)* ● Advertise low-cost internet to families in need. *(LCAP)* ● Provide Wi-fi hotspots for students in need. *(LCAP)* ● Provide laptops on loan for students without computers at home. *(LCAP)* ● Staff/families tech/curriculum support. *(LCAP)* ● Reimbursement to teachers for mobile phone plans that support texting to students and parents. ● School website managed by marketing consultant. Revisions to branding and marketing strategies in discussion.	Faculty Administration Support Staff Marketing Consultant	2022-2023 2023-2024 2024-2025

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Goal 4 Tasks	Responsible Person(s) Involved	Timeline
4. Implement a Safety Plan (both individual safety/mental health and campus crisis preparation) ● Identify, support, and track progress of all CCS students who struggle with anxiety. **(LCAP)** ● Full-time Counselor on site. ● Vigilant outreach to students who are struggling academically or emotionally. Counselor and Community Liaison to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. **(LCAP)** ● Series of safety trainings to take place in 2022-23 to redefine and practice evacuation, shelter-in-place, and lockdown procedures. ● Under consideration: implementation of a student mentor program.	Faculty Administration Counselors Support Staff Resource Specialists Self-Study Coordinator Tutors Leadership Team	2022-2023 2023-2024 2024-2025

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Goal 4 Tasks	Responsible Person(s) Involved	Timeline
5. Seek Resources Beyond ADA Funding, Such as CTE and Other Grants, and Potential District Resources, Such As Transportation for Field Trips • Implement 5th Year Senior Credit Recovery Program. • Continue to grow the middle school program enrollment (which has more than doubled since 2014-15).	Faculty Administration	2022-2023 2023-2024 2024-2025

Goal #4 Professional Development/ Resources:
CCS Budget; Multi-year Enrollment Data; CCS Employee Handbook; CCS Technology Plan; Chromebooks; Wi-fi Hotspots; CCS Safety Plan; CCS Website & Social Media Pages (Facebook, Instagram, Twitter).

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.

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