

AMERICA'S FINEST CHARTER SCHOOL

A PETITION FOR CHARTER RENEWAL

FOR THE RENEWAL TERM:
JULY 1, 2020 – JUNE 30, 2025

RESPECTFULLY SUBMITTED TO:
THE SAN DIEGO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
September 24, 2019

America's Finest Charter School

730 45th St, San Diego, CA 92102
Phone: 619-694-4809 Fax: 619-794-2762

August 21, 2019

San Diego Unified School District
4100 Normal Street
San Diego,CA 92103

Dear San Diego Unified School District Board of Education, Superintendent Marten, Deidre Walsh and Brian Kenworthy:

America's Finest Charter School is an inspired dream that with meticulous care and decision making has become a true refuge of learning for a diverse group of students. The school began in 2011, and serves students in one of the most underprivileged neighborhoods and helps them achieve the American Dream. At AFCS, we are family! Our mission of educating and nurturing students and their families from kindergarten through high school en route to college is now a reality. Many of our 11th graders are already enrolled in college courses.

When I think of why America's Finest Charter School should be renewed for another five years there are many reasons. The most important is that we are relentless in our efforts to help all students succeed. We offer many opportunities for our students to improve academically including after school tutoring, small class sizes, and small group instruction. AFCS provides free holiday camps that include academics and enriching field trips. Our after school program, run by the school, allows students to participate in art, instrumental music, drama, sports, Ballet Folklorico and STEM classes. These programs are free through ASES and 21st Century Grants.

We have adopted Project Lead the Way, partnered with Asia Society (a global education project), and have chosen Discovery Science curriculum through which our students are gaining the skills needed to be accepted into top colleges. We are also WASC-accredited and partnered with the National Center for Urban Transformation for guidance and support.

AFCS High School is entering its third year and is now operating in our permanent location at 4481 Estrella Avenue in San Diego, which we purchased and renovated. Many of our high school transfer students were failing at their previous schools and are now successful due to our small school setting and many opportunities for credit recovery.

Our high school has two pathways, the International and Engineering Academies. These pathways allow our students to participate in hands-on, real world learning through dynamic and engaging projects. Students participate in physical education and sports programs. Over 80% of our eighth graders are continuing their education at our high school. It is wonderful to see the changes and growth in our students as they progress throughout their education at AFCS. We

have aided many struggling families in becoming more successful over the years with continued enrollment at our school. We offer parenting classes, counseling support, and many opportunities for parent involvement.

We collaborate with the Copley Price and Jackie Robinson YMCAs for P.E. classes and sports. Our students attend classes at the Elementary Science Institute, BizTown, and Camp Marston. Since we own our own buses, our students are able to explore San Diego by offering many educational field trips. This builds background knowledge, which is crucial for academic learning. Community service projects from transitional kindergarten to grade 12 teach our students to be active participants in their community. Some families receive food on Fridays from the San Diego Food Bank and receive monthly health care from the Mobile Health Clinic. We offer our students free uniforms, backpacks, and books from Operation School Bell. Thanks to the San Diego Unified School District, our students are provided with a healthy breakfast, lunch, and supper.

As you read our second renewal petition, you will see how much we have grown over the years. We have met the criteria for charter renewal based on our academic outcomes. We are especially proud of our success in math and would love the opportunity to share our learning with other schools.

Over the next five years we will continue to strengthen our academic program and to graduate students ready to achieve their American Dream! In the future, our K-8 school will be renovated for optimal learning. We hope to partner with district schools and become a resource for students needing an alternative learning environment.

I want to thank the Board of Education, Superintendent Marten, and the charter office for their guidance and support throughout the years. We are grateful to you for allowing us to serve San Diego's underserved community. You are always welcome to visit America's Finest Charter School and see the amazing work we are doing!

Thank you immensely for your dedication to students and families.

Sincerely,

Jan Perry

Jan Perry
Executive Director
America's Finest Charter School
619 694 4809
jan@americasfinestcharterschool.org

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATION **9**

INTRODUCTION **12**

SUCCESSES AND ACCOMPLISHMENTS OF OUR CHARTER 12

SCHOOL PROFILE 14

ENROLLMENT 15

DEMOGRAPHICS 17

CALIFORNIA SCHOOL DASHBOARD UPDATE 18

CHARTER RENEWAL CRITERIA **19**

STATE ASSESSMENT DATA 19

LOCAL ASSESSMENT DATA 20

COMPARISON DATA OF SCHOOLS 22

ELEMENT 1: EDUCATIONAL PLAN **29**

SCHOOLWIDE LEARNER OUTCOMES 30

EDUCATION IN THE 21ST CENTURY 30

LEARNING THEORIES (BY LEV VYGOTSKY) 31

CURRICULUM CONTENT 36

K-12 INSTRUCTIONAL DESIGN 38

PEDAGOGICAL STRATEGIES 40

K-12 TEACHING APPROACHES FOR CORE SUBJECTS 41

GRADES 9-12 INSTRUCTIONAL DESIGN 43

COURSE DESCRIPTIONS 49

NON-CORE A-G AND ELECTIVE COURSES 54

AMERICA'S FINEST CHARTER SCHOOL HIGH SCHOOL GRADUATION REQUIREMENTS 57

GOALS TO ENABLE STUDENTS TO BE SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS 60

PROFESSIONAL DEVELOPMENT 61

GOALS AND ACTIONS TO ACHIEVE EIGHT STATE PRIORITIES 65

PLAN FOR ENGLISH LEARNERS 66

PLAN FOR SPECIAL EDUCATION 71

PLAN FOR STUDENTS WHO ARE STRUGGLING ACADEMICALLY 73

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH 74

MENTAL HEALTH SUPPORTS 74

ADDRESSING NEEDS OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS 75

ELEMENT 2: MEASURABLE STUDENT OUTCOMES **76**

ELEMENT 3: OUTCOME MEASUREMENT **81**
METHODS OF MEASURING PUPIL OUTCOMES 81
BENCHMARK ASSESSMENTS 81
USE OF ASSESSMENTS 82

ELEMENT 4: GOVERNANCE STRUCTURE **83**
NON-PROFIT 83
BOARD RESPONSIBILITIES 83
GOVERNANCE STRUCTURE 83
BOARD STRUCTURE 84
BOARD TRAINING & SUSTAINABILITY 84
PARENT INVOLVEMENT 85

ELEMENT 5: EMPLOYEE QUALIFICATIONS **86**
QUALIFICATIONS FOR EXECUTIVE DIRECTOR 86
QUALIFICATIONS FOR PRINCIPALS 87
QUALIFICATIONS FOR DEANS AND COUNSELOR 88
QUALIFICATIONS FOR TEACHERS 93
OTHER STAFF MEMBERS 94

ELEMENT 6: HEALTH & SAFETY POLICIES **95**
PROCEDURES FOR CAMPUS VISITORS 95
PROCEDURES FOR BACKGROUND CHECKS 95
ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS 95
TB TESTING 95
IMMUNIZATIONS 95
MEDICATION IN SCHOOL 95
VISION, HEARING, AND SCOLIOSIS 95
SUICIDE PREVENTION PLAN 96
CALIFORNIA HEALTHY YOUTH ACT 96
NUTRITIONALLY ADEQUATE FREE OR REDUCED PRICE MEAL 96
PREGNANT AND PARENTING PUPILS 96
HUMAN TRAFFICKING PREVENTION 96
BULLYING PREVENTION 96
TEMPORARY DISABILITY 96
SCHOOL SAFETY PLAN 97
EMERGENCY PREPAREDNESS 97
BLOOD-BORNE PATHOGENS 97
DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT 97
FACILITY SAFETY 97

SECLUSION AND BEHAVIORAL RESTRAINT 98

ELEMENT 7: RACIAL & ETHNIC BALANCE 99

ELEMENT 8: ADMISSION REQUIREMENTS 100

ELEMENT 9: INDEPENDENT FINANCIAL AUDITS 102

ELEMENT 10: SUSPENSION/EXPULSION PROCESS 103

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS 117

ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES 118

ELEMENT 13: RETURN RIGHTS OF DISTRICT EMPLOYEES 119

ELEMENT 14: DISPUTE RESOLUTION 120

DISPUTES BETWEEN AMERICA'S FINEST CHARTER SCHOOL AND THE SAN DIEGO UNIFIED SCHOOL DISTRICT 120

DISPUTES WITHIN THE CHARTER SCHOOL 121

OVERSIGHT, REPORTING, REVOCATION & RENEWAL 121

ELEMENT 15: PROCEDURES FOR CLOSURE 122

MISCELLANEOUS CHARTER PROVISIONS 124

BUDGET 124

FINANCIAL REPORT 124

INSURANCE 125

ADMINISTRATIVE SERVICES 126

FACILITIES 127

TRANSPORTATION 127

POTENTIAL CIVIL LIABILITY 127

APPENDICES 130

A: ADMINISTRATIVE FLOW CHART 130

B: BOARD ROSTER 131

C: ARTICLES OF INCORPORATION 132

D: CA SECRETARY OF STATE ACTIVE CORPORATE STATUS 136

E: CORPORATE BYLAWS 138

F: CONFLICT OF INTEREST CODE 151

G: UNIFORM COMPLAINT POLICY AND FORM 155

H: LETTERS OF SUPPORT 165

I: FINANCIAL DOCUMENTS 177

J: 2019/2020 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) 184

AFFIRMATIONS AND DECLARATION

America's Finest Charter School (the "Charter School"), a California public charter school located within the boundaries of the San Diego Unified School District ("District" or "SDUSD") and authorized by the SDUSD Board of Education, will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Charter School hereby declares that America's Finest Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of America's Finest Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from SDUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. [Ref. Education Code Section 47605(b)(5)(O)]

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall independently report CALPADS data.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Jan Perry

Jan Perry, Executive Director

August 19, 2019

Date

INTRODUCTION

SUCCESSES AND ACCOMPLISHMENTS OF OUR CHARTER

America's Finest Charter School is grounded in the belief that all students who are provided access to a rigorous, challenging, and culturally relevant curriculum, with appropriate scaffolds, in a personalized environment will result in a high level of student engagement and academic achievement.

AFCS believes that teaching students "how to learn" and "how they learn best" is as important to their future, as learning current content requirements. In the same way, teaching students how to be positive citizens in a global society is as an essential component to their current success as global citizens.

As a result of the adoption of the Common Core State Standards, AFCS has implemented a rigorous academic curriculum that reinforces critical thinking, analysis, application, and higher order thinking skills with common core aligned curriculum, instruction, and assessments.

Our school has adopted a data-driven culture, where students are assessed at least four times per year in ELA and math. Results are shared with all shareholders: staff, students, parents and governing board.

Our school provides every student with the opportunity for an extended school day. Our After School Education and Safety (ASES) and 21st Century Grants provide us with the funding to offer our students tutoring led by credentialed teachers. Tutoring targets low performing students in ELA and math. Additionally, the free after school program offers enrichment classes in the arts and sports such as ballet folklorico, instrumental music, guitar, cheerleading, basketball, soccer, and arts and crafts. Our students in the arts perform twice per year -- at our winter celebratory gala and end-of-the-year barbeque. Students participating in soccer and basketball compete with other local schools.

AFCS High School, having completed its second year of operation, was originally created in response to community interest and its enrollment has continued to grow. Students at AFCS High School are offered two educational pathways, International Studies and Engineering. This coming school year will be the first graduating class for AFCS High School.We are very proud that AFCS has expanded by adding a high school. The goal in creating our high school was to offer TK-8 students a smooth transition through high school and ensure that these students would have opportunities to attend colleges and universities. In 2017-2018, we started with 9th and 10th grade. Each year thereafter we have added a grade level and will have the first graduating class in 2020. Having to start with a temporary location impacted our enrollment in the first two school years. However, in January of 2019, we opened a permanent location with a building we purchased at 4481 Estrella Ave., located in the City Heights/Talmadge area, and the enrollment has increased. The three nearby traditional high schools, Crawford, Hoover, and Lincoln, are all large schools, with an average of 1,000-2,000 students per school. As indicated in the California School Dashboard, Crawford's graduation rate was 78.2%, Hoover's graduation rate was 86.6%, and Lincoln's graduation rate was 78.7% for the 2017-2018 school year. All three are lower than SDUSD's district-wide graduation rate of 89-90%. At AFCS High School, we maintain small classroom sizes (25 students at the most) resulting in more individual

instruction.

The overall enrollment projection is a maximum of approximately 200 students. Many of the high school students who have joined are not successful at typical San Diego high schools and are on the verge of dropping out. Our current population includes a special education population of 28% and a English Learner population of 48%. As a result, upon entering our high school, there was a need for extensive credit recovery. We project our graduation rate in 2020 will be 100 % with 15 graduates.

Knowing that many of our students are struggling to be successful in high school and are often credit deficient, we have implemented the following supports:

- We have added a math instructional aide to support our math instructor starting the 2019-2020 school year so that small group instruction and support may occur.
- We have hired a new math teacher with more experience in helping students who struggle with math concepts.
- We will be using Math IXL as part of our approach to help students with the skills they may have missed in past years. This program will also help our instructor identify areas of weakness that need to be addressed.
- We will be adding quarterly assessments for all content areas to assure that standards are being covered and mastered.
- We added summer school in 2019 for students who need credit recovery with an 8 to 1 student-teacher ratio. We will continue to offer summer school in the coming years to make sure our students are successful and graduate on time.
- We will be adding an EL aide in fall 2019 to coordinate with our current staff. This aide will work with our EL students in small groups and support our ELA teacher in the classroom so that small group instruction can occur.
- The EL aide will also head up our reading program by which all students will be reading and conferencing with their Learning Lab teacher throughout the year.
- The Student Study Team will meet twice a month separately from staff meetings to track student progress and intervention strategies.
- Weekly staff meetings will highlight a study of recent assessment data and the teaching of instructional strategies.

The two small charter high schools in our community, Arroyo Paseo High School and Thrive High School, have closed creating a demand for a charter school to serve at risk high school students in this community. Many of the Arroyo Paseo students are currently at our high school and will be in our first graduating class of 2020. We have been in contact with several Thrive families, and some are beginning to enroll at our high school.

AFCS high school offers the following for the students and families in our neighborhood:

- A small school setting in grades 9-12 with small class sizes and approximately 200 students when at capacity.
- A rigorous, subject-specific curriculum -- including meeting all University of California/California State University “A-G” requirements for college admissions -- that

incorporates multiple assessments and projects in order to develop students' academic knowledge and 21st century skills that include critical thinking, collaboration, problem-solving, and communication.

- A personalized approach to learning with differentiated instruction through hands-on, project-based learning and "blended" online interactive programs that adjust to students' individual needs in real time.
- A comprehensive pathways model based on Linked Learning structures, which are growing rapidly across San Diego and California. Our students focus on one of two themed pathways: Engineering Academy or International Studies Academy, in which students have the opportunity to:

    - complete courses for college credits at San Diego Community College District and San Diego State University
    - participate in work-based learning experiences (job shadowing, internships, etc.) at local industry partners. We currently are working with the Department of Rehabilitation, Say San Diego, Vex Robotics, Elementary Institute for Science, Femineer Program for Engineering with San Diego State University, Interaxon at UCSD, GAMA Aviation Design Challenge, Vertex Pharmaceuticals, Elegoo Inc. in China, Father Joe's, Grossmont College STEAM program and the Copley-Price YMCA. We also partner with the Museum of Contemporary Art, Museum of Tolerance and the Asia Society to provide real life learning experiences. We recently partnered with a Community Planners Committee through the City of San Diego's Planning Department on a project to improve road conditions in the Talmadge/City Heights area.

This "real world" aligned model is well-demonstrated to offer at-risk youth a myriad of benefits as they work to earn their high school diplomas. Students acquire the ability to see they can complete rigorous college coursework and succeed in a professional office setting, thereby inspiring them to persist with their education. Personalized college and career counseling will also ensure success for our students.

SCHOOL PROFILE

America's Finest Charter School (AFCS) is a WASC-accredited, direct-funded TK-12 charter school, which was established in Fall 2011 serving low-income, transient communities of City Heights and Chollas View. The AFCS charter was approved by the San Diego Unified School District (SDUSD) in March 2011 to serve grades K-8. The small school model provides every child with individualized attention and a close school-family relationship. The school provides 180 days of instruction following a year-round calendar with instruction delivered in self-contained classrooms. AFCS expanded to add high school in Fall 2017, and served 446 students in grades K-11 during the 2018-2019 school year.

AFCS offers a rigorous academic program providing students with a high quality education and families with school choice. The community has a high transiency rate and student enrollment fluctuates throughout the year. AFCS offers three unique features: (1) instructional strategies based on Lev Vygotsky's theories of learning; (2) small class sizes with opportunities for

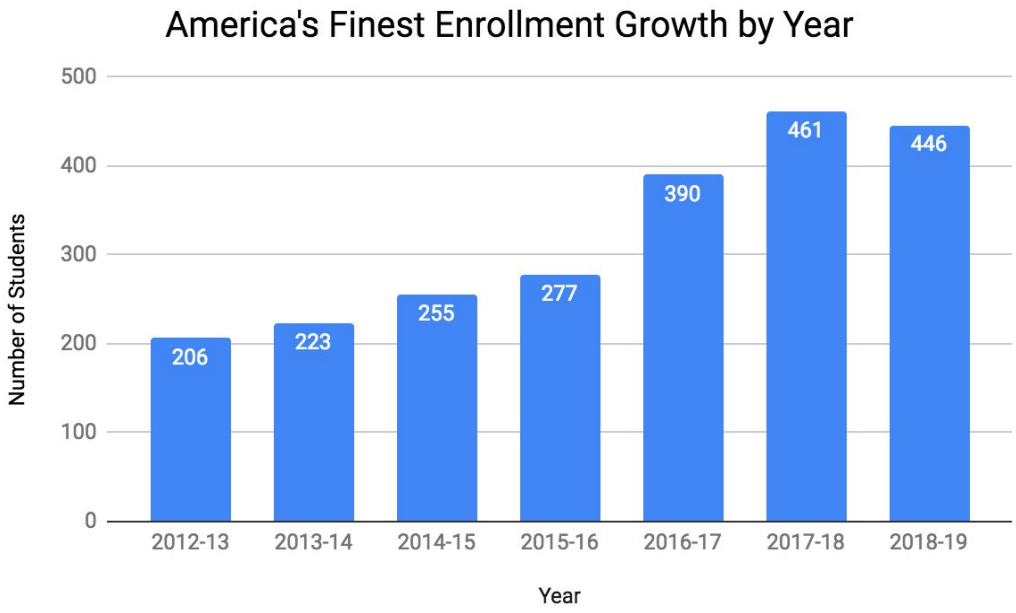
students to reach their potential; and (3) Arts in the Afternoon classes. Through this program (ASES) we offer instrumental music, choir, piano, art, robotics, cheerleading, sports, cooking,and Mad Science, from 3:30 p.m. to 6:00 p.m. Monday through Friday at the K-8 site. The classes we offer changes annually based on student and family surveys. AFCS also has a reading and running club that meets before school from 8:00 a.m. to 8:45 a.m. at the K-8 site.

AFCS provides bus transportation to students in different neighborhoods.

ENROLLMENT

The following charts illustrate both past and projected student enrollment for the current charter term as we expand to provide a full K-12 continuum.

Historical Enrollment By Grade								
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
TK/K	33	28	40	34	34	48	48	46
Grade 1	19	38	26	37	37	59	45	36
Grade 2	14	25	31	24	24	43	51	42
Grade 3	17	20	29	36	36	45	44	45
Grade 4	16	19	20	37	37	40	46	45
Grade 5	14	17	14	21	21	40	41	41
Grade 6	18	21	25	18	18	54	46	42
Grade 7	11	26	19	24	24	37	52	44
Grade 8	12	12	19	24	24	24	41	50
Grade 9							28	26
Grade 10							19	17
Grade 11								12
Grade 12								
TOTAL	**154**	**206**	**223**	**255**	**255**	**390**	**461**	**446**



Projected Enrollment By Grade						
	2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
TK/K	46	46	46	46	46	46
Grade 1	42	46	46	46	46	46
Grade 2	46	46	46	46	46	46
Grade 3	46	46	46	46	46	46
Grade 4	46	46	46	46	46	46
Grade 5	46	46	46	46	46	46
Grade 6	46	46	46	46	46	46
Grade 7	41	46	46	46	46	46
Grade 8	46	46	46	46	46	46
Grade 9	36	45	45	45	45	45
Grade 10	30	45	45	45	45	45
Grade 11	18	45	45	45	45	45
Grade 12	16	18	45	45	45	45
TOTAL	**505**	**567**	**594**	**594**	**594**	**594**

DEMOGRAPHICS

The following chart illustrates our current student ethnic breakdown. The current demographics include: 53% are identified as English Learners; 15% with special needs; 1% foster youth; and 96% who qualify for free/reduced lunch.

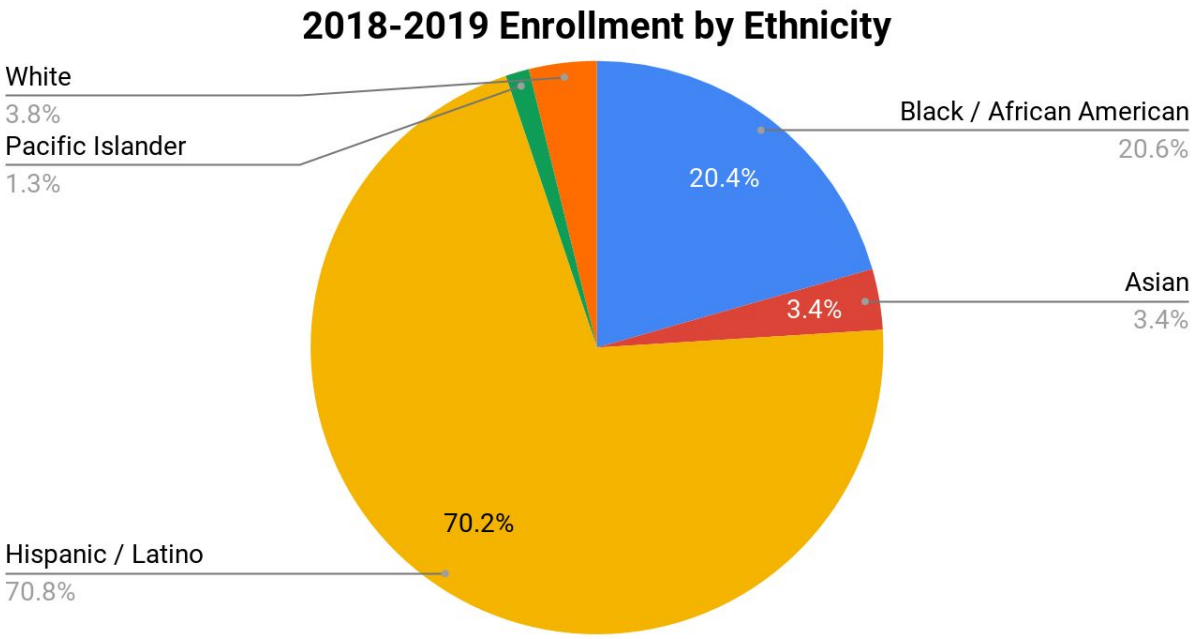


Figure 5: STUDENT DEMOGRAPHICS

AFCS English Proficiency

78% of ELs demonstrated growth toward English proficiency on ELPAC between 2017-18 and 2018-19

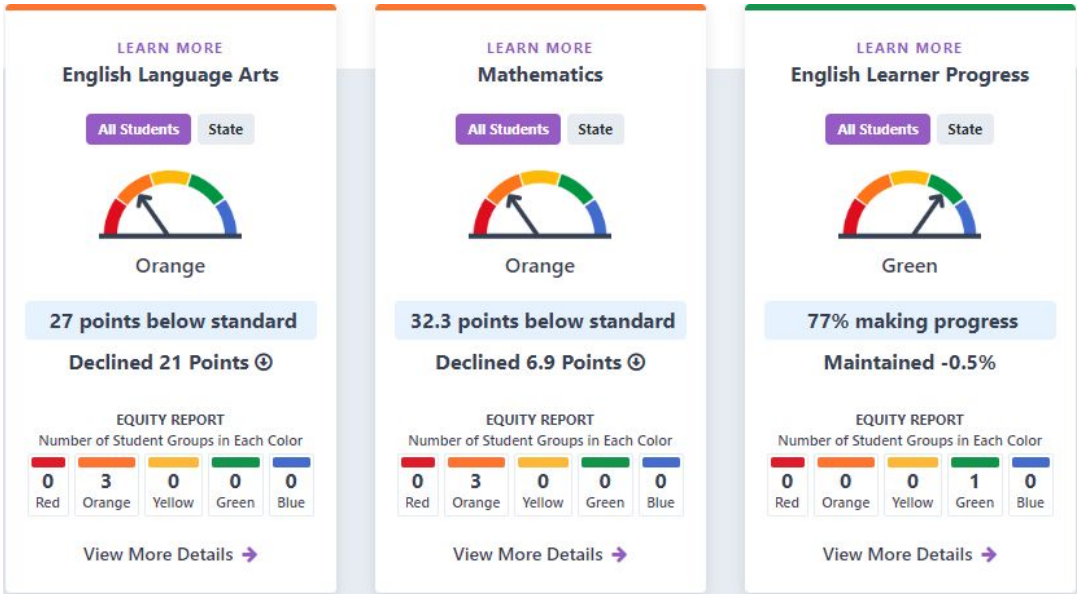
Historical English Learner Reclassification Rates at AFCS

Year	EL Reclassification Rate
2014-15	4.3%
2015-16	10.6%
2016-17	28.8%
2017-18	9.6%
2018-19	11.1%

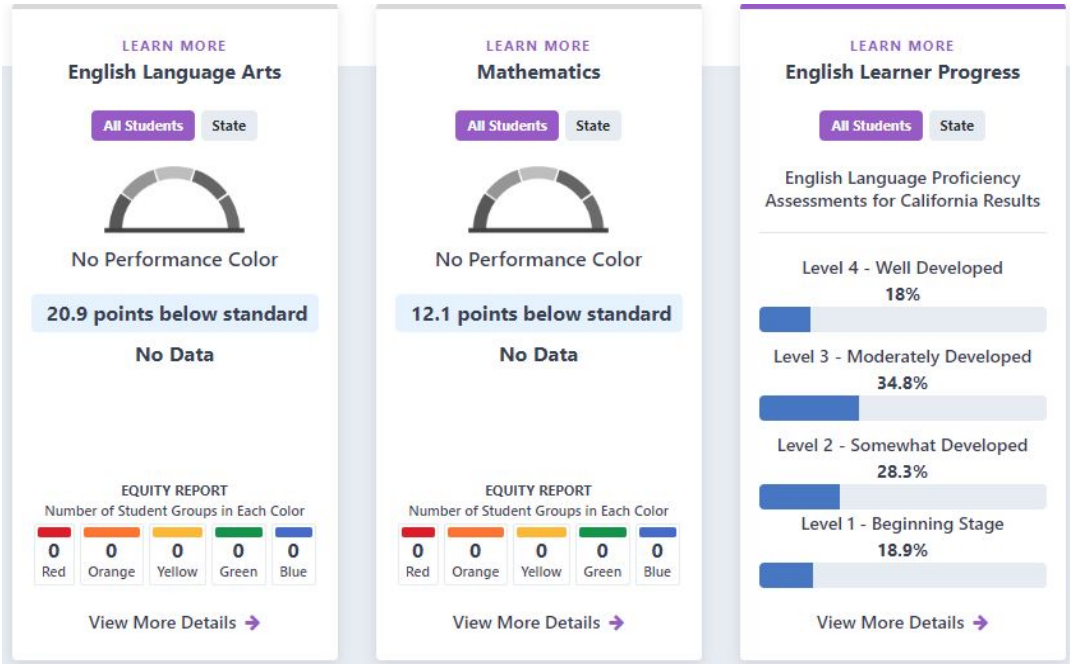
CALIFORNIA SCHOOL DASHBOARD UPDATE

For 2018, America's Finest Charter School met all 5 local indicators and due to the change in CDS number, no performance color in the eligible areas of focus on the California School Dashboard. For 2017, AFCS received a green rating in the areas of English Learner Progress and Suspension Rate and an orange rating for Mathematics and English Language Arts.

2017



2018



CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at the following renewal criteria prior to receiving a charter renewal:

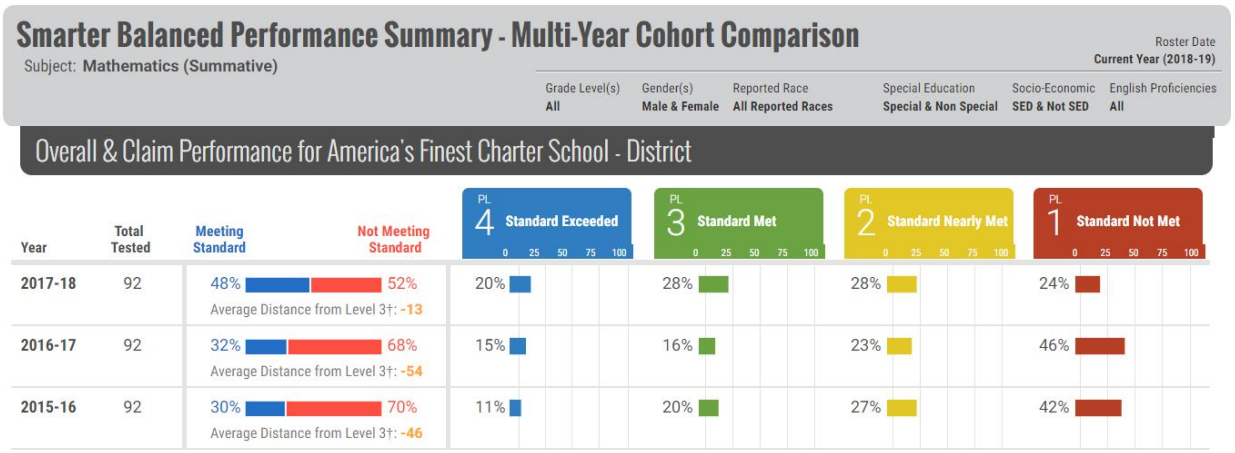
> The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

STATE ASSESSMENT DATA

The following shall serve as documentation confirming that America's Finest Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)

Percent of Students Who Met/Exceeded Standards on CAASPP for Grades K-8				
	2015	**2016**	**2017**	**2018**
ELA	50%	46%	37.1%	38.4%
Math	50%	39%	33.9%	49.6%

Although our overall school data shows a drop in CAASPP scores from 2015 to 2017, the 2018 scores show gains. The initial drop in scores corresponds with the relocation of our school out of City Heights into the Chollas View neighborhood and as a result, our student population has changed significantly. Additionally, our student enrollment grew almost 300%. After servicing our new population for a short period of time and assessing their needs, scores are improving again. As indicated below in our cohort's data, students who maintain enrollment for three years show significant growth in their CAASPP scores. This indicates the success of our program. When we realized the drop in scores in 2017, we adopted a new language arts curriculum (Wonders by McGraw-Hill) and have seen a notable improvement in our benchmark scores.



Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

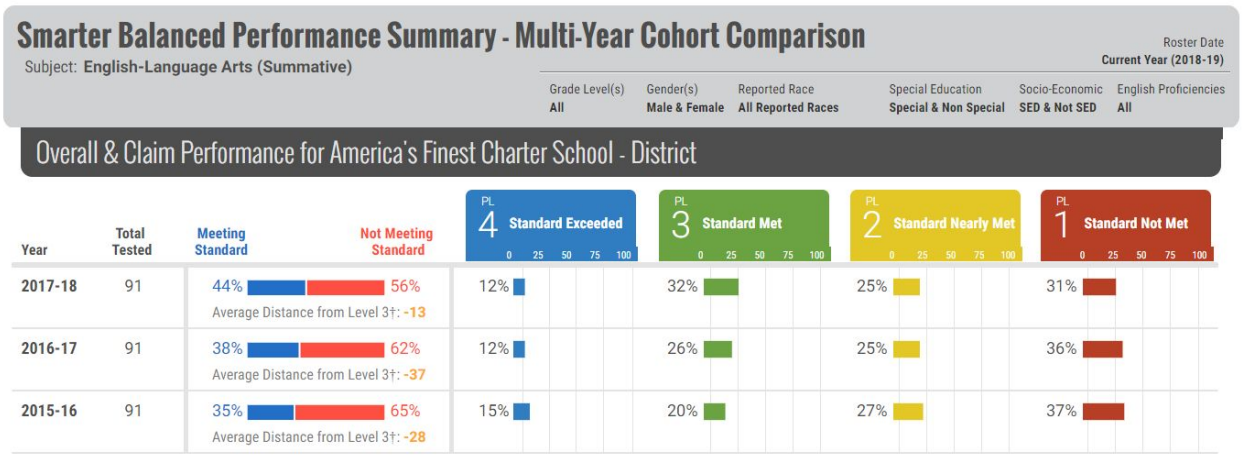
Subject: **Mathematics (Summative)**

Roster Date: **Current Year (2018-19)**

Grade Level(s)	Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
All	Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Overall & Claim Performance for America's Finest Charter School - District

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2017-18	92	48%	52%	20%	28%	28%	24%
		Average Distance from Level 3†: -13					
2016-17	92	32%	68%	15%	16%	23%	46%
		Average Distance from Level 3†: -54					
2015-16	92	30%	70%	11%	20%	27%	42%
		Average Distance from Level 3†: -46					



Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: **English-Language Arts (Summative)**

Roster Date: **Current Year (2018-19)**

Grade Level(s)	Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
All	Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Overall & Claim Performance for America's Finest Charter School - District

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2017-18	91	44%	56%	12%	32%	25%	31%
		Average Distance from Level 3†: -13					
2016-17	91	38%	62%	12%	26%	25%	36%
		Average Distance from Level 3†: -37					
2015-16	91	35%	65%	15%	20%	27%	37%
		Average Distance from Level 3†: -28					

LOCAL ASSESSMENT DATA

In addition to state testing, AFCS administers Track My Progress benchmark assessments developed by Harvard University three to four times per year for grades K-8 and Illuminate Benchmark Assessments as well as Achieve 3000 for grades 9-11.

Track My Progress Benchmark Assessment (grades K-8)

Track My Progress Benchmark Assessment Results - Math

Grade	Fall (2017)		Winter (2018)		Spring (2018)		Fall (2018)		Winter (2019)		Spring (2019)	
	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile
Grade K	35	50	34	52	35	59	-	-	47	66	48	75
Grade 1	35	57	36	67	37	68	35	48	36	62	35	70
Grade 2	36	42	36	49	37	55	40	48	41	50	43	59
Grade 3	33	43	33	53	34	55	41	47	45	55	45	66
Grade 4	31	36	31	40	32	47	42	41	45	49	45	71
Grade 5	31	41	32	49	32	68	43	39	42	60	42	71
Grade 6	32	31	35	36	34	47	40	38	41	48	41	60
Grade 7	39	32	42	41	42	66	41	32	43	58	42	69
Grade 8	-	-	-	-	-	-	49	32	49	70	49	75

Track My Progress Benchmark Assessment Results - ELA

Grade	Fall (2017)		Winter (2018)		Spring (2018)		Fall (2018)		Winter (2019)		Spring (2019)	
	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile
Grade K	35	59	34	59	35	60	-	-	47	61	48	74
Grade 1	34	52	36	62	37	62	35	52	36	57	33	65
Grade 2	36	39	36	45	37	60	41	44	41	51	41	60
Grade 3	33	46	33	49	34	51	41	46	45	53	46	52
Grade 4	28	33	31	37	32	42	42	42	45	44	45	55
Grade 5	30	31	32	31	31	36	42	30	42	43	41	46
Grade 6	34	30	35	27	34	39	40	36	41	40	41	55
Grade 7	38	31	42	32	42	47	41	30	43	37	42	57
Grade 8	-	-	-	-	-	-	49	33	48	40	47	53

Illuminate Benchmark Assessments (grades 9-11)

These assessments are similar to the CAASPP interim assessments

	Percent of Items Correct		
	Fall 2017	**Spring 2018**	**% Change**
ELA	31.0%	32.6%	1.6%
Math	12.7%	15.3%	2.6%

	Percent of Items Correct		
	Fall 2018	**Spring 2019**	**% Change**
Math	10.7%	14.8%	4.1%

Although students have demonstrated growth in both ELA and math on the Illuminate benchmark assessments, we understand that the scores for our high school students are in need of improvement. With a majority of students who have attended AFCS for several years entering ninth grade at or near grade level in Fall 2019, we expect scores to rise with more of our students demonstrating success.

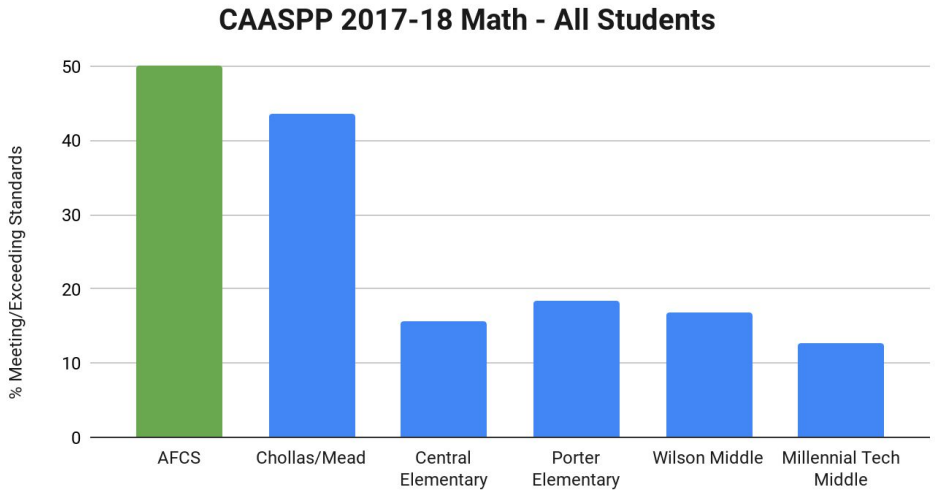
COMPARISON DATA OF SCHOOLS

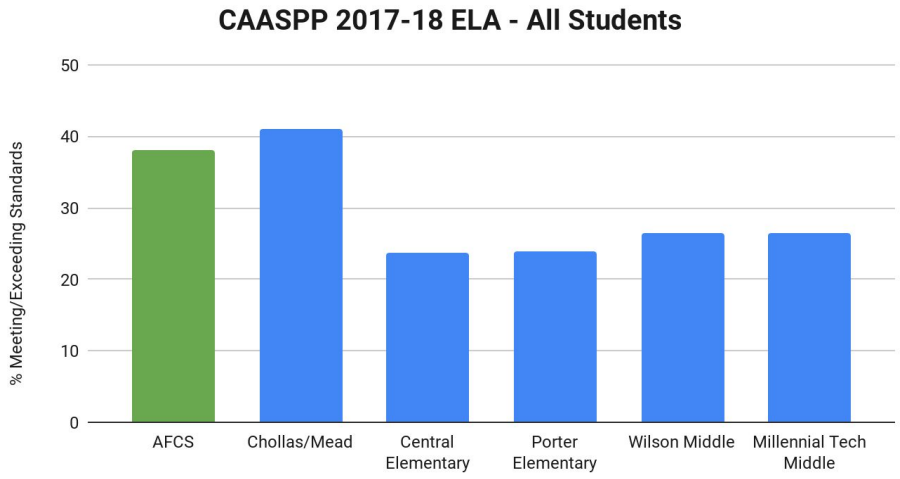
Compared to the schools AFCS students would otherwise attend and which have similar demographics, AFCS's third through eighth graders outperformed all of the comparison elementary and middle schools in math and all but one in ELA on the 2018 California Assessment of Student Performance and Progress (CAASPP).

Please note that high schools were not included in comparative data since AFCS does not yet have CAASPP data at the high school level.

2018-19 Enrollment by Subgroup / Ethnicity	AFCS	Chollas / Mead	Central Elementary	Porter Elementary	Wilson Middle	Millennial Tech Middle
Grade Levels	K-11	K-5	K-5	K-5	6-8	6-8
Enrollment	446	592	644	835	713	448
English Learners	53.4%	54.6%	70.7%	53.4%	34.6%	26.8%
Foster Youth	0.9%	0.7%	0.2%	0.5%	0.7%	0.4%
Homeless Youth	0.9%	7.9%	8.9%	9.8%	8.7%	12.7%
Migrant Education	0%	0%	0%	0%	0%	0.4%
Students with Disabilities	15.2%	18.1%	18.8%	12.8%	21%	19.9%
Socioeconomically Disadvantaged	96.2%	94.8%	97.5%	94.6%	96.1%	88.8%
Black / African American	20.4%	5.6%	7.6%	15.4%	7.4%	20.5%
American Indian	0%	0.7%	0.3%	1.7%	0.3%	0.2%
Asian	3.4%	4.4%	13.2%	2.3%	8.3%	5.6%
Filipino	0.4%	0.7%	0.5%	0.7%	0.4%	0.4%
Hispanic / Latino	70.2%	80.7%	74.1%	71.6%	79.4%	65.2%
Pacific Islander	1.3%	1%	0.3%	1.1%	0.3%	0.2%
White	3.8%	1.4%	2.5%	2.3%	1.3%	2%
Two or more	0%	2.4%	1.1%	2.6%	2%	4.5%
Not reported	0.4%	3.2%	0.5%	2.3%	0.7%	1.3%
2017-18 CAASPP - Meeting or Exceeding Standards	**AFCS**	**Chollas / Mead**	**Central Elementary**	**Porter Elementary**	**Wilson Middle**	**Millennial Tech Middle**
2018 CAASPP ELA	38%	41%	23.75%	23.99%	26.45%	26.45%
2018 CAASPP Math	50%	43.68%	15.56%	18.38%	16.85%	12.67%

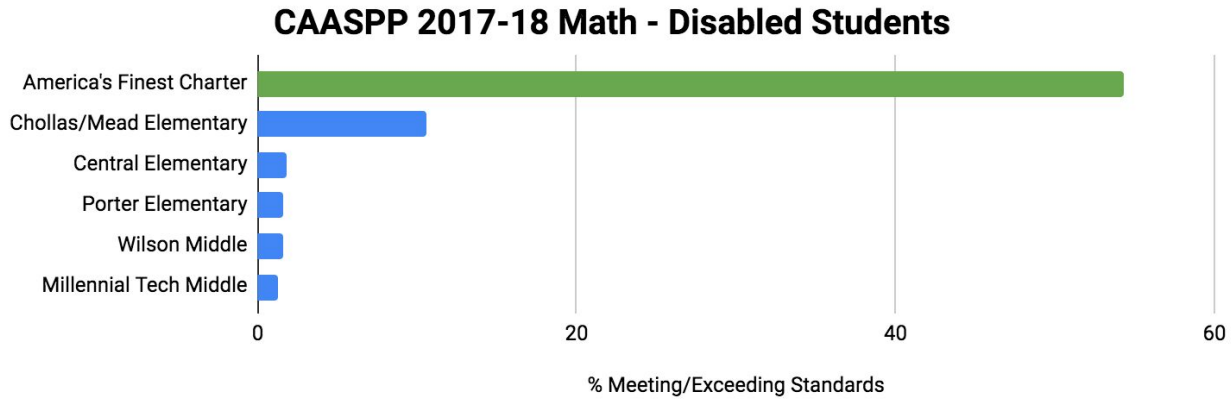
Source: cde.ca.gov/Dataquest

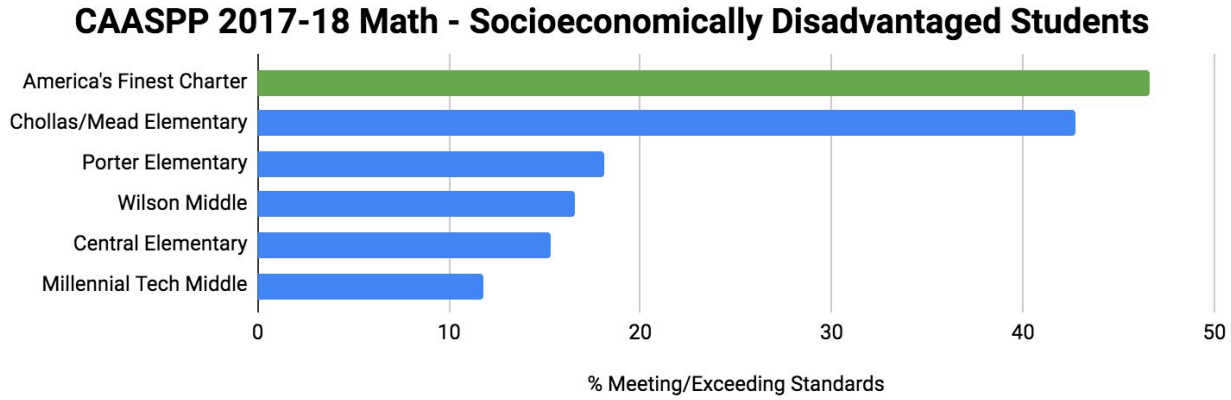


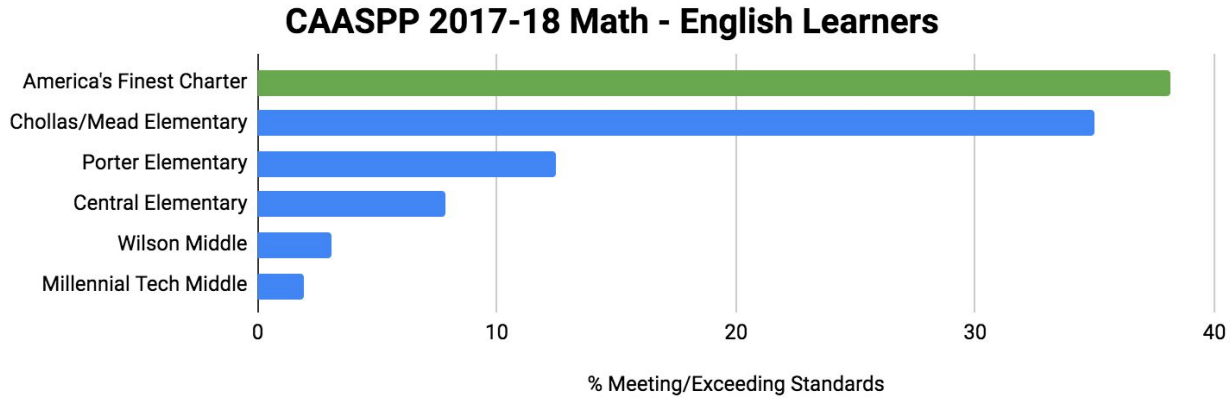


Source: dq.cde.ca.gov/Dataquest (2018 CAASPP)

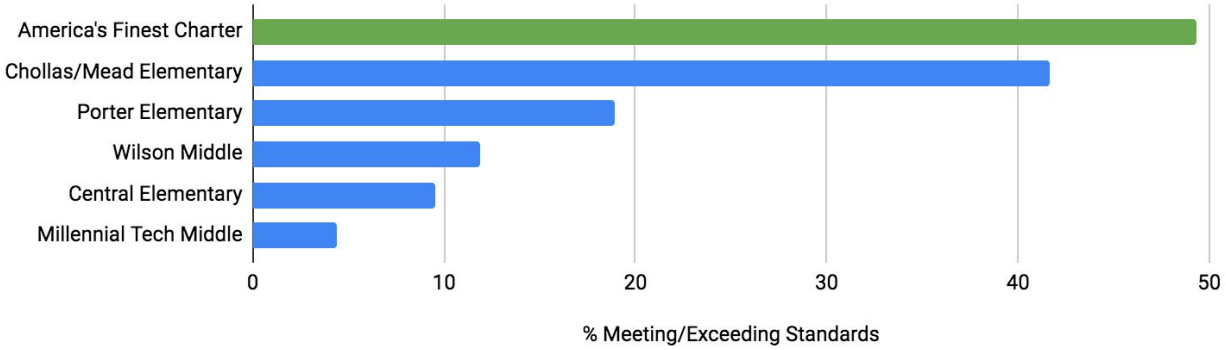
2017-18 CAASPP Math - Percent of Students Meeting or Exceeding Standards by Subgroup						
	Disability	**Economically Disadvantaged**	**ELs**	**Black or African American**	**Asian**	**Hispanic or Latino**
America's Finest Charter	54.29	46.63	38.18	49.29	75	45.27
Chollas/Mead Elementary	10.53	42.75	35	41.67	54.54	43.64
Porter Elementary	1.64	18.1	12.5	18.92	N/A	17.94
Wilson Middle	1.58	16.56	3.05	11.9	44.26	13.74
Central Elementary	1.82	15.36	7.83	9.52	31.82	12.99
Millennial Tech Middle	1.32	11.78	1.92	4.4	33.34	12.81


CAASPP 2017-18 Math - Disabled Students
America's Finest Charter
Chollas/Mead Elementary
Central Elementary
Porter Elementary
Wilson Middle
Millennial Tech Middle
0
20
40
60
% Meeting/Exceeding Standards

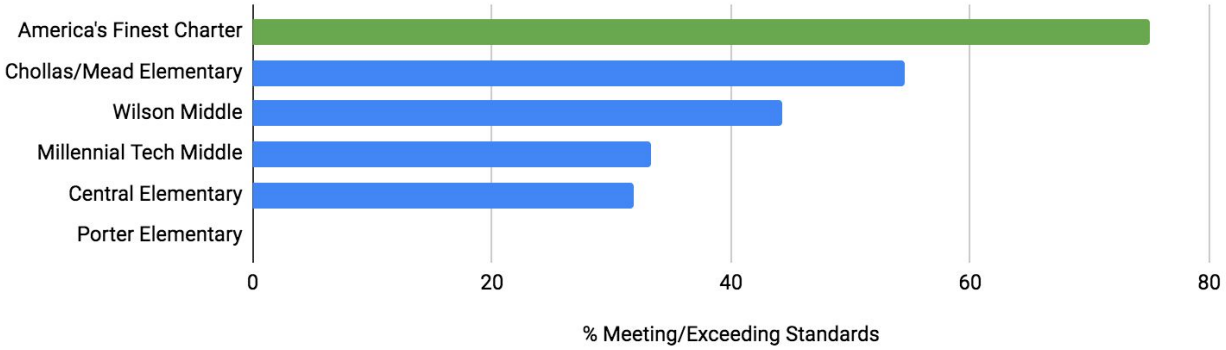

CAASPP 2017-18 Math - Socioeconomically Disadvantaged Students
America's Finest Charter
Chollas/Mead Elementary
Porter Elementary
Wilson Middle
Central Elementary
Millennial Tech Middle
0
10
20
30
40
50
% Meeting/Exceeding Standards


CAASPP 2017-18 Math - English Learners
America's Finest Charter
Chollas/Mead Elementary
Porter Elementary
Central Elementary
Wilson Middle
Millennial Tech Middle
0
10
20
30
40
% Meeting/Exceeding Standards

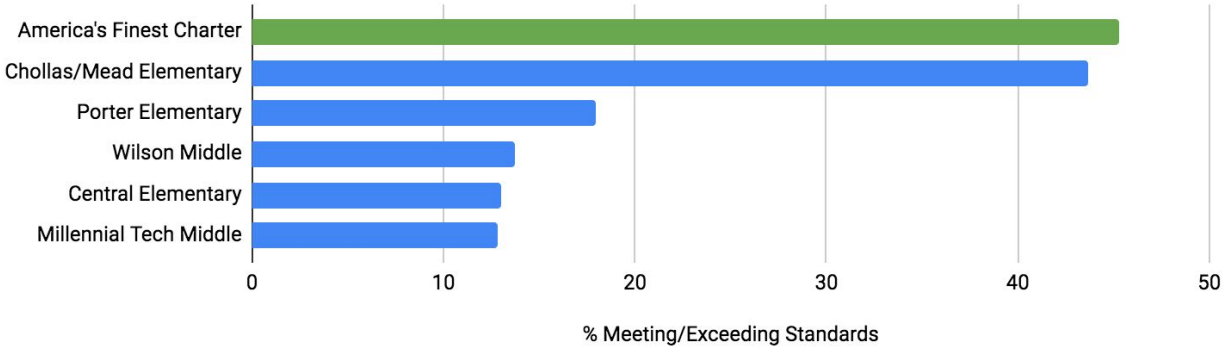
CAASPP 2017-18 Math - Black or African American Students



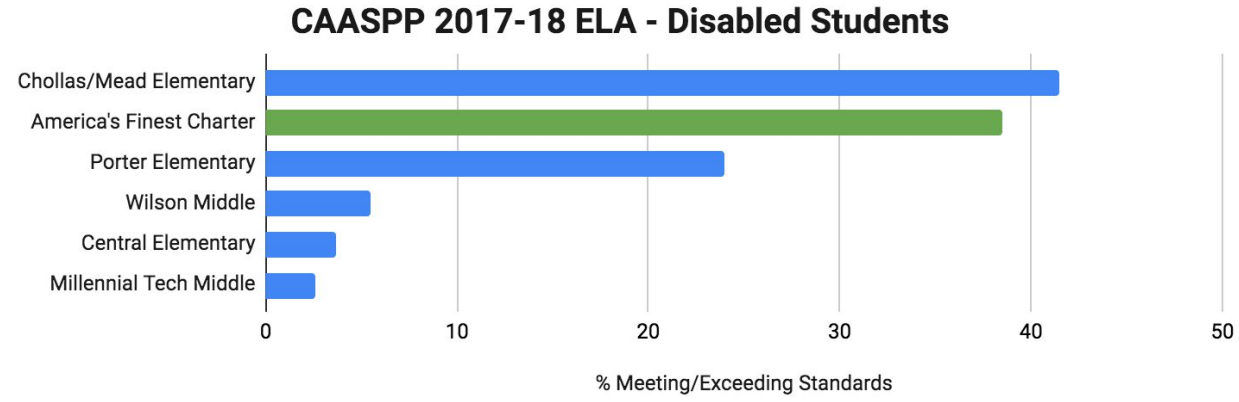
CAASPP 2017-18 Math - Asian Students

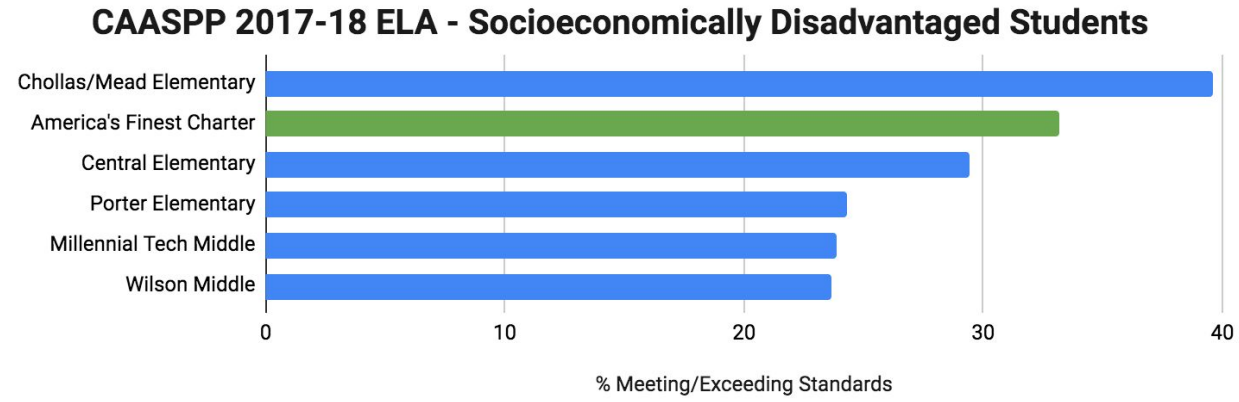


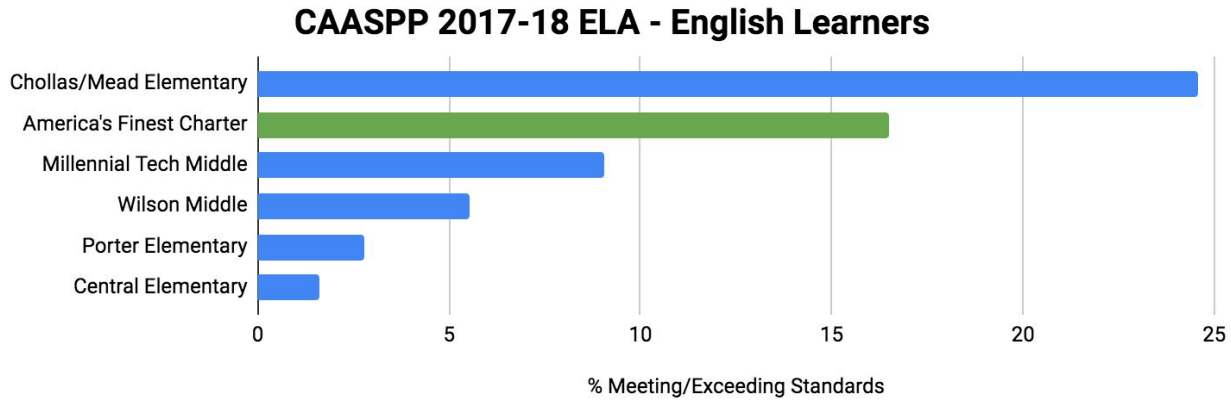
CAASPP 2017-18 Math - Hispanic or Latino Students

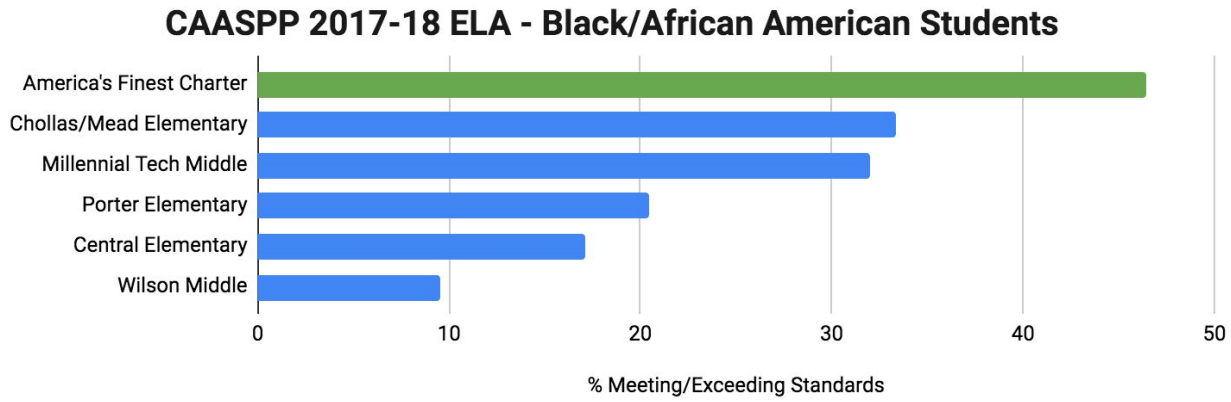


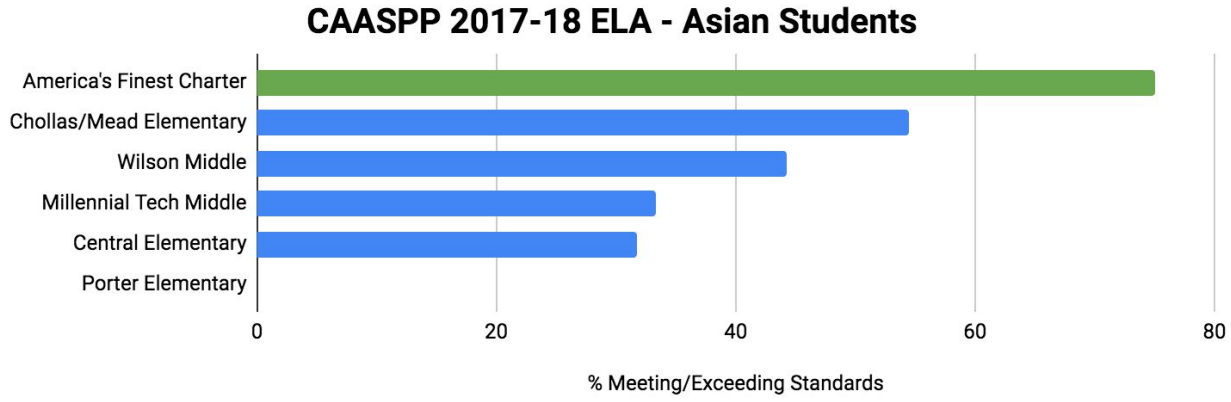
2017-18 CAASPP ELA - Percent of Students Meeting or Exceeding Standards by Subgroup						
	Disability	**Economically Disadvantaged**	**ELs**	**Black or African American**	**Asian**	**Hispanic or Latino**
Chollas/Mead Elementary	41.45	39.62	24.58	33.34	45.45	41.02
America's Finest Charter	38.49	33.16	16.52	46.48	75	28.38
Millennial Tech Middle	2.63	24.29	2.8	20.43	38.89	28.16
Central Elementary	3.64	23.63	5.52	9.52	36.36	25.35
Wilson Middle	5.51	29.46	1.63	17.08	49.15	23.24
Porter Elementary	23.99	23.9	9.04	32	N/A	20.94

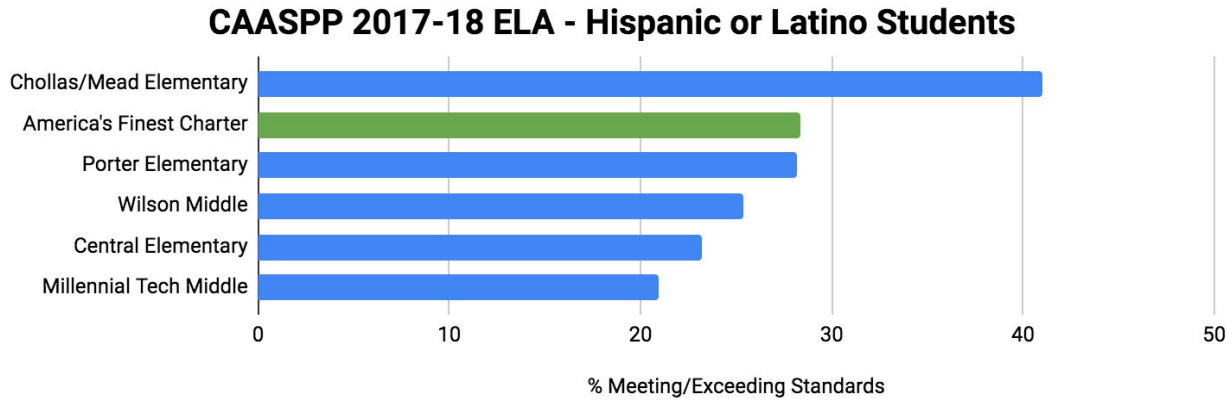





CAASPP 2017-18 ELA - English Learners
Chollas/Mead Elementary
America's Finest Charter
Millennial Tech Middle
Wilson Middle
Porter Elementary
Central Elementary
0
5
10
15
20
25
% Meeting/Exceeding Standards


CAASPP 2017-18 ELA - Black/African American Students
America's Finest Charter
Chollas/Mead Elementary
Millennial Tech Middle
Porter Elementary
Central Elementary
Wilson Middle
0
10
20
30
40
50
% Meeting/Exceeding Standards


CAASPP 2017-18 ELA - Asian Students
America's Finest Charter
Chollas/Mead Elementary
Wilson Middle
Millennial Tech Middle
Central Elementary
Porter Elementary
0
20
40
60
80
% Meeting/Exceeding Standards



While there is still tremendous room for growth, we are pleased by the results of our students, particularly in ELA and with our Black or African American subgroup on these more complex and rigorous state tests.

Our school's significant growth, is largely attributed to the following:

- Extensive professional development training our teachers receive
- Weekly staff collaboration time for teachers
- Rigorous common core curriculum
- School wide implementation of Common Core aligned formative and summative assessments
- Ongoing analysis and monitoring of student achievement data
- Culture of high expectations
- College-going culture

ELEMENT 1: EDUCATIONAL PLAN

Governing Law: A description of the educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

A description of the annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements. Ed. Code § 47605(b)(5)(A)(iii).

The mission of America's Finest Charter School (AFCS) is to help our students achieve their American Dream through a rigorous K-12 academic program that prepares diverse students for success in postsecondary education and 21st century careers.

- **Quality** is reflected in everything we do. The road toward excellence, including success in post-secondary school and students' chosen career paths, is paved by quality work. We believe in striving for excellence and not settling for mediocrity. We have built a learning community that focuses on academic achievement by reflecting on the quality of each daily task and academic performance. We expect all our students to produce high quality work by becoming aware of what high quality work looks like and the endeavor to produce such work.
- **Compassion** is exemplified in our concern and commitment to everyone, recognizing we all share universal traits as human beings; yet, we embrace and celebrate our unique cultural identities. Our aim is to demonstrate compassion by being of service to our community, by improving on what we have accomplished, and finding ways of helping others in the community. We, at AFCS, want our students to become productive citizens by giving back to the school and community, including a required community service commitment in grades K-12.
- **Effort** in education is observed as working hard and struggling through confusion without giving up. We encourage students to persevere in the struggle, to persist by staying on task, and continue to struggle until they learn the task. Effort is demonstrated in our school's commitment to each student. We lead by example, showing our commitment to our students and practicing positive character and leadership skills. AFCS is a learning community that helps students work until both their short-term and

long-term goals are met, including graduating from high school ready for a rigorous four-year college/university, trade school, and/or meaningful career.

SCHOOLWIDE LEARNER OUTCOMES

America's Finest Charter School students are:

Active global citizens who:

- Demonstrate compassion for others regardless of culture, race, or religion
- Contribute to the well-being of our school

Functioning scholars in the 21st century who:

- Use technology to share ideas, organize information, and conduct research
- Explore ideas about college and career

Critical thinkers who:

- Ask questions and synthesize information
- Connect concepts across subject areas
- Apply knowledge to real life situations in order to solve problems

Successful communicators who:

- Exchange ideas both written and orally
- Listen closely and ask for clarification
- Work cooperatively with one another

America's Finest Charter School's Educational Program across all grades, K-12, focuses on two areas:

1. "Seizing the American Dream" whereby AFCS raises awareness and cultivates appreciation of American ideals embodied in our school motto – "Work hard, learn everything you can, always do your best, help others and success will follow." AFCS encourages and supports students to strive for Quality, Compassion & Effort in order to prepare for the challenges of the 21st Century.
2. Learning theories developed by Lev Vygotsky which include: Theory of Value, Theory of Transmission, Theory of Society (school), and Theory of Contextual Development

EDUCATION IN THE 21ST CENTURY

According to Tony Wagner's book, The Global Achievement Gap, 21st century skills are learned through a curriculum, which is interdisciplinary, integrated, and project-based. These skills include:

- Critical thinking and problem solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative, organization, and risk-taking
- Effective oral and written communication
- Accessing and analyzing information

LEARNING THEORIES (BY LEV VYGOTSKY)

1. **Theory of Value:** Vygotsky stressed that with a proper education, everyone's needs will be met and everyone's life will be fulfilled. Vygotsky developed an unusually deep understanding of the importance of past experiences and prior knowledge in making sense of present experiences and new situations (Preston and Vogel, Methods of Teaching: Applying Cognitive Science to Promote Student Learning, 1993). He believed that all new knowledge and newly introduced skills are influenced by each student's social surroundings, especially family life. Vygotsky explained the central role that language plays in cognitive development. He believed that language skills are critical for creating meaning and linking new ideas to past experience and prior knowledge. He emphasized that these internalized skills or psychological tools are used to gain mastery over one's own behavior cognition (Hamilton & Ghatala, *Learning & Instruction*, 1994). Vygotsky's research concludes that language largely determines the ways a child learns —how to think since it is through words that we organize complex concepts. Learning, according to Vygotsky, always involves some type of external experience being transformed into internal processes through the use of language (Feden & Vogel, *Methods of Teaching: Applying Cognitive Science to Promote Student Learning* ‖ 1993).

2. **Theory of Transmission:** The More Knowledgeable Others (MKO) can be a teacher or an older adult as well as a peer, a sibling, a younger person, or even a computer. The key consideration is that MKO must have more knowledge about the topic or skill being learned than the learner does (Galloway, Vygotsky's *Constructivism*, 2007). Any such person can advance the student's competence, provided the process occurs within the Zone of Proximal Development (ZPD).

Vygotsky's findings strongly indicate methodological procedures for the classroom. According to his perspective, the ideal role of the teacher is that of providing scaffolding (collaborative dialogue) to assist students on tasks within their ZPD (Galloway, *Vygotsky's Constructivism*, 2007).

Scaffolding has six steps:

1. Build interest and engage the learner
2. Simplify task by breaking it into smaller subtasks
3. Keep the learner focused and concentrating on the most important ideas of the assignment
4. Encourage the learner from becoming frustrated
5. Model possible ways of completing tasks
6. Encourage the learner to imitate the modeled tasks until the student can ultimately internalize and accomplish the task on his/her own

Vygotsky's findings also indicate that the teacher should establish a social context wherein a more competent learner can be paired with a less competent one. The goal is to have the former elevate the latter's competence. Vygotsky's research indicates that this promotes

sustained achievement and cognitive growth for less competent students (Jaramillo, Vygotsky's *Socio-Cultural Theory & Contributions to the Development of Constructivist Curricula,* 1996). Students need to work together to construct their learning, teach each other so to speak, in a socio-cultural environment. In-class opportunities for collaboration on difficult problem-solving tasks offer support to students who are struggling with the material. By interacting with more capable students who can mediate transactions between the struggling students and the content, all students benefit (Tharp & Gallimore, *Rousing Minds to Life*, 1988).

In Vygotsky's view, the teacher has the task of guiding and directing the child's activity. At first the teacher assumes the major responsibility for the problem-solving process, then gradually moves the accountability to the learner. The learner then can solve new problems on the basis of the model shown in class (Rieber & Carton, *Collected Works of L.S. Vygotsky*, 1987). In essence, the child imitates the teacher through a process of re-creating previous classroom collaboration (Gredler & Shield, *Does No One Read Vygotsky's Words?* 1987). It is important to emphasize that the teacher does NOT control this process with rules and structure; rather the teacher collaborates with the students while providing support and direction (Hamilton & Ghatala, *Learning and Instruction*, 1994). Assignments and activities that can be accurately completed by students without assistance indicate that the student has mastered the necessary prior knowledge.

- **Theory of Society (School):** According to Vygotsky, a society (the school as an institution in the educational process) is the bearer of the cultural heritage without which the development of mind is impossible (L.S. Vygotsky, *Educational Psychology*, translated by Robert Silverman, 1997). It is this society that allows the learner to develop cognitively through social interactions. The use of spoken and written language greatly expands the extent of that interaction. Every function in the child's cultural development appears twice: first on the social level (between people), and later, on the individual level (inside the child). For Vygotsky, society (the social interaction) is part of what happens in schools. Schools are incorporated into the larger society and have that as their context, so that this determines some of their activity settings larger contextually (L. S. Vygotsky, *Educational Psychology*, translated by Robert Silverman, 1997). Vygotsky wrote that the classroom is also a social organization that is representative of the larger social community and it is this social organization that is the agent for change in the individual (Glassman, Dewey *and Vygotsky: Society, Experience, and Inquiry in Educational Practice*, 2001).

- **Theory of Contextual Environment:** Vygotsky acknowledged that in order to provide optimum student learning, parents must be included in the school society of their children. AFCS will assimilate parents into our school's culture and provide activities for social interactions with teachers, students and other parents.

- In high school, our parents, business/industry partners, colleges/universities, and other community members will help to offer "real world" learning opportunities for our students along the two pathways.

PROGRAM FRAMEWORK: "From Theory to Practical Application"
AFCS teachers have received extensive training in the education theories of Vygotsky, which serve as the foundation of our educational program. Through ongoing professional development, our teachers have learned how to apply this teaching to their classrooms as well as their own adult learning.

While the foregoing frameworks apply to all grades, at the high school level, the Theory of Society and Theory of Contextual Environment takes on added meaning as students prepare for post-secondary school and the "real world." Students in high school take on increasing autonomy for their own learning, and faculty emphasize ownership and engagement to ensure students are motivated to persist in their education.

We also recognize the critical importance of adolescents feeling successful in order to engage in school and set ambitious goals for themselves. Our differentiated, scaffolded learning model ensures that students receive the individualized support they need as they progress through increasingly difficult content. This will be especially important for eligible students taking college courses through our program. This will ensure students see that they *can* complete rigorous college-level coursework and succeed in college. Participating in work-based learning experiences will ensure students can envision themselves succeeding in a real workplace setting.

Theoretical Concepts of Vygotsky

Theory of Value (Value of Prior Knowledge and Language)
Past experiences and prior knowledge in making sense of present experiences and new situations are critical in the learning process. He believed that it is through language/words that we organize complex concepts.

Best Teaching Practices	Practical Application (Classroom)
Prior knowledge is activated and past experiences are explored by teachers in all lessons.	Students will participate in **partner-share and group sharing** to express their ideas.
Language skills/language structures are critical for creating meaning & linking new ideas.	Teachers **identify language skills and language structures for explicit instruction. This is especially important in designated and integrated ELD.**
Authentic teaching that engages students in learning via activities that relates to their home and community and connects to the real world.	Teachers allow time for students to use **language skills in expressing their connections and ideas** verbally and through writing.
Language plays a central role in cognitive development.	Teachers use the **Inquiry Approach** in teaching while monitoring their thought processes.

Learning involves some type of external experience being **transformed into internal processes** through the use of language.	Students use **Graphic Organizers** to organize their thoughts. **Field trips** are incorporated into the learning units.

Theory of Learning (How Learning Best Occurs)
Learning occurs through social interaction and language and takes place during the Zone of Proximal Development (ZPD).

Best Teaching Practices	Practical Application (Classroom)
Learning through social interaction and language. Learning during ZPD is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving with a more capable adult or peer.	All students engage in dialogues/ partner-talk and have opportunities to do quick writes to support their thinking. Students are given many opportunities to interact socially with students, community, staff and parents. Students engage in community service projects incorporating skills learned in content areas. Teachers conduct Guided Reading in their classes with leveled readers to reach students' ZPD. Students set their own learning goals and track of their own progress as they move levels in reading or in learning other tasks. English Learners are given daily small group instruction. They will work with their teachers on a specific standard that is scaffolded to each student's language proficiency level.

Theory of Transmission (What methods are used to teach)
Students can learn More Knowledgeable Others (MKO) who can be any adult or peer who is more knowledgeable than students in a specific area or skill

Best Teaching Practices	Practical Application (Classroom)
Concept of MKO	Students are paired with MKO's during specific learning activities.

Scaffolding has 6 steps: 1. Build Interest and Engage Learner 2. Simplify Task by breaking into smaller subtasks 3. Keep the learner focused & concentrating on most important ideas of the assignment. 4. Encourage the learner from becoming frustrated 5. Model ways of completing the task. 6. Encourage the learner to imitate the modeled tasks until he/she can ultimately internalize & accomplish the task on his/her own. Use of the **Gradual Release of Responsibility-**at first the teacher assumes the major responsibility for the problem-solving process (Model/Guide/Independent)	The teachers use the **scaffolding** process to support all students in their learning. Balanced Literacy ● Read Aloud/Modeled Reading ● Shared Reading /Focus Lessons ● Guided Reading ● Small Group ELD ● Word Study ● Independent Reading and Conferencing In class opportunities for collaboration on difficult problem-solving tasks. Use of exit slips and Conference and quick check in with students to make sure that they can complete a task independently. Use of small group time to support students in all subject areas.

Theory of Society (School)
It is in the school as an institution in the educational process that can allow the learner to develop cognitively through social interactions.

Best Teaching Practices	Practical Application (Classroom)
The school must provide activities that allow the learners to develop cognitively through social interactions.	AFCS provides a school calendar at the beginning of the school year outlining the events and activities for the year. Meaningful activities & community service projects are planned where students participate in social interactions. Teachers are expected to follow up with the students on these activities with cognitive awareness and development of their experiences.

Theory of Contextual Environment
In order to provide optimum student learning, parents must be included in the school society of their children.

Best Teaching Practices	Practical Application (Classroom)

Parents, family members, and the community are an integral part of the school. ● Additional Student Academic Support ● Visual and Performing Arts Education ● Community Members invited to share their strengths ● Serve on the Governing Board, School Site Council ● English Learner Parent Input ● Volunteer in numerous areas at the school ● School wide events ● Monthly Student Recognition Awards Assembly ● Fundraising Events: Annual Gala ● Applying for Colleges or Career Training ● Annual Parent Orientation	● Local College Students sharing drug awareness classes. ● Arts in the Afternoon ○ Instrumental Music,Drama,Fine Arts,Ballet Folklorico,Guitar and Piano ● Local Artist painting murals with our 8th grade students. ● Museum of Contemporary Art invited our high schoolers to work on an installation about their families. ● Quarterly English Language Advisory Committee (ELAC) ● Parent meetings ● Open House, Back-to-School Night ● American Stars Award Assemblies ● Principal's Luncheon for Top Performing Students ● Members of the community are invited to participate in speaking and reading in the classroom, award assemblies, and meetings with parents. ● Family Math Nights, Family BBQ & Family Science Nights

CURRICULUM CONTENT

Overview

AFCS follows the California Content/Common Core Standards in all subjects. AFCS teachers develop curriculum maps and pacing guides for each core subject prior to the beginning of the school year and is revised during the school year.

K-8 Curriculum

Core Subject	Curriculum Content
English Language Arts	Wonders (3-6) Engage New York (7-8) Scholastic reader Guided Reading Raz Kids Being a Reader (TK-2) Being a Writer (TK-2) Making Meaning (TK-2) SIPPS Common Core Coach
English Language Development	Guided Reading SIOP Strategies ELA/ELD Frameworks

	ELD supports in Colloaborative Classroom (TK-2) Wonders ELD (3-6) Frames for Fluency
Math	Eureka Math (TK-8) Math Whizz: web-based math program
Science	Understanding the Scientific Method: Observing, Sequencing, measuring, classifying, describing, experimenting, inferring and predicting learned through experimentation & investigation, through lab write-ups and reports Project Lead the Way Classes (7-8)
History	Analysis of primary and secondary sources Reinforcement of the values of teamwork, citizenship and collective goal attainment. Includes field trips to cultural sites. Studies Weekly (TK-6) Social Studies Impact- McGraw Hill (7-8)
Physical Education	Project SPARK (Sports, Play & Active Recreation for Kids).
California Healthy Youth Act/ Sexual Education	Making Proud Choices (grades 8 and 11)
Fine Arts	Training & Curriculum: San Diego Museum of Art Artist of the month

9-12 Curriculum

Core Subject	Curriculum Content
English Language Arts	Engage New York (reading and writing), Achieve 3000, and supplemental sources
English Language Development	Achieve 3000 ELA/ELD Frameworks SIOP Strategies Frames for Fluency
Math	Carnegie Math- California Integrated Math, which includes Mathematics I, II, III, Pre-Calculus
Science	Project Lead the Way Engineering Pathway, and other Next Generation Science Standards aligned curriculum
History	Social Studies Impact- McGraw Hill
Physical Education	Physical Education Framework for California Public Schools (California State Standards)
Fine Arts	Training & Curriculum: San Diego Museum of

	Contemporary Art
California Healthy Youth Act/ Sexual Education	Making Proud Choices (grades 8 and 11)
World Languages	Prentice Hall *Realidades*, Fuel Education, San Diego State University, San Diego Community College District

K-12 INSTRUCTIONAL DESIGN

Our instructional program incorporates the following key pedagogical strategies to support all learners:

- **Research-based Instruction (Vygotsky):** Learning Theories that include: The Value of Learning, How Learning Occurs, Transmission of Learning (methods used to teach), and Contextual Environment (where learning takes place).

- **Backwards Planning (Wiggins/McTighe):** Process of clustering the standards in learning units for all core subjects and identifying common learning targets for the entire year. First, a yearlong calendar identifies the learning units and their timeline for instruction is laid out. The teachers then plan the units (4-6 weeks) along with pre/post assessments. The weekly teaching standards are then created indicating the standards to be covered in each core subject. Lastly, daily lesson plans are developed based on the students' learning needs and whether they understood the lesson or require additional support in understanding the lesson. The school's executive director, principal, and/or instructional coaches facilitate staff development meetings three times per month to ensure vertical alignment and planning.

- **Daily Objectives**: AFCS requires that teachers display the objectives, in student friendly language, that will be taught for each subject. The objectives are written using the language " I can" and "by" so students know what they will be learning and how they can show mastery. Teachers are required to examine samples of student work and formative assessments to ensure grade level mastery. All lesson plans and assessment rubrics identify the standard being taught.

- **Teacher Observations:** The executive director, principals, and instructional coaches conduct regular classroom walkthroughs to informally and formally assess the instructional program and provide feedback to classroom teachers. All AFCS teachers employ strategies that respond to student learning needs by providing opportunities for student choice throughout the instructional day and constantly assessing for understanding and scaffolding the learning.

- **English Language Development (ELD) Scaffolding Strategies:** AFCS's non-native English speakers learn English by moving through the stages of language acquisition. This instruction is differentiated to meet the students' level of acquisition that reflects the processes of reading, writing, listening, and speaking. AFCS teachers are trained in second language teaching strategies including Sheltered Instruction Observation Protocol (SIOP); and Collaborative Classroom/McGraw Hill instructional materials. Our

EL Specialist provides additional instructional group support for EL students based on ELPAC results and teacher feedback. Other strategies include: word study, Spanish/English cognates, origin of words, prefixes/suffixes, use of manipulatives and realia, targeted phonics instruction (SIPPS), and the use of sentence frames.

- **Authentic Learning**: David Haberman (1998) described "good teaching" strategies as those that include student involvement in combination with:
    - Issues they regard as vital concerns
    - Explanations of human differences
    - Seeing major concepts, big ideas, and general principles and are not merely engaged in the pursuit of isolated facts
    - Applying ideals such as fairness, equity, or justice to their world
    - Heterogeneous grouping
    - Redoing, polishing, or perfecting their work
    - Reflecting on their own lives and how they have come to believe and feel as they do

Haberman asserts that these recommendations called for less rote learning, memorization of skills, and lecture and more active involvement in authentic learning projects in heterogeneous groups in which democratic leadership is promoted and explicitly taught.

Marilyn M. Lombardi (May 2007) states that learning in the 21st Century includes students motivated by solving real-world problems in an authentic manner. Students often express a preference for *doing* rather than *listening*. Learning-by-doing is generally considered the most effective way to learn. The Internet and a variety of emerging communication, visualization, and simulation technologies now make it possible to offer students authentic learning experiences ranging from experimentation to real-world problem solving.

AFCS supports its teachers in designing their lesson plans/units to include authentic learning activities and Haberman's "good teaching strategies," as listed above.

- **Bloom's Taxonomy:** The school administration conducts regular classroom walkthroughs to informally and formally assess the instructional program, provide feedback to the classroom teachers, and monitor the launching units of study with higher-order thinking questions (essential questions) co-created with students.

- **Variety of Assessments:** In addition to state-mandated assessments that include California Assessment of Student Performance & Progress (CAASPP), CAPA, and California English Language Development Tests (ELPAC), AFCS has implemented the following formative & summative assessments:
    - Student writing journals
    - Rigby reading assessments: Grades K-5 (4 times/year)
    - Fountas & Pinnell reading assessments: Grades 5-8 (4 times/year)
    - Achieve 3000 common core aligned computer-based assessments: Grades 9-12
    - Eureka Math common core aligned assessments: Grades TK-8
    - Common core aligned assessment via Math Whizz: Grades TK-8

- Track My Progress common core aligned computer-based assessments in reading and math
- Benchmark writing performance tasks (3-8)
- Notes during small group instruction (anecdotal notes)
- Research projects with rubrics
- Unit assessments
- Teacher-created assessments in science
- Formative assessments including entrance/exit slips and quizzes
- Sight word assessment (TK-2)

- **Data-Driven Instruction:** AFCS teachers examine student work three times per month. AFCS has implemented a school-wide monitoring system that demonstrates student academic growth in ELA/ELD and math. AFCS focuses on school/classroom student achievement data, grading, and reporting to drive our instructional and curricular program.

PEDAGOGICAL STRATEGIES

AFCS teachers utilize the following strategies to ensure that all students are involved in challenging learning experiences:

- **Gradual Release of Responsibility** ('to', 'with', and 'by')
- Coaching to increase student-centered instruction versus teacher-centered instruction.
- **Use of sentence frames and models**: Teachers are trained to use sentence frames and models to provide scaffolds for our students
- No opt-out using equity sticks
- Consistent checking for understanding
  - Discrete "thumbs-up" and "thumbs-down" with heads down to assess for student understanding
  - First to 5
  - Verbal assessment
  - Equity sticks
  - Entrance and exit tickets
- Implementation of student-friendly **daily objectives** that are measurable and clearly posted in every classroom.
- Classroom routines, expectations, and procedures are established at the beginning of the school year and reinforced throughout the year.
- Teachers participate in **peer observations** and visit local schools as part of an on-going long learning experience.
- **Word walls** have been implemented that are subject specific. Students take ownership of the academic vocabulary.
  - Sentence frames are used to help guide language skills.
  - Curriculum relevant words that are common core standards-based.
  - Realia and illustrations to illustrate vocabulary.
- **Use of technology**

    - To support student learning of new concepts for "at the moment" inquiries. For example, teachers demonstrated a sitar instrument using the Internet that provided immediate understanding through a visual for students.
    - Math support- Math Whizz
    - ELA support- RAZ Kids, Achieve3000
    - EL Support (translations)
    - Research projects
    - Powerpoint presentation
    - Google Classroom
    - Typing club
    - Videos to support curriculum
- Student **seating assignments** in classrooms include round tables to promote and encourage collaborative discussion and conversations.
- Exemplars to support student learning
- Plan lessons based on Common Core State Standards
- Selecting rigorous read aloud books for higher quality instruction
- Use of **Differentiated Instruction**: Teachers differentiate instruction in classrooms
    - Use of learning centers, graphic organizers, and guided reading, math, and ELD groups
    - Built-in assessments at varied levels included in the school adopted curriculum

K-12 TEACHING APPROACHES FOR CORE SUBJECTS

AFCS's instructional practices include techniques and approaches from the Common Core State Standards and other research-based findings:

ENGLISH LANGUAGE ARTS	INSTRUCTIONAL PRACTICES
Teachers have implemented the Common Core State Standards (CCSS) in ELA to address the students' needs in the areas of reading and writing using research-based approaches. AFCS teachers are engaged in ongoing improvement of their practice as well as addressing the State Board of Education Standards.	The Literacy Framework contains the following approaches for Reading: ● Read Aloud/ Modeled Reading ● Shared Reading ● Focused Lessons ● Guided Reading ● Small Group Instruction ● Word Study ● Independent Reading & Conferring The Literacy Framework contains the following approaches for Writing: ● Modeled Writing ● Interactive/Shared Writing ● Guided Writing ● Independent Writing & Conferring
MATHEMATICS	**INSTRUCTIONAL PRACTICES**
AFCS aligns its curriculum and instruction to the Common Core State Standards (CCSS). The curriculum is aligned to focus on content	Use of models or tools for learning (manipulative, symbols, computers) ● Social interaction with other students

standards by appropriately clustering standards in the format of modules. The math instructional materials are Common Core aligned and approved by the State Board of Education. In addition, AFCS intends to utilize CCSS and John Van de Walle's research, which focuses on effective mathematical approaches. Van de Walle researched three major areas that contribute to a strong mathematical program: ● Inclusion of math standards ● Inclusion of algebraic thought at all grade levels ● The continued development of mathematical reasoning. Van de Walle emphasized mathematical reasoning in order to create thinkers by having them make sense of mathematics. Learning through problem solving is another major theme of Van de Walle whereby students solve problems not just applying mathematics procedures, but also to learn new strategies. Effective problems are those that take into account students' mathematical understanding. The engaging aspect of the problem must be due to the mathematics that the students are to learn and not be diluted by non-mathematical activities such as cutting or pasting. The problem must require justifications and explanations for answers and methods so that learning then becomes an outcome of the problem-solving process. As part of the math program a block of time is allocated for: ● Fluency Practice ● Application Problem ● Concept Development ● Student Debrief	● Reflective thinking ● Teaching and having students discover more than one strategy to solve math problems. Lessons based on: ● Fluency Practice ● Application Problem ● Concept Development ● Student Debrief Each module assessment includes performance tasks.
SCIENCE	**INSTRUCTIONAL PRACTICES**

AFCS aligns curriculum and instruction to the Next Generation Science Standards (NGSS) in the format of inquiry-based science projects. The National Research Council's Framework describes a vision of what it means to be proficient in science: it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines and revises knowledge. It presents three dimensions that will be combined to form each standard: 1. Dimension 1: Practices 2. Dimension 2: Crosscutting Concepts 3. Dimension 3: Disciplinary Core Ideas Disciplinary ideas are grouped in three domains: physical science; life science; and earth & space science.	Students learn by doing. AFCS provides many opportunities for students to work through their understandings and misconceptions of a topic through experiments. ● Small group collaborations ● Trade books at students' independent reading level are used to reinforce science standards. ● Students participate in science research and watch videos on science standards to increase understanding of science standards.
HISTORY/SOCIAL STUDIES	**INSTRUCTIONAL PRACTICES**
The history-social science curriculum prepares students with knowledge of the major events of history, as well as providing students with the skills necessary to evaluate current events, political structures, and philosophies. The history-social science curriculum is reading-intensive and involves the analysis of primary and secondary sources. This serves the dual function of increasing literacy and providing students with the ability to critically evaluate both historical and contemporary texts. The history-social science curriculum is also largely hands-on, and involves a large amount of collaborative work.	● Teachers use the program Studies Weekly to implement the history-social science curriculum ● Students learn how to take notes on subject area. ● Students have discourse and discussion on the connections between events in the past and events in the present. ● Projects – Classroom presentations will be based on history-social science units. ● Field trips – will align with history-social science standards.

GRADES 9-12 INSTRUCTIONAL DESIGN

Building on the curriculum, instructional design, and teaching strategies utilized in grades TK-8, AFCS's high school program offers a rigorous, standards-aligned curriculum to help students master core content objectives and develop critical 21st century skills. Attributes such as critical thinking, problem-solving, collaboration, and communication are embedded. Inquiry-based learning and differentiated instruction are the means by which the California state content standards/common core are mastered.

Hands-on, inquiry-based learning provides challenging and meaningful ways to master skills and concepts with a level of understanding that allows students to apply their knowledge to new

situations. It is important to note that direct instruction, including the explicit teaching of skills particularly in the content areas of reading, writing and mathematics, are regularly provided at all grade levels as well. Skill-specific academic needs are identified through formative and summative assessments and subsequently addressed through direct instructional techniques as needed via teachers working with students individually, in small groups, or the class as a whole, to ensure that each and every student possesses the tools he or she needs to complete more complex projects successfully and to ensure that all students become fully proficient in all academic strands.

As with TK-8, in grades 9-12 students engage in cross-curricular, hands-on project-based learning. In addition, some key strategies and structures are employed at these grade levels:

Project-Based Learning: Our project-based curriculum at the high school level includes public presentations of learning, exhibitions, and digital portfolios. authentic, motivating and relevant reading and writing tasks (along with speaking and listening) are embedded across the curriculum and through projects. Our teachers engage students in sustained, collaborative, real-world investigations that involve activities such as asking and refining questions, debating ideas, making predictions, designing experiments, collecting and analyzing data, and creating artifacts. Projects are constructed – in collaboration with working professionals where possible – around problems and situations that can be found in the modern workplace and aligned to our two pathways in order to help students gain a deeper grasp and thoughtful application of important knowledge. Students explore topics individually, in small groups, and together as a whole class. Upperclassmen are given increasing autonomy to select their own projects for in-depth exploration, with teacher guidance. Students at all grade levels make appropriate choices based on their interests, abilities, and needs. The flexibility of this teaching strategy is key for our diverse population, as our teachers adapt tasks to student needs. Some students may need extra practice with a strategy or skill, others may need more challenges to progress into deeper learning at a faster pace. Through projects, teachers can ensure each student engages in additional time for writing, independent reading, or other critical skill development.

We note that project-based learning has significant benefits for EL students as they learn content simultaneous to learning English in collaboration with their peers. In our hands-on, thematic learning, teachers are able to frontload key vocabulary and concepts, and engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. Project-based learning also naturally allows for multiple modes of input and output, providing students with real-world applications and built-in visuals and realia to contextualize new learning so that they acquire English fluency more quickly and authentically.

Block Schedules: Research demonstrates that students have more active learning experiences and develop deeper conceptual understanding when they are given fewer classes each day that have longer periods. The traditional schedule of 6-9 single-subject, 40-50 minute classes each day requires students to quickly adjust to different teaching styles, homework requirements, tests, academic disciplines, and behavior codes. Teachers in this situation may interact with 180-300 adolescents each day. Over the course of such a fragmented day, learning in each class can often seem superficial, the workload can seem overwhelming, and the teacher-student interactions can be quite limited. In “Teaching in the Block, Strategies for Engaging Active

Learners" (1995), Canady & Rettig summarize research findings and conclude that a block schedule:

- Allows students variable amounts of time for learning, without lowering standards, and without punishing those who need more or less time to learn
- Provides teachers with blocks of teaching time that allow and encourage the use of active teaching strategies, hands-on investigations and greater student involvement
- Increase opportunities for some students to be accelerated
- Reduces the number of classes students must attend and prepare for each day
- Reduces the number of students/courses teachers must prepare for each day

In order to maximize the benefits of a block schedule, the longer class periods are organized into three main parts that have been shown to produce an effective use of time:

Explanation: mini-lecture, review previous lessons/homework, demonstration, reading, basic identification of what is to be learned, objectives, specific tasks to be completed.
Application: bulk of the block, active learning strategies, students apply the information in their own words. Examples of application formats include:

- Seminar: Socratic questioning
- Experience: Become a historian/mathematician/writer/scientist/etc.
- Learning Centers
- Group or pair work
- Online, interactive learning that adjusts to the learner's individual needs
- Simulation
- Guided practice (teacher observe and intervene)

Synthesis: Teachers assist students in connecting explanation with application. Students reflect and review. Teachers assess learning through questioning, observations, or paper-pencil means. Teachers may re-teach.

The block schedule is part of our hybrid schedule which incorporates both a block and traditional schedule to allow for flexibility.

Blended/Targeted Learning: A rapidly growing body of online, interactive curriculum is enabling educators to provide targeted, personalized skill development and instruction to students with access to real-time data on student mastery of standards. Particularly for students who enter higher grade levels (middle/high school) several grade levels behind, ELs, or other students with special needs, online learning can be a powerful resource to rapidly accelerate learning in an individualized way so that students master the core skills they need for higher level course work. In recognition of the critical need for all of our students to develop proficiency with a range of tech-based skills for 21st century success, AFCS will increasingly leverage these resources for our high school students, including credit recovery through APEX Learning. We plan to offer a 1:1 tablet/Chromebook ratio for our high school students.

Through interactive tech-based learning programs such as California Integrated Math, Project Lead the Way, Achieve 3000, Math IXL and many more, students proceed at their own pace to master skills and concepts. The fun, game-like programs continuously adapt to individual student's needs, providing additional practice on skills as needed, or progressing at a more rapid pace as students master the content. As some students work online, teachers use this time to

provide small group and one-on-one support to students.

Through our comprehensive Illuminate data management system, teachers and school leaders review dashboards that provide actionable, real-time data on individual subgroup and whole-school completion of specific content standards, credits earned towards graduation, attendance, homework completion, behavior and more.

Pathways/College & Career Readiness: AFCS has a college bound culture at all grades, which gains increased emphasis in our high school. We support our students in meeting UC/CSU A-G admission requirements upon graduation. We aim to ensure that our graduates, many of whom would be the first in their families to attend college, are prepared to be admitted to a college/university, enter a trade school, or begin a meaningful career. Our learning lab program offers direct instruction in college preparation, including SAT/ACT/AP test prep, assistance with college applications, financial aid, and identifying appropriate post-secondary options, resume writing, and more. Students and their families will visit local colleges and universities at least once annually starting in 9th grade.

In addition to the core content that every student will take, AFCS offers college/career pathways, similar to a Linked Learning approach currently in place at several SDUSD schools. Pathways/Linked Learning emphasizes rigorous, college prep academics, skill development in challenging technical education (e.g., computer-assisted design), and comprehensive, authentic work-based learning experiences, all along a pathway that enables deeper learning and mastery of core competencies and skills that will further students' success in college and career.

At AFCS, each high school student selects one of two pathways: Engineering Academy or International Studies Academy. Each academy starts in 9th grade with a focus on core foundational content in the chosen thematic area, with teacher-designed projects aligning to the respective theme.

- The Engineering Academy is based on the acclaimed Project Lead the Way (PLTW) curriculum. PLTW offers a comprehensive and sequenced approach to STEM education via activity, project, and problem-based curriculum, including comprehensive teacher training and curricular resources. PLTW nationally-recognized and “gold standard” programs in engineering (among other STEM fields) enable our students to participate in hands-on, real-world learning in a dynamic and engaging way. Students in PLTW’s Engineering Pathway learn strategies such as the design process, circuit design, 3D modeling, and digital electronics while using the same industry-leading technology and software as are used in the world’s top companies. Students in this pathway have increased opportunities to utilize Project Lead the Way curriculum through electives and structured learning lab time.
- The International Studies Academy incorporates “best practices” in multicultural/globally minded curricula. This academy emphasizes cross-disciplinary project-based work and electives that develop students’ communication skills (including in multiple languages), cultural sensitivity, critical thinking, and problem solving skills. Our program is designed to mine the rich cultural diversity among immigrant families in the local community. Students have a myriad of opportunities for community service

and leadership in the global community, learning about the impact they can have in shaping their world, and improving the lives of people in their diverse neighborhood and beyond. We also plan to offer international travel opportunities for students to volunteer abroad, stay with families and learn in depth about different cultures and communities. Students in this pathway have increased opportunities to explore issues of international relations through electives and structured learning lab time.

- Global content, skills, and perspectives are embedded in the core content areas. Students explore global topics in all of their classes through project-based learning. Curriculum units are often organized around global themes, supporting students to make connections across disciplines.
- Curriculum is student-centered, authentic, globally significant, and connected to real audiences. Students engage in solving real-world, internationally important problems and present their solutions to experts. They are empowered to make decisions about what and how they learn.
- Global learning extends beyond the classroom. Students participate in service learning and internships that immerse them in local and global issues, expose them to professional opportunities, and prepare them as global citizens. They also participate in simulations, such as Model United Nations, and have opportunities to hone their language skills and gain an appreciation for differing perspectives through travel, student exchanges, and international learning partnerships.

Whichever pathway students choose, they engage in meaningful thematic learning across the curriculum. For example, in studying solar energy, students may watch lectures online recorded by a partner engineer, work in small groups to research existing solar panel companies and determine existing need for a new product, visit a solar panel manufacturer to learn about the manufacturing process, work in small groups to research and draft a business plan for their new solar panel product, produce a science experiment comparing the efficacy and efficiency of different solar panels, and ultimately enter a science competition with their presentations. In this way, "real world learning" intersects directly with Common Core state standards and promotes deeper learning.

Each academy is served by a Dean. The Dean of International Studies (who holds a valid Pupil Personnel Services Credential) serves as the College Counselor for all students. Once the high school enrollment surpasses 150 students, a full time credentialed school counselor will be hired. At that time, the Dean of International Studies Academy will no longer serve as the College Counselor. These counselor to student ratios put us far below the national average.[1]

Every student and family receive comprehensive college counseling starting from day one of 9th grade. The College Counselor works with students and families at the start of 9th grade to develop a graduation plan that includes planned course work (including the opportunity to take college courses through a program available to anyone who is eligible), work-based learning activities, and goals to graduation. These plans are updated at least annually.

[1] The national recommended average is 250:1 (See, e.g., https://theaggie.org/2016/02/02/california-school-counseling-ratio-falls-behind/ (citing U.S. Department of Education data.)

Additionally, in 9th grade, students participate in the Get Focused Stay Focused program. This is a comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career. The freshman course culminates with the development of an online, skills-based, 10-year career and education plan that is updated each year throughout high school. During the 10th, 11th, and 12th grades, students update their 10-year plans as they take a series of follow-up instructional modules that help them expand their career and education options. Additionally, students learn the process for selecting and applying to postsecondary education and identifying the skills needed in the workforce.

At AFCS, Pathways is adapted to ensure "personalization," rather than a centralized "top down" approach that many large school districts are using. The Dean of International Studies and the Dean of Engineering collaborate with their respective business and postsecondary partners, along with our faculty and students, to ensure that the pathways are embraced and relevant to the students we serve. Similarly, rather than defining a single explicit engineering pathway with prescribed course work for every student, our small school setting (at capacity, approximately 200 high school students, thus 90 - 110 per Pathway), supports students as they enroll in college courses and participate in work-based learning experiences that are aligned to their personal interests within the general pathway. Thus one engineering pathway participant may focus on architectural design while another may focus on computer programming. Students are encouraged to pursue depth in a chosen focus, but our primary focus is in ensuring that every student develops 21st century skills and competencies such as critical thinking, creativity, problem-solving and more. In many cases, more tangible skills such as coding, persuasive writing, computer-aided design and multimedia technologies will prove to be marketable across a broad variety of jobs. This skill development will benefit our students even if they leave the chosen pathway field to pursue a different career.

Starting in 11th grade, students have the option of taking college courses through a program available to anyone who is eligible at the San Diego Community College District and San Diego State University. The deans are responsible for maintaining relationships with San Diego State University and San Diego Community College District to determine course availability and ensuring each student receives the support he/she needs to complete the courses with success.

Throughout their high school and college-level course work and work-based learning experiences, students are able to see how the content defined in the state standards are utilized and applied every day in the “real world.” As they complete college courses and successfully navigate work experiences, students gain confidence in their abilities and their futures, motivating them to persist in their education.

Students also progress through a sequence of work-based learning opportunities in each pathway, starting with field trips in 9th grade to different workplaces/colleges, job shadowing for a day or half-day, mentoring from business professionals, and “soft skills” training that covers such things as proper workplace attire and behavior, areas that are foreign to many of our students. By 11th/12th grades, qualifying students (based on prior activities, GPA and criteria determined with business partners) participate in at least one meaningful internship in the summer or during the school year. During their internships, students complete a project

designed in collaboration with their workplace supervisor and an AFCS faculty member, with a culminating presentation of their learning.

COURSE DESCRIPTIONS

English/Language Arts

AFCS uses Engage New York's English Language Arts (ELA) program for our high school curriculum. Students are exposed to a wide variety of fiction and nonfiction literature. Engage New York ELA requires students to:

- Read and understand complex texts as required by the Common Core State Standards.
- Make claims, use evidence, and write from authentic texts.
- Collaborate and discuss with peers to facilitate classwide engagement.
- Comprehend as well as critique.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.
- Read independently to continue to build fluency and stamina to enhance understanding of texts across content areas.

Students writing and/or reading at more than one year below grade level receive additional support during Learning Lab. Curriculum is supported by several online learning programs. Students learn to closely read and analyze critical works of literature and an array of nonfiction texts in print and digital formats. By 12th grade, we expect our students to be capable of writing college-level term papers that synthesize an understanding of multiple texts to form compelling arguments and analyses of the arguments of others.

English 9 Curriculum Modules offer a wide range of quality texts that span from the canonical to the contemporary: Shakespeare's, Sophocles', and Dickinson's classic works are balanced with contemporary writing by authors including Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within the modules are explicitly linked to Common Core Learning Standards, providing an innovative approach and an authoritative explanation for how the standards can come alive with good adaption, planning, and instruction.

English 10 Curriculum Modules offer a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the grade 10 modules include Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker, Malala Yousafzai, E.B. White, William Shakespeare, and Niccolò Machiavelli. Working with these texts, students build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the Common Core Learning Standards, and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction.

English 11 Curriculum Modules continue to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures, including classics from William Shakespeare, Virginia Woolf, and Kate Chopin; seminal pieces from W.E.B. Du Bois, Booker T. Washington, and Elie Wiesel; and contemporary literature from Tim O'Brien and Louise Erdrich. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the CCLS, and provide a rigorous and pedagogically sound approach to making the standards come alive with thoughtful planning, adaption, and instruction.

English 12 Curriculum Modules offer a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 modules comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction.

Students are encouraged to take AP exams, with coaching and test-prep support from a trained faculty member.

Mathematics

AFCS complies with all applicable requirements of the California Mathematics Placement Act of 2015.

As outlined by the CCSS, the math program is designed to foster mastery of mathematics content as well as understanding as students learn content in the context of real-world situations, using mathematics to solve a range of multi-step, complex, interesting problems. Students will acquire an appreciation for, and develop an understanding of mathematical ideas if they have frequent encounters with interesting, challenging problems. Fluency in number sense and foundational algebra will be an expectation for all students.

Students progress through the Carnegie Math, an Integrated Math Curriculum, which includes three different courses (I, II, and III). Students who have not demonstrated mastery of foundational math skills prior to entering 9th grade receive additional support for math skills during learning lab periods, after school tutoring, and summer school. There is also a full time aide in every math period to support the differentiated abilities of students. Teachers develop students' conceptual understanding through the use of manipulatives and modeling to build an understanding of abstract ideas. Students develop mathematical competence and power by engaging in solving meaningful problems. The ultimate goal is to prepare students for advanced math (if they are on an Engineering pathway) and/or to ensure their ability to apply their mathematical reasoning to complex problems and field-based experiences.

Integrated Math I - The fundamental purpose of Integrated Math I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Math II - The focus of Math II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into six critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Math III - It is in Math III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Source:
http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf

Pre-Calculus includes iconic sections, exponential and logarithmic functions, sequences and series, statistics and probability, and matrices and determinants. Vectors, polar and parametric equations, and limits are also introduced. The second semester studies Trigonometry including triangle trigonometry, trigonometric graphs and identities, and trigonometric applications. This course is designed for those students who will be taking college-level Calculus.

For our most advanced students who desire deeper learning and/or are ready for a more accelerated course sequence in math than our small school may be able to provide,

opportunities to take college courses in advanced math through our program for eligible students will be offered. Students also will be encouraged to take AP classes.

History/Social Science

History curriculum is rooted in the California History-Social Science Standards, the California History-Social Science Framework and the CA CCSS. Reading, writing, listening and speaking will be stressed as central to obtaining and communicating information. Curriculum emphasizes: knowledge and cultural understanding, democratic understanding and civic values, and skills attainment and social participation. McGraw-Hill's Impact Series will form the basis of instruction, providing engaging, real-world connections to learning. Primary sources and historical literature supplement the curriculum, along with other well-respected resources such as free materials via the Smithsonian Institute and Library of Congress. Students conduct research, write, and present findings.

World History studies major turning points that shaped the modern world, from the late 18th century through the present. Students will use research and simulations to understand and analyze current world issues and relate them to historical, geographic, political, economic, and cultural contexts. By analyzing a variety of primary resource documents, visuals, artifacts, and maps, students reconstruct history and draw themes that inform their broader understanding of the modern world.

U.S. History is a general survey of United States history from colonization to the present and explores themes of social justice at major turning points in our country's history. Major issues are examined from social, cultural, political, economic, and ethical lenses. The course is designed to help students understand and reflect upon the conflicts and consensus associated with the principles of liberty, justice, and equality in United States history. Students take and defend positions on critical issues such as oppression, expanding suffrage environmentalism and industrialization, war, and the emergence of the U.S. as a major industrial power. Aligning with the writing goals for 11th graders, this course supports students' ability to research and develop a term paper of college preparatory caliber.

U.S. Government is a semester-long course in which students study the U.S. Constitution and examine American political, social, economic and legal systems, delving deeper into the social justice themes explored in both US and World history courses, and analyzing the role of the U.S. Government domestically and abroad. Students have the opportunity to write their senior mini-thesis on the themes in this course.

Economics is a semester-long course on fundamental economic concepts such as scarcity, opportunity costs, productivity, economic systems, economic institutions and incentives. The course teaches students how to generate, interpret, label, and analyze graphs, charts, and data to describe and explain economic concepts.

For our most advanced students who desire deeper learning and/or are ready for a more accelerated course sequence in History/Social Science than our small school may be able to provide, college course options through our program for eligible students are offered. Students are also encouraged to take AP classes.

Science

The high school Discovery Education Science Curricula follows the recommendations of the Next Generation Science Standards and new science frameworks. The science curricula develops students' critical thinking, exploration, inquiry and analysis skills. Students explore concepts through lab investigations, simulations, and mathematical problem solving and practice lab procedures and develop sound reasoning and thoughtful questioning. As with other parts of the curriculum, the emphasis is on genuine conceptual understanding of scientific principles and concepts (vs. mere memorization of scientific facts and formulas).

The science curriculum emphasizes hands-on learning and inquiry. Students use the scientific method to investigate the physical, life, and earth sciences. Students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Reading, writing, listening and speaking will be stressed for obtaining and communicating information.

Conceptual Physics fulfill both the laboratory science requirement for colleges and high school graduation requirement. The course focuses on physics without the higher-level math required of an advanced course. In their study of mechanics and energy, students explore how and why objects move through lab investigations, simulations, and mathematical problem solving. In the second semester, students explore electricity and magnetism as they investigate the attractive and repulsive forces between charged objects, construct simple circuits, and discover the relationship between electric current and magnetic fields. The year ends with an introduction to electromagnetic waves. Throughout the course, students learn and apply mathematical formulas to better understand the physical environment.

Biology will fulfill both the laboratory science requirement for colleges and high school graduation requirement. The course covers topics such as DNA, evolution, photosynthesis, cellular respiration, energy and reproduction. Throughout each topic, students explore relevant controversies, scientific discovery methods, and ethical issues, in preparation to design and pursue their own inquiry questions based on hands-on field studies.

Chemistry fulfills both the laboratory science requirement for colleges and the high school graduation requirement. Students apply the scientific process in a laboratory setting to rediscover, confirm, and explore chemical reactions. Chemistry is embedded in themes of innovation and advancement as students develop a deep understanding of how the field has advanced civilization through innovation and design of new polymers and materials.

Applied Physics is a laboratory science course that examines the relationship between matter and energy and how they interact. This course has a strong emphasis in the mathematics of physics. Students explore physics concepts through an inquiry approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards for Mechanics, Thermodynamics, Waves and Sound, Light and Optics, Electricity and Magnetism and Atomic & Nuclear Science.

For our most advanced students who desire deeper learning and/or are ready for a more accelerated course sequence in Science than our small school may be able to provide, college course options through our program for eligible students are offered. Students are also encouraged to take AP classes.

NON-CORE A-G AND ELECTIVE COURSES

Non-core course offerings ensure that students have the opportunity to fulfill A-G recommended and required courses (PE, foreign language, VAPA) and to pursue their interests (technology, robotics, visual and performing arts, etc.) Specific offerings are based on both student interest and aligned with the pathway model. College course options through a program available to eligible students are leveraged as well as provide additional, rigorous elective offerings.

Students in our Engineering Pathway will take a variety of PLTW engineering courses, including:

Introduction to Engineering Design

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.

Principles of Engineering

Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.

Civil Engineering and Architecture

Students learn important aspects of building and site design and development, and then they apply what they know to design a commercial building.

Computer Science Principles

Using Python® as a primary tool, students develop computational-thinking skills and tackle challenges like designing apps to solve real-world problems for clients.

Digital Electronics

Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry.

Students in the International Studies Academy are expected to take a more in-depth foreign language courses (either achieve fluency in a second language or pursue proficiency in a third language) as well as select from a variety of pathways-themed electives.

Community Service

While all students are expected to complete 30 hours of service before graduation, International Studies Academy students complete in-depth, term-length service learning projects tied to core curriculum in partnership with local service organizations.

Cultural Studies
Based on student interests, faculty design engaging, in-depth studies of a particular nation or region focused on the literature (including, where possible, reading in the native language, e.g., reading an acclaimed South American author in Spanish), history, culture and current challenges of the people living in that nation/region.

Modern Global Politics
This advanced level course engages students in college-level research, analysis and discourse – including rigorous debate and discussion – on current issues facing a particular region (e.g., the current Syrian refugee crisis). Students research the history, economics, socio-political and cultural context that led to the region's current challenges, actively review and follow current news media, and propose and defend solutions to the region's problems.

Foreign Language (2 years required for all students; 3 years recommended for International Studies Academy)
Through online learning, our language program provides students with a solid foundation in any language of their choosing. Spanish is offered as blended courses (part online and part live instruction). Dependent on student demand and school resources, we will employ part-time teachers to lead instruction in other languages such as Arabic, Chinese and Vietnamese.

Per A-G requirements, students are enrolled in foreign language at least two out of the four years of high school. Students are placed in the appropriate level of their chosen language course based on placement tests. The course descriptions below apply to any target language.

Our school's foreign language incorporate the California World Language Standards and the California Framework for Foreign Language K-12. Unlike the standards for other content areas, the California World Language Standards are not broken down by grade level nor based on any specific foreign language. These standards were created recognizing the varying levels of student proficiency and the multiple points of entry and exit from California's public school language programs, and consequently provide benchmarks for progress at the various stages of performance:

> *Stage 1*: Students are introduced to the basic language and culture of the target language. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.
>
> *Stage 2*: Continues the process of developing speaking, listening, reading and writing introduced in Stage 1. Students will increase the number of language functions and expand their knowledge of grammar. Vocabulary and knowledge of culture will expand with authentic materials and real-life situations allowing students to function comfortably as they express themselves in the new language.
>
> *Stage 3*: Students continue to communicate completely in the target language orally and in writing and will be able to produce paragraphs and essays. The primary focus is for students to become independent users of the language.

Stage 4: Focuses on the refinement of speaking and listening skills. Much work is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

Visual and Performing Arts (1 year required for all students)
Students take at least two semesters of Visual Arts/Music in order to meet the requirement for A-G completion. We are building on the excellent musical instrument program already in place for grades 5-8, with symphonic music offered both as an elective and after-school. Additional musical programs may be added based on student interest (e.g., Jazz Band, School of Rock, Choir, etc.). As with the lower grades, music instruction will be a comprehensive and sequential program based on five components of music: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. Music-learning experiences lead to clearly defined skills and knowledge, but at the same time offer the joy and personal satisfaction that are inherent in music. The presence and use of music in the classroom reinforces and recognizes that all children have musical potential, bringing their own unique interests, and abilities to the music-learning environment. All students benefit from music instruction and, through music and activities that are adapted for individual differences, take away the knowledge and skill that he or she is uniquely capable of understanding and developing. Students will be involved in the activities of moving, singing, listening, and playing instruments, through which they experience the essential strands of music: rhythm, melody, harmony, form, and expressive elements.

The Visual Arts curriculum emphasizes the following: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. Students learn how to identify and use the elements and principles of design using the language of the visual arts (i.e. value, line, contrast, balance). Students explore the role of visual/creative arts in human history, across a variety of cultures and time periods including the different historical art movements (i.e. impressionism, surrealism, abstraction). Finally, the students come to learn, value and enjoy the time that is necessary for the creative process to come to fruition.

Physical And Health Education (2 years required for all students)
Our standards-aligned physical education (PE) and health programs reflect our commitment to educating the whole child. A credentialed PE teacher provides PE to our students. Physical Education classes are held at the Copley Price Family YMCA and at the school site. High school students will participate in PE a minimum of 440 minutes every ten days, for at least two years.

PE curriculum emphasizes a variety of cognitive, affective, motor teaching, and learning strategies focusing on teaching students how to move. The health curriculum complements the physical education curriculum similarly preparing students for leading healthy lives and similarly aligning to the California state standards. Our health curriculum covers the following topics: 1) nutrition and physical activity; 2) growth, development and sexual health; 3) injury prevention and safety; 4) alcohol, tobacco, and other drugs; 5) mental, emotional, and social health; and 6) personal and community health.

Learning Lab
All students have Learning Lab time built into their weekly schedules. This time is used to provide tutoring and small group support to ELs and students who need additional time/assistance, for the completion of online learning, project-based work, and additional assignments, and to receive support with college courses for those eligible students enrolled through our available program. Intensive intervention in core academic areas is offered during Learning Lab so that students who need extra instructional time to improve their grade level proficiency, including ELs, will be scheduled into an appropriate class targeted for their needs. Furthermore, this time will provide students with opportunities to engage in more personalized interests, aligned with their chosen pathway. The 11th and 12th grade students who are on track to graduate will participate in internships, job shadows and/or take college courses during this time.

Student Clubs
A variety of student clubs are offered – including those initiated by students – led by faculty and staff advisors (including our Deans and Principal). These clubs align with students' chosen pathways and incorporate the participation of local industry partners as much as possible. Clubs are intended to be "fun" and incorporate student voice and choice, yet are also academic in nature. Examples include science fair, robotics, speech & debate, Key Club (Kiwanis), language clubs, sewing, dance, culinary and more, all based on student interests. Many clubs also meet after school and on weekends, though core-day time in the schedule is designed to emphasize the importance of these enriching opportunities and allow for focused faculty/advisor input and guidance.

Athletics
The high school will begin an athletic program during the 2019-2020 school year and is working with CIF-San Diego to become an affiliated school. Two sports will be offered each season with a balance of opportunities for male and female athletes.

AMERICA'S FINEST CHARTER SCHOOL HIGH SCHOOL GRADUATION REQUIREMENTS
America's Finest Charter School encourage completion of the University of California/California State University A-G requirements. Students must complete all of the University of California / California State University A-G requirements in order to graduate form AFCS in addition to two years of physical education to receive an A-G diploma. The requirements and courses that satisfy these requirements are listed as follows. Certain exceptions may apply for students with Individualized Education Plans (IEPs).

UC "A-G" Course Requirements"	America's Finest Charter School High School A-G Diploma Graduation Requirements	America's Finest Charter School High School Non-A-G Diploma Graduation Requirements	America's Finest Charter School High Courses Offered
a. History/Social Science - 2 years required	Social Science 2 years required (4	● United States history and geography	World History US History

	credits) 2 credits per semester	● world history, culture, and geography ● American government and civics and ● Economics	Government and Economics
b. English - 4 years required	English 4 years required (8 credits) 2 credits per semester	Three courses in English	English 9 English 10 English 11 English 12
c. Mathematics - 3 years required, 4 years recommended	Mathematics 3 years required (6 credits) 2 credits per semester	Two courses in mathematics, including one year of Integrated Math I	Integrated Math I Integrated Math II Integrated Math III Pre-Calculus
d. Laboratory Science - 2 years required, 3 years recommended	Science 2 years required (4 credits) 2 credits per semester	Two courses in science, including biological and physical sciences	Conceptual Physics Biology Chemistry Applied Physics
e. Language other than English - 2 years required, 3 years recommended	Foreign Language 2 years required (4 credits) 2 credits per semester	One course in visual or performing arts, foreign language, or career technical education.	Spanish
f. Visual and Performing Arts (VPA) - 1 year required	Art / Graphic Design 1 year required (2 credits) 2 credits per semester		Graphic Design Art Music
g. College Preparatory Electives 1 - year required	College Prep Elective 1 year required (2 credits) 2 credits per semester		PLTW: Intro to Engineering Design Humanities
	Physical Education 2 years required (4 credits) 2 credits per semester	Two courses in physical education	Physical and Nutritional Science
	Community Service Hours (30 hrs. minimum)		

Credit Recovery

In order to ensure that all students graduate on-time having completed A-G and graduation requirements, AFCS offers credit recovery options, primarily during learning lab and study hall periods for students who did not complete a course with a passing grade during the prior school year. The counselor monitors transcripts of all students and devises individualized action plans for all students at risk of not graduating on time. Online credit recovery through Edgenuity Learning (or a similar program) enables students to complete high-quality, A-G certified online courses. AFCS offers summer school for students in high school who earned Ds or Fs and for those who wish to raise their grades.

High School Graduation

AFCS exempts a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by the charter school that exceed state requirements, unless the school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school (Education Code 51225.1, 51225.2).

Course Transferability and College Entrance Requirements

All classes are A-G certified and transferable to other California public schools eligible for UC/CSU admissions requirements. AFCS informs all parents/students of the transferability of courses and UC/CSU eligibility in school recruiting materials, on the website, and via the Family Handbook (which include high school course descriptions). (CA Ed. Code 52060(d)(iii).) Should any problems arise with the transferability or UC/CSU eligibility of AFCS's courses, the school will notify all parents in writing within five (5) business days. All parents review their child's individual graduation plan and progress towards graduation during parent/teacher conferences, which occur once per year.

Graduation Ceremony

AFCS allows a student to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies, unless the charter school determines that an item is likely to cause a substantial disruption of, or material interference with, the ceremony (Education Code 35183.1).

Western Association of Schools and Colleges (WASC) Accreditation

AFCS is a WASC-accredited school.

Sample High School Schedule

AFCS's high school schedule aims to provide more than the required minutes of instructional time and support student-centered learning that engages students in higher order thinking, research laboratories, debate, writing, problem-solving and exploration. A hybrid schedule with longer class sessions allows teachers the time and flexibility to employ different strategies and groupings and effectively implement the strategies for differentiated instruction. This class structure allows time for specific student needs (i.e., EL support, special education services, remediation, tutoring, additional online learning), while also providing a degree of autonomy and self-selection for students at this critical stage in their psycho-social development.

AMERICA'S FINEST CHARTER HIGH SCHOOL 2019-2020 BELL SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1: 8:45-9:27	Period 1: 8:45-9:58	Period 1: 8:45-9:26	Period 1: 8:45-9:58	Period 1: 8:45-9:27
Period 2: 9:31-10:25	Period 2: 10:02-11:31	Period 2/3: 9:30-10:48	Period 3: 10:02-11:31	Period 2: 9:31-10:25
Period 3: 10:29-11:23		Period 4/5: 10:52-12:09		Period 3: 10:29-11:23
LUNCH: 11:23-11:53	LUNCH: 11:31-12:01	LUNCH: 12:09-12:39	LUNCH: 11:31-12:01	LUNCH: 11:23-11:53
Period 4: 11:57-12:51				Period 4: 11:57-12:51
Period 5: 12:55-1:49	Period 4: 12:05-1:33		Period 5: 12:05-1:33	Period 5: 12:55-1:49
Period 6: 1:53-2:47	LL: 1:37-2:12		LL: 1:37-2:12	Period 6: 1:53-2:47
Period 7: 2:51-3:45	Period 6: 2:16-3:45	Period 6/7: 12:43-2:00	Period 7: 2:16-3:45	Period 7: 2:51-3:45
LL = Learning Lab; Wednesdays will alternate weekly with periods 1, 2, 4, & 6 the first week and periods 1, 3, 5, & 7 the following week throughout the school year.				

Free Application for Federal Student Aid (FAFSA) and the California Dream Act Application

AFCS ensures that each of its pupils receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the pupil enters grade 12.

GOALS TO ENABLE STUDENTS TO BE SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS

Our entire TK-12 program has been carefully designed to develop students who are self-motivated, competent, and who view *themselves* as lifelong learners:

- Self-motivated learners: Decades of research on true motivation found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose (Pink, 2010.) Through our student-centered differentiated hands-on instruction (autonomy), students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement, including college degree attainment (mastery). As students develop confidence in their own abilities, they approach learning enthusiastically. This includes experiences in "real world" learning along chosen pathways (purpose), fostering an authentic *self-motivation* to learn.

- Competent learners: Through "backwards design" and a continuous focus on student achievement data, teachers ensure that learning objectives are met by all students. Students continuously reflect on their own learning which helps them gain an understanding of the way they learn best. Students who can effectively express how

they learn best can "own" their education and be successful, enthusiastic lifelong learners.

- Lifelong Learners: Beyond mastering specific skills and facts, students at AFCS learn *how* to learn. Student learning is structured through real-world scenarios with meaningful context for the individual learners. In this way, students actively participate in their own learning, realizing the relevance and applications of their education in their daily lives, and the actual work. Thus, beyond the mastery of specific skills and knowledge, students develop a *lifelong* ability to continue to learn.

Students across our TK-12 curriculum develop solid foundations that serve them well in post-secondary school and beyond.

PROFESSIONAL DEVELOPMENT

Professional development is created and facilitated by the school's executive director, principals, instructional coaches, and teachers. All professional development is structured around research-based teaching and learning theories. AFCS's professional development nurtures Professional Learning Communities (PLCs) where teachers can focus on learning theories and convert those theories into practical application. Our intent is to accelerate our students' academic skills, narrow their achievement gap, and enable them to effectively interact and contribute to their community.

The ultimate purpose and outcome of our PLCs is to increase student achievement. Therefore, AFCS encourages collaborative and reflective examination of formative and summative assessments to understand the students' needs and interests. We provide sufficient time and support for educators to master new content, strategies, and assessment data in order for integration into daily instructional practice. Professional development at AFCS encourages a culture of inquiry into pedagogy, instructional strategies, content, and the value of community service.

AFCS believes that effective professional development hinges on the following core principles:

- Study of research-based pedagogical theories to improve student learning
- Increased knowledge of skills and understanding of diverse learners, subject matter, and best practices that directly impact student learning
- Ongoing collaborative and reflective professional conversations
- A commitment to long-term goals for student achievement

Connecting with students to support their academic progress as well as their emotional, intellectual, and social maturation is a focus at AFCS.

Data is continuously used to inform curricular and instructional changes. The administration leads professional development biweekly and meets with individual teachers during the teachers' prep time. Teachers participate in PLC meetings three times per month to analyze student achievement data which in turn drives instruction.

PROFESSIONAL DEVELOPMENT TRAININGS

One week prior to the beginning of the school year, every teacher attends professional development training, otherwise known as "boot camp." Data collection and monitoring is an important topic discussed during boot camp meetings. Data is collected on reading, writing, mathematics, science, and social studies. Illuminate reports are generated for later study and reflection. Staff development is facilitated by the executive director, principals, instructional coaches, curriculum trainers, SPED personnel, and teachers.

During the school year, professional development takes place approximately three times per month and covers topics ranging from curriculum and classroom management to grade level students' work.

Three non-instructional days during the year are allocated towards teacher work days where teachers plan, organize, and collaborate with instructional coaches in grade level teams: K-2, 3-5, 6-8, 9-12. Our teachers also participate in peer observations set-up by the executive director, principal, and instructional coaches.

Our teachers have received extensive training on the Common Core State Standards and as a result it is routine to see collaborative conversations, partner and group work, and extensive vocabulary development taking place in our classrooms. Our students are taught to be critical thinkers and effective readers by increasing the complexity of grade level texts and synthesizing information by using reading strategies. To support student learning, AFCS has implemented word walls to build academic vocabulary. In order to expand student's understanding of academic terms our educators use visuals, realia and manipulatives are used. The ability for students to revisit text throughout weekly lessons allows for fluency and mastery of grade level concepts.

Professional development also includes an EL Specialist that trains our teachers on research-based ELD strategies. Teachers are trained in both integrated and designated ELD strategies, which are implemented in their classrooms.

Skills and concepts taught across all subjects provide cross-curricular skill use and development. For example, algebraic skills in math are essential in order to master advanced science concepts such as wave theory. Literacy skills are taught and mastered allowing for comprehension towards proficiency across all academic areas. For example, critical thinking skills allow students to become deep thinkers with the ability to analyze increasingly complex text and ideas across varying disciplines. Additionally, coaching in collaborative conversations results in students' ability to communicate their thoughts effectively.

The TK-8 and high school sites collaborate for professional development regularly. This ensures the consistent vertical alignment throughout the K-12 continuum. All teachers collaboratively review data and plan with both content and grade level teams.

A professional learning community recently collaborated with a PBIS consultant to design a school wide discipline plan. This plan will be implemented and improved upon throughout the years.

SCHOOL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The professional development calendar, including the strategic planning workshop, is a result of the ongoing analysis and monitoring of student achievement data. All decision-making throughout our organization is data-driven. That includes a compilation of teacher, student, and parent feedback, collection and analysis of achievement data, and on-going classroom/teacher observations conducted by the school's principals and Executive Director. Every teacher maintains an "Illuminate Portfolio" that contains the following information for each student:

- Data monitoring reports for reading, writing, & math benchmarks
- Community service
- Unit assessments in all subjects
- ELPAC results and EL support
- Achieve 3000 Lexile data (High School only)

The following topics are currently included in our School Year Professional Development Plan:

- Common Core State Standards: ELA, Math, History, Science and ELD (TK-12)
- Eureka Math (TK-8)
- RAZ-Kids (TK-6)
- Next Generation Science Standards(TK-12)
- Using Data to Drive Instruction: Illuminate, Track My Progress, Writing Benchmarks, CAASPP Scores, Eureka Math Unit Tests, Performance Task in Writing and Math, Wonders Unit Tests, Fountas and Pinnell Reading Levels and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (TK-12)
- Professional Learning Communities (TK-12)
- EL Instruction & Support (TK-12)
- Collaborative Classroom Curriculum for both Reading and Writing (TK-2)
- Wonders (Mcgraw Hill) for both Reading and Writing (3-6)
- Engage New York ELA (7^{th}-12^{th})
- Carnegie Math - Integrated Math 1, 2 and 3 (9-12)
- Achieve 3000 Lexile data (9-12)
- Discovery Education Science Curriculum (TK-12)
- Studies Weekly- Social Studies (Tk-6)
- Impact (Mcgraw Hill) Social Studies (7-12)
- Code of Conduct for Students (TK-12)
- Discipline Plans (TK-12)
- Teacher Expectations (TK-12)
- SST Process (TK-12)
- Special Education Classroom Behavior Management (TK-12)
- Independent Reading Requirements (TK-12)
- Safe School Ambassadors (6-12)

Additionally, our high school faculty will participate in the following professional development:

- Planning and implementing project-based learning and pathways-connected learning in a rigorous curriculum aligned with UC/CSU A-G admissions requirements
- Project Lead the Way (for Engineering Academy) curriculum and teaching

methodologies
- Supporting college course completion
- Embedding student internships and “real world” work-based learning experiences into the curriculum
- Incorporating online learning to differentiate instruction and provide targeted support
- Reading, writing, and critical analysis across the curriculum
- Creating a college bound school culture and supporting students/families with college readiness, college admissions, and financial aid process
- Classroom management, and social-emotional learning support for high school students
- AP Course Training
- English Learner Instruction
- Asia Society Global Competency Instruction
- Ongoing Analysis of Content Assessment Data

Teachers in TK-12 have been trained in Project Lead the Way. The focus is on developing an innovative curriculum that enables students to think critically while engaging in engineering-focused projects. AFCS embeds the strategies into our school-wide professional development and professional learning community meetings. PLTW is our curriculum used for our High School Engineering Pathway.

At least one faculty member serves as an Advanced Placement (AP) coach to students planning to take AP exams, and participates in appropriate professional development offered relating to AP exam preparation. The AP coach assists teachers in each content area by sharing information obtained in all professional development opportunities that have been attended. The AP coach assists teachers in preparing students for the exams by sharing test taking strategies. All staff teaching an AP class have the appropriate training.

PROFESSIONAL DEVELOPMENT RESOURCES

America’s Finest Charter School utilizes the following Professional Development resources:

- San Diego County Office of Education (SDCOE): Curriculum & Instruction Charter Schools Network
- SDCOE & California of Education (CDE): Common Core Training Workshops – ELA/Math, & ELD
- Developing Common Core aligned Assessments through Illuminate
- Instructional Consultants: ELA, Math, Student Data Tracking
- Online resources
- CCSA: Charter School Leaders Network
- Asia Society a Global Education Program
- San Diego Foundation (NCUST)
- California Reading and Literature Project (CRLP) Administrator Professional Learning Community - All Means All: Showcasing Successful Practices (with an emphasis on English learners)
- Language Learners Leadership (L3) Network Meetings - SDCOE
- Long Term English Learner (LTEL) Network Meetings- SDCOE
- Newcomer Network Meetings - SDCOE
- El Dorado County SELPA

- Visit to Vaughn School in San Fernando
- Workshops on Performance-based global learning
- On-site and virtual coaching for school leaders and teachers
- Training on adopted curriculum including assessment, instructional tools, and resources
- Network leadership meetings SDCOE
- Digital platform for teacher collaboration and resources - Illuminate Training
- PBIS Positive Behavior Intervention and Support
- Access to online Learning Platform (curriculum resources, shared collaboration space, student travel scholarship information, funding opportunities etc.) the national ISSN Professional Learning Community, and other opportunities brokered by Asia Society.
- Online Global Competence Education Courses for Educators (offered in partnership with Arizona State University) - Unlimited access for educators to participate in two online professional development courses (Teaching for Global Competence and Globally Focused Project-Based Learning) designed to help teachers approach their work with a project-based, deeper learning framework.
    - These high quality, interactive courses are:
        - 6-8 hours long and self-paced
        - Designed to help teachers see how global competence education helps students meet state and other standards
        - Builds the foundations for using project-based learning, performance assessments, and other deeper learning strategies using easy-to-use tools and resources
        - Structured so that teachers can immediately apply learning in their classrooms.

On-Site Coaching
To support the high school in the development and implementation of the Global School Design, coaches provide on-site and virtual executive teacher coaching. The coach assists the leader/teachers to transform curriculum, instruction, and assessment strategies in the school

A Summer Institute Intensive professional development conference is held annually for school teams. The purpose of the annual gathering is to learn about and strengthen implementation of the Global School Design and Graduation Performance System, strengthen connections with the national ISSN network, and learn more about the national and international global education reform movement.

GOALS AND ACTIONS TO ACHIEVE EIGHT STATE PRIORITIES
Pursuant to Education Code Sections 47605(b)(5)(A)(ii), a reasonably comprehensive description of the Charter School's annual goals and actions, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in Appendix J. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

This charter petition and Local Control and Accountability Plan address the state priorities.

LCAP Goals	State Priority
Goal 1 - Provide students with access to highly qualified teachers, Common Core curriculum & instructional materials, and educational technology in learning environments with facilities that are safe, secure, clean, well-maintained, and in good repair.	1, 7
Goal 2 - Teachers will receive professional development on research-based strategies, CCSS including ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.	2, 4
Goal 3 - Develop an infrastructure for ongoing analysis of student achievement & performance data to ensure efficacy of program services and maximized use of resources.	4
Goal 4 - Increase resources and services to students, staff and parents to provide a sense of safety, school connectedness, and increased student motivation.	3, 5, 6

PLAN FOR ENGLISH LEARNERS

AFCS adheres to federal law, Every Student Succeeds Act (ESSA), as well as state law, and English Language Assessments for California (ELPAC) guidelines. AFCS is committed to ensuring that all English Learners acquire English language skills and demonstrate adequate yearly progress. All AFCS teachers are required to possess a Cross-cultural Language and Academic Development (CLAD) or Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) certificate and are trained in Sheltered Instruction Observation Protocol (SIOP) strategies.

AFCS provides a strong foundation of academic language in all core subjects as well as an opportunity to develop social and academic oral language. All English Learners (ELs) receive small group instruction provided by their classroom teacher to develop their English language

skills. AFCS teachers provide EL students with support in understanding the core curriculum throughout the school day. In addition, our English Learner Coordinator and instructional aides provide additional English Language Development (ELD) support.

America‘s Finest Charter School believes that language is best learned when it is used frequently. Our students are encouraged to share their opinions, ideas, and knowledge with their classmates, teachers, the school community, and the community at large. Through classroom presentations, students have the opportunity to communicate effectively and are able to expand their English language skills. English Learners are placed into flexible groups based on their current language proficiency levels. Student progress is observed and evaluated with formative and other common assessments. America‘s Finest Charter School provides a strong academic and oral language program in order to provide high quality instruction to meet the language needs of English Learners. AFCS is committed to ensuring that English Learners meet or exceed the growth expectations on the ELPAC Summative Assessment (SA) each year.

Differentiated Instruction for English Learners (EL):

- Integrated ELD lessons as needed throughout the day to support EL learning
- Designated ELD lessons in the classroom to reinforce the curriculum
- Scaffolding of instruction
- 30-60 minutes of pullout support for targeted EL students
- Shared Reading
- SIPPS support for targeted students
- Classroom teachers identify language structures within daily lessons of all core subjects and allow for explicit instruction of identified language structures during small group instruction/support for English Learners. Students receive both integrated and designated ELD instruction daily.
- Teachers identify the language proficiency levels of all the English Learners in their classes and provide necessary accommodations and modifications of lessons in order for EL students to understand the material.
- Students in grades 4-12 who are at “The Beginning” and “Somewhat Developed” English language levels as determined by the ELPAC SA are pulled out of class in small groups and given additional Designated ELD instruction by our English language instructional aide or have an instructional aide go into their classroom to work with them.
- As teachers check for understanding during whole and small group instruction in all core subjects, students’ individual needs are identified. Students are pulled into small groups for ELD instruction/support. Teachers will work on specific language arts standards and language structures that are scaffolded according to each student‘s needs.

MASTER PLAN FOR ENGLISH LEARNERS (5-Step Process)

AFCS has developed a Master Plan with a Five-Step Process to ensure that English Learners are developing English as effectively and efficiently as possible. It is expected for students to make a minimum gain of one level of proficiency annually.

Step 1: Home Language Survey to Identify English Learners

All students new to the California school system, regardless of race or ethnic background, complete a Home Language Survey (HLS) upon initial enrollment at America's Finest Charter School. The purpose of the survey is to identify students who speak languages other than English at home. Students who are indicated as speaking languages other than English at home are classified as English Learners (EL). AFCS contacts the prior district and consults CALPADS for students who have previously been enrolled in the California public school system to determine their English Language Proficiency Status.

The HLS is given to parents who enroll a child/children at AFCS. The Home Language Surveys are kept in each student's cumulative file. If any of the responses on the HLS indicate a language other than English, the student progresses to Step 2.

Step 2: Administration of the ELPAC Initial Assessment (IA)

If it is indicated that a language other than English is spoken in the student's home, the English Language Proficiency Assessment for California Initial Assessment (ELPAC IA) will be administered within thirty days of the student's enrollment.

- The ELPAC IA will be used to determine a student's overall English proficiency level. Students will be classified as Novice English Learners, Intermediate English Learners, or Initial Fluent English Proficient.
- The ELPAC IA results will determine whether a student is classified as an English Learner or Fluent English Proficient. Any student who is designated an English Learner will progress to Step 3.
- Parents will be notified (within 30 days of the school receiving the test results) of his/her child's designation, as well as their specific language proficiency.
- Students designated as Initial Fluent English Proficient (IFEP) are not considered English Learners and are placed in the same way as English Only students.

Step 3: Program Placement for English Learners

All students who are identified as English Learners will be placed in our Structured English Instruction (SEI) program or English Language Mainstream (ELM) program with learning supports provided by the teacher. All efforts will be made to place students with other students with similar language proficiency levels in the same class (within their grade level) so that the teacher may be able to work with small groups providing differentiated instruction as well as

scaffolding lessons for the whole class throughout the day. EL students in both programs receive Integrated and Designated ELD instruction from their classroom teacher.

- The SEI group consists of students who are at the “Beginning” and “Somewhat Developed” English Language levels as determined by the ELPAC SA
- The ELM group consists of students who are at the “Moderately” and “Well Developed” English Language levels as determined by the ELPAC SA

English Learners Access to the School’s Core Curriculum

English Learners must meet state content and performance standards for their respective grade level in core curricular areas. Therefore, students who are classified as English Learners, except as specified, shall participate in the school’s standard instructional program and will not be denied enrollment in specified courses, including, among others, courses required for graduation and college admission. America‘s Finest Charter School will ensure that English Learners acquire English and learn grade level academic content simultaneously by implementing a program designed to instruct English Learners at grade level in all areas of the curriculum. This program includes:

- Instruction in all core content subjects in English.
- Daily English Language Development (ELD) instruction in conjunction with guided reading provided for 30 minutes per day.
- Small group instruction provided by the classroom teacher to provide support for EL students.
- Classroom teachers identify language structures within daily lessons of all core subjects and will allow for explicit instruction of identified language structures during small group instruction/support for English Learners. Students receive both integrated and Designated ELD instruction daily.
- Teachers will identify the language proficiency levels of all the English Learners in their classes and will provide necessary accommodations and modifications of lessons in order for EL students to understand the material.
- Students in grades 4-12 who are at the “Beginning” and “Somewhat Developed” English Language levels as determined by the ELPAC SA will be pulled out of class in small groups as needed and given additional Designated ELD instruction by a English language instructional aide or will have an instructional aide go into their classroom to work with them.

As teachers check for understanding during whole and small group instruction in all core subjects, students’ individual needs are identified. Students are pulled into small groups for ELD instruction/support. Teachers will work on specific language arts standards and language structures that are scaffolded according to each student’s needs.

Step 4: Monitoring Academic Progress of English Learners
AFCS uses graphic organizers to help monitor student progress and move students towards the achievement of grade level content standards. At the beginning of the school year teachers are provided with AFCS's English Learner Monitoring Sheet to help teachers understand their EL students. These monitoring sheets include the student's ELPAC scores, SBAC scores, as well as the number of years a student has been an EL.

The ELPAC SA is administered to all students who are designated English Learners annually to monitor student English language progress until the student is re-designated as Fluent English Proficient and exited out of the English Learner program (unless specified in their IEP that an alternate assessment will be administered).

- In the spring the ELPAC SA or Alternate Assessment will be given to all English Learners within the required testing window.
- The Areas of Assessment on the ELPAC SA are Oral Language Skills and Written Language Skills with subscores in Listening, Speaking, Reading and Writing:
    - In Kindergarten and Transitional Kindergarten, the test score is weighted as follows: Oral Language 70% and Written Language 30%
    - In Grades 2-12 the Oral Language and Written Language scores are both weighted 50%

AFCS's goal for our English Learners is for them to advance at least one level of language proficiency as defined by the ELPAC SA. America's Finest Charter School monitors student academic progress as indicated by classroom formative and summative assessments, ELPAC SA, and state-mandated assessments in addition to overall English language proficiency and academic achievement in all content areas. Students who are not meeting the benchmarks are closely monitored by teachers. Student Study Team meetings (SST) are set up to determine the best course of action to help individual students.

Step 5: Reclassification of English Learners - Timeline for Reclassification of English Learners
The timeline presented below is based on research and findings that the average period of time for an English Learner to achieve full English proficiency and grade-level academic performance comparable to that of the native-English speaking students is 5-8 years.

A student in grades TK through 12 may be reclassified from English Learner (EL) to Fluent English Proficient (RFEP) when it can be established that the student has the English language skills to comprehend, speak, read, and write English well enough to make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. Reclassification may occur at any time during the school year.

Student Reclassification includes:

- Objective assessment of the student‘s English language proficiency (ELPAC SA overall English performance level of 4)
- Objective data on the student‘s classroom academic performance
- The classroom teacher recommendation based on student‘s English language proficiency and curriculum mastery
- Director review and signature (see attached reclassification checklist)
- Parent signature indicating consultation during a Reclassification interview (see attached Parent Notice of Reclassification to Fluent English Proficient)
- SPED students may be reclassified through the decision of their IEP team after reviewing how their learning disability affects their language progression. The IEP team uses the English Learner with Special Needs Reclassification Worksheet to help them make the decision to reclassify or not (see attached)

Monitoring of Reclassified Fluent English Proficient Students

Students reclassified to Fluent English Proficient (RFEP) will be monitored for two years to verify their continued success meeting standards at grade level or above in the core curriculum and in English (see attached monitoring sheet). If academic benchmarks are not met, the English Language Support Team will work with teachers and administrators to develop a personal learning plan and will continue to monitor student progress for at least two years. If academic benchmarks are not met after two years, the student will be referred to the Student StudyTeam.

PLAN FOR SPECIAL EDUCATION

America’s Finest Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA); complies with all SELPA policies and procedures; and utilizes appropriate SELPA forms.

America’s Finest Charter School is a member of the EL Dorado SELPA for our special education program. We use a variety of third party vendors to support our student service needs such as: speech therapy, occupational therapy, adaptive P.E., nursing, and other services. Presently we have three full time Education Specialists and one full time school Psychologist.

AFCS intends to continue to contract with the EL Dorado SELPA to receive special education services for identified special education students. AFCS does not discriminate on the basis of special education needs which are supported by our SELPA affiliation.

The school reserves the right to continue acting as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District preceding a plan change.

Our school utilizes the “push in” model whenever possible. Small group or individual “pull out” time is provided when/if the IEP team determines it is necessary for the individual student to make progress on their IEP goals. Students identified with special needs are supported by the special education team, including the classroom teacher, education specialist, instructional assistants, and service providers who provide an enriching learning environment.

SECTION 504

America’s Finest Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of America’s Finest Charter School. Any student who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by America’s Finest Charter School.

A 504 team will be assembled by the school administration and 504 Coordinators, and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient
- Tests are selected and administered to ensure that a student with impaired sensory, manual, or speaking skills, will accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to

ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by America's Finest Charter School's professional credentialed staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications, and continued eligibility.

PLAN FOR STUDENTS WHO ARE STRUGGLING ACADEMICALLY

AFCS supports academically struggling students by providing:

- Ongoing professional development for teaching staff, paraprofessionals, and academic mentors
- Flexible scheduling that allows for individualized or small-group instructional support from teachers, paraprofessionals, academic mentors, etc.
- Tutorial support, for students selected by their teacher, at least one hour two days per week
- Adaptive Technology enhanced program(s): Achieve 3000, Math Whizz, Raz Kids, and Wonders
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

AFCS students have access to, and engage in a rigorous Common Core aligned curricular program. Low achieving students at AFCS will be identified by their common core aligned benchmark assessments. In addition, academic interventions are provided during and after-school.

THE SST PROCESS

Students with identified academic and/or behavioral challenges are referred to the Student Study Team (SST) process. The SST is comprised of parents/guardians, teachers, administrators, other school professionals, and the student (if appropriate). The school will also recognize the need for an SST in the event of a direct request from the parent/guardian. The SST will meet, collaborate, and implement general education interventions based on the student's area(s) of need. The team will then track the success of these interventions, making changes as needed to best support the student. If the interventions are successful and the student is able to make adequate progress, the student is exited from the SST process. However, if all possible general education interventions are exhausted and the student continues to struggle, the SST may refer the student for an evaluation for special education services.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH

High-achieving students at AFCS are identified by their CAASPP scores, benchmark assessments, adaptive web-based programs, writing samples and/or their course performance as identified by teacher(s) and parents/guardians. AFCS encourages a research-driven educational staff to ensure that we provide precision teaching for the benefit of high-achieving students.
High-achieving students are provided with additional challenging learning projects. Students have opportunities to:

- Enroll in Advanced Placement classes (for grades 9-12)
- Enroll in college courses
- Participate in advanced placement programs such as Fire Up Summer Camp and Girls in Flight, which are provided by the Elementary Science Institute
- Engage in small leveled groups in math and ELA
- Engage in Project Lead the Way (grades 7-12) STEM projects
- Utilize adaptive computer programs in reading and math to support students at their level (such as Math Whizz, RaZ Kids, and Achieve3000)
- Visit museums, science centers, tech businesses, college tours, Biztown, etc. on school field trips
- Access to available books for students with high reading levels for independent reading
- Showcase their learning in various ways
- Participate in internships with local businesses

Our high school students began taking classes at San Diego Community College during the 2018-19 school year. We had four of our 15 juniors qualify to take their first college class, and all four were highly successful. We have two students who are currently working with the community planning team from the City of San Diego to begin the process of improving the corridor of roads between Interstate 8 and the community of Talmadge. The students will be using their technological skills by putting together 2D and 3D models of proposals to the city generated by the Community Planning Group. Projects based on global competency will result in positive action taken in the neighborhood to improve conditions.

MENTAL HEALTH SUPPORTS

Students who exhibit behavioral or mental health concerns may be supported in the following ways:

- Helped by staff trainined in Mental Health First Aid, Suicide Prevention, Crisis Prevention Intervention, Behavioral Management, Self-Care, PBIS, and Trauma-Informed Classroom
- Referral to counseling services through SAY San Diego
- On-site school counselor and school psychologist
- Functional Behavior Assessments & Behavior Intervention Plans
- Risk Assessments and Threat Assessments
- Family Wellness Checks/Home Visits
- Information regarding Mental Health Services provided to families on a monthly basis
- Mobile Medical Clinic on-site monthly
- Student Study Team (SST)

ADDRESSING NEEDS OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS

It is critical to assess and build on a student's background knowledge. In order to provide "real world experiences," students participate in field trips, outings, and after school excursions. Our school hosts guest speakers on a variety of subjects. In addition, our teachers provide culturally rich experiences for their students. Examples of real world experiences include but are not limited to: students attending the symphony, jazz quartets, and onsite visits by professionals trained in the arts. School employees conduct art classes for our students during our after-school enrichment program. The Children's Initiative provides after school education in science.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable student outcomes identified for use by the charter school. 'Student outcomes' means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

All students at AFCS participate in a rigorous, standards-based educational program. Our students are expected to demonstrate progress and reach grade-level proficiency in their core subjects. Our student outcome goals are based on our school's mission and vision.

America's Finest Charter School has clearly defined schoolwide and student outcome goals in compliance with California Education Code Sections 4760(b)(5)(B) and 52060(d).
The following table delineates AFCS's measurable outcomes that align with the State Priorities and America's Finest Charter School's goals and actions to achieve the State Priorities, as identified in Element 1 of this charter.

LCAP 2017-20 Goals, Outcomes, and Planned Actions / Services

Goals	Expected Annual Measurable Outcomes	Planned Actions / Services
GOAL 1 High-quality environment to provide students with access to: highly qualified teachers; access to Common Core curriculum & instructional materials; educational technology; in learning environments with facilities that are safe, secure, clean, well-maintained and in good repair. State Priorities 1: Basic (Conditions of Learning) 7: Course Access	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Maintain student access to technology with a student to computer ratio of 1:1	Ensure all core teacher candidates hold valid CA Teaching Credential with appropriate English Learner authorization, are highly qualified, and have appropriate authorizations. Hire single-subject teacher for single subject classes for grades 7-12. School Executive Director will annually review credential status. Purchase instructional materials that are aligned to Common Core State Standards and aligned with the AFCS charter petition. ● Carnegie Math grades 9-12 ● Eureka math grades K-8 ● ELA – Making Meaning – Being a Writer Program ● ELA - Being a Reader Program grades K-2 ● Engage NewYork grades 7-8 ● 7-8 ● McGraw Hill - Social Studies for grades 7-12 ● McGraw Hill - ELA for grades 3-6 ● Science for grades K-12 ● Studies Weekly K-6 ● Spanish workbooks for grades 9-12 ● Achieve3000 for grades 9-12

(Conditions of Learning)		● Illuminate Benchmark Assessments for grades K-12 ● TrackMyProgress for grades K-8 ● Project Lead The Way grades K-12 ● RAZ-Kids Plus grades K-8 ● Edgenuity for grades 9-12 ● Engineering software (Project Lead The Way/STEM) which promotes college and career planning in the middle and high school grades Maintain and update schoolwide technology infrastructure needs, services, and equipment. Daily general cleaning by janitorial staff who will maintain cleanliness. Annual facility inspections will screen for safety hazards. Maintain safe school environment include providing security at high school site.
GOAL 2 High-qualify staff: Teachers will receive professional development on research-based strategies, CCSS including ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content. <u>State Priorities</u> 2: State Standards (Conditions of Learning)	1. 100% of teachers will have received professional development on CCSS ELA/ELDFrameworks, Math & NGSS 2. Increase English proficiency of continuously enrolled ELs by 5% annually 3. Increase reclassification rates of ELs to 15%	Provide instructional staff with one-week summer boot camp professional development. Provide professional development for all teachers 2-3 times per month. ● ELA/ELD & Data ● Math & Data ● RAZkids ● Learning A-Z ● Illuminate SIS Data Management System ● Being A Writer Program ● San Diego Area Writing project ● Rigby, Fountas & Pinnell Reading Assessments ● Teacher Observation Template ● “New teacher” Support Professional Development ● Leadership team to attend CCSA conference and other leadership capacity building opportunities. Provide K-12 teachers with “release time” to review student achievement data in collaboration with ELA/literacy and math coaches. Teachers will conduct peer observations with literacy and math coaches. Literacy & math coaches will conduct classroom observations with the principals and provide immediate feedback to teachers. ELs will receive at least 30 minutes of ELD instruction daily through small group instruction and/or pullouts. ELs (Level 1 & 2) will receive an additional 30 minutes of ELD instruction 2-3 days per week in small group homogeneous instruction by the EL support staff.

		Continue to implement Being a Writer EL Curriculum for Grades K-6 and Engage New York for grades 7-12, RAZ-kids Plus Learning A-Z for grades K-8 and Achieve3000 for grades 9-12. Provide instruction to support structured language development, and effective program to identify, assess, support and serve English learners and their families. ELAC Meetings will take place at least 4 times/year. Hire a counselor to provide parent supports for ELAC/Parent meetings and counseling for all students. Provide instruction to support structured language development, and effective program to identify, assess, support and serve English learners and their families. Hire consultants to assist with curriculum implementation Provide ongoing professional development on Next Generation Science Standards (NGSS). Continue to implement Project Lead The Way Curriculum for all students grades 7-12 Adopt science curriculum for science experiments (Grades K-12). Provide after school field trips for students in Grades 3-8, to the Elementary Science Institute once per week, and to UCSD and Malcome X library. Costs associated with transportation of students to/from Science Institute. Subscription costs for Scholastic Science Magazine (weekly subscription) to align content/curriculum with NGSS; and provide 'real-world" authentic learning experiences. Membership to professional organizations to enhance employees' performance
GOAL 3 Aligned resources: Develop an infrastructure for ongoing analysis of student achievement & performance data to ensure efficacy of program services and maximized use of resources. <u>State Priorities</u>	1. 75% of students in grades K-8 will show growth of at least one performance band from fall to spring as measured by Track My Progress benchmark assessments 2. Percent of students who	Implement and administer benchmark assessments in ELA & Math ● Track My Progress (Grades K-8): 4 times/year. ● Eureka Math Modules Interim Assessments (Grades K-8: 5-7 times/year ● Reading Assessment – Fountas & Pinnell (Grades K-8): 3 times/year Implement and administer performance tasks in ELA for grades 3-12 three times per year

4: Pupil Achievement (Pupil Outcomes)	meet/exceed grade level standards will increase at least 5% on ELA and math CAASPP	Utilize Illuminate CC aligned assessments for grades 7-12 Implement and administer administer NGSS Benchmark assessments web-based reading program Math Whizz web-based program Track My Progress web-based program Carnegie Math program for grades 9-12 Achieve3000 for grades 9-12 Edgenuity for grades 9-12 Provide academic enrichment for students who struggle academically for one hour at least two times per week. Providing before school tutoring and running club. Provide credit recovery assistance and tutoring for grades 9-12 daily. Strengthen special education program, ensuring students with disabilities meet or exceed annual IEP Goals, including staffing Program specialists ● Counselor/psychologist ● Speech therapist ● Occupational therapist ● Autism support specialist Continue to strengthenStudent Study Team process including development of Individualized Learning Plans Provide staff development time to review data and assess what has worked to ensure maximized use of resources
GOAL 4 Community and family support: Increase resources and services to students, staff and parents to provide a sense of safety, school connectedness, and increased student motivation. <u>State Priorities</u> 3: Parental Involvement (Engagement) 5: Pupil Engagement (Engagement) 6: School Climate	1. ADA of at least 95% 2. Chronic absenteeism rate below 12% 3. Maintain suspension rate below 2% 4. Maintain expulsion rate below 1% 5. Maintain MS dropout rate below 1% 6. Continue to provide access to physical education for 100% of students in grades K-12	Host school wide events annually for families, including: ● Math Night ● International Da ● Science Night/Ruben H. Fleet Science Center ● Gala ● Understanding Common Core State Standards ● Understanding CCSS assessments ● How to Support Your Child Academically ● High School Recognition Assemblies ● Sports Events ● Open House ● College Nights Provide onsite translator and for translation services of all correspondences sent to families Administer annual parent and student surveys. Maintain one part-time parent liaison and a part time

(Engagement)		counselor to assist with planning workshops and parent outreach. Provide counseling services for foster students and parents. Provide students with opportunities beyond the school site including: ● 6th grade camp ● 8th Grade trip ● High school field trips to colleges, universities, museums, and library Hold American Stars assemblies for student recognition for academic improvement and/or behavior Provide incentives for students with high performance in assessments and computer-based programs to motivate students. Implement a reading challenge for students who read a set amount of books over the winter/spring Breaks Provide summer school for high school Provide bus passes and school bus transportation for students to ensure daily attendance, decrease truancy rates and ensure students arrive to school safe and on time. Provide school uniforms

ELEMENT 3: OUTCOME MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

LOCAL CONTROL ACCOUNTABILITY PLAN

In compliance with Education Code § 47605.6, America's Finest Charter School will develop a Local Control Accountability Plan in accordance with the template adopted by the State Board of Education in order to help monitor progress towards America's Finest Charter School's objectives. This plan will be reviewed and updated annually and the budget revised to implement the actions described in the plan as submitted to San Diego Unified School District. America's Finest Charter School will engage the school community in the plan development and review process. Further, America's Finest Charter School will comply with all applicable regulations and compliance requirements developed in this regard.

America's Finest Charter School intends to use the following assessments in conjunction with the goals in the LCAP to improve the delivery of instruction and learning for all students.

METHODS OF MEASURING PUPIL OUTCOMES

AFCS has implemented a variety of ongoing authentic assessments to assess student learning in our school's educational program. Providing students with authentic learning experiences through activities and projects that require higher order thinking and problem-solving skills through written and oral presentations are critical to our student's success. Our entire staff analyzes student data on an ongoing basis that guides our:

- Curricular program: Lesson planning, curriculum maps
- Instructional strategies: address the diverse learning needs of our program
- Program evaluation and accountability
- Academic intervention: to support academic needs of our students
- Purchase of curricular materials
- Communication with stakeholders: Governing board, parents/families, and community

BENCHMARK ASSESSMENTS

Benchmark assessments play a critical role in our school's data-driven culture to gauge student performance over time in literacy and mathematics. Benchmark assessments provide our teachers, students, and parents with data on student performance, and serve to drive instruction.

America's Finest Charter School administers the following assessments:

- Rigby Reading assessments: Grades TK-2 (3 times/year)
- Fountas & Pinnell Reading assessments: Grades 3-8 (3 times/year)
- Achieve 3000 common core aligned computer-based assessments: Grades 9-12
- Eureka Math common core aligned assessments: Grades TK-8
- Carnegie Math assessments - Integrated Math 1, 2 and 3 (9-12)
- Formative common core aligned assessment via Math Whizz: Grades TK-8

- Track My Progress common core aligned computer-based assessments in reading and math
- Illuminate Education subject-specific and standards-aligned benchmark assessments (Checkpoints): Grades 3-12
- Pearson GRADE/GMADE or similar benchmarks: Grades 9-12
- CAASPP interim benchmark assessments from California Department of Education
- Engage NY common core aligned reading assessments: Grades 7-12

During weekly staff development meetings, our teachers review, discuss, and disaggregate student achievement data. This may result in re-teaching content not yet mastered by students and providing small group instruction, one-on-one instruction, and individualized learning plans and/or referral for SST.

USE OF ASSESSMENTS

America's Finest Charter School uses a variety of ongoing assessments during the instructional day that include the following:

- Rigby Reading Assessments: Grades K-3 (2 times/year)
- Fountas & Pinnell Reading Assessments: Grades 4-8 (2 times/year)
- Pearson GRADE/GMADE or similar benchmarks: Grades 9-12
- CAASPP Interim Benchmark assessments from CDE
- Achieve 3000 Common Core aligned computer-based assessments: Grades 2-12
- Eureka Math Common Core aligned assessments: Grades K-8
- Houghton Mifflin Integrated Math: Grades 9-12
- Formative Common Core aligned Assessment via Math Whizz: Grades K-8
- Track My Progress Common Core Aligned Computer-based Assessments in Reading & Math: Grades K-8
- California Assessment of Student Performance & Progress (CAASPP) in ELA & Math: Grades 3-8, 11
- California Standardized Test (CST) Science: Grades 5 & 8 & 10 (or new NGSS-aligned tests as released)
- PSAT beginning in 10th grade, SAT/ACT for 11th-12th graders and AP tests (optional)
- CAPA
- ELPAC (for ELs)
- California Physical Fitness Test (PFT), Fitnessgram: Grades 5 & 7 & 9
- Module, Unit Assessments, and Performance Tasks: All Subjects

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

NON-PROFIT

America's Finest Charter School (AFCS) is operated as a California public benefit corporation with an IRS approved 501c3 status. AFCS is governed by a Board of Directors comprised of 5 to 7 members. Each Board Member shall hold office, unless otherwise removed from office in accordance with the bylaws in section 4. Each Board Member shall be appointed, elected or designated for four (4) years or until a successor has been appointed, elected or designated and a term qualified. Board members may serve for two (2) or more consecutive terms if duly elected consistent with the terms of these bylaws. The board of AFCS has a legal and fiduciary responsibility for the well-being of all sites under its governance. The AFCS board meets at least quarterly and will hold its meetings in accordance with the Brown Act. The board complies with all applicable conflict of interest laws. All potential board members are screened to ensure that they possess the skills and experience necessary to fulfill the responsibilities entrusted to AFCS board members.

BOARD RESPONSIBILITIES

America's Finest Charter School Board of Directors is responsible for the following:

- Developing annual school-wide goals for the school and long-range plans with input from the executive director, teachers, and parent action committee members.
- Establishing and approving all major educational and operational policies.
- Approving all major contracts.
- Approving the school's annual budget and overseeing the school's fiscal affairs.
- Evaluating the performance of the school's executive director.
- Assessing AFCS's goals, objectives, academic achievements/student progress, the school's financial status and any need for redirection.
- Reviewing reports from legal counsel, auditors, business services provider and consultants and providing recommendations to the AFCS executive director.
- Setting policy, approving the budget, and ensuring that the school helps students achieve high academic standards.
- Determining student expulsions.

GOVERNANCE STRUCTURE

Board Members are selected based on their expertise and skills and their commitment to advocate for the school's student population and uphold the school's mission (See Appendix B: Board Roster). Board seats may be filled by community members who have the desired mix of experience and expertise, to ensure the school's success. The threshold screening criteria for all prospective members of the Board of Directors include a demonstrated understanding of the school's mission and vision and an interest in serving the charter school's target student population. Other criteria for Board selection include a commitment to diligently fulfill all responsibilities as Board Members, with a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and to actively engage in

overseeing and supporting the AFCS program. Demonstrated ability to act in a leadership capacity is preferred.

Current Directors include:

Director	Position	Term	Email
Gary Rubin	President Community Representative	2019-2023	grubin@americasfinestcharterschool.org
Stewart Halpern	Community Representative	2018-2022	shalpern@americasfinestcharterschool.org
Julian McMillan	Community Representative	2018-2022	jmcmillan@americasfinestcharterschool.org
Yosaren Panza	Parent Representative	2019-2023	ypanza@americasfinestcharterschool.org
Helene Rubin	Secretary Community Representative	2019-2023	hrubin@americasfinestcharterschool.org

The Board of Directors has ultimate responsibility to oversee the program to ensure the school's success. The Executive Director is the overall site manager and reports directly to the Board of Directors. The Executive Director and principals are responsible for implementing policies, overseeing operations and carrying out the provisions of the charter and the Board's directives. The teaching faculty works closely with the principals to implement the educational program. The principals are responsible for hiring, providing support to, evaluating, and, when needed, terminating instructional staff.

BOARD STRUCTURE

The Board of Directors follows the Brown Act and meet monthly during the school year. The Board appoints officers who serve as the board president and as secretary. The secretary distributes the agenda. The school's Executive Director and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the chairperson. The agenda for a regular Board meeting is issued to all Board of Directors members and posted in school's website and publicly posted at least 72 hours prior to a regular board meeting, and at least 24 hours prior to special meetings.

BOARD TRAINING & SUSTAINABILITY

AFCS is committed to continuous improvement and on-going training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the Board will seek appropriate training and educational opportunities, both as a full Board and individually. Such training experiences may include group training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. New Board Members will go through an initial orientation and training to help ensure that they fully grasp their responsibilities as Board Members and develop the requisite expertise in public school oversight to be effective. Board Members may be given a stipend to attend supplemental training sessions in areas of school oversight as needed. AFCS maintains general liability and Board and Directors liability insurance policies.

PARENT INVOLVEMENT

Extensive research states that parent involvement is a critical element in the success of every student. America's Finest Charter School prides itself in its active parent involvement in numerous aspects throughout the school including but not limited to: serving on the governing board, School Site Council (SSC), English Language Acquisition Committee (ELAC), attending monthly recognition awards assembly, parent workshops, volunteering, and school wide events. AFCS hosts a variety of school wide events throughout the year, including but not limited to: Family Math Night, Family Literacy Night, Science Night, Student Performance Galas in the winter and spring, including having lunch with their child. Our school administers surveys throughout the school year to ensure that parent voices are heard. In addition, parents serve a critical role in our school's ongoing review of the Local Control Accountability Plan (LCAP) through stakeholder engagement.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

AFCS believes that all of its employees play a key role in creating a successful learning environment and will recruit and screen all qualified employees. The school recruits professional, effective, and qualified personnel to serve in administrative, instructional and non-instructional support capacities. The recruitment process includes posting job descriptions at local community organizations, on ED-Join job search website, school employment/career websites, posting jobs at teacher credentialing program sites, and advertising in community and regional newspapers.

ROLES AND QUALIFICATIONS OF STAFF

AFCS ensures that all legal qualification requirements are met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at AFCS is required to meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at a minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Board and/or the Executive Director.

QUALIFICATIONS FOR EXECUTIVE DIRECTOR

Executive Director

The Executive Director (ED) is the chief executive over AFCS. The ED holds responsibility, accountability and authority for the school's overall performance and success in fulfilling its mission. The ED reports to the Board and hires and assesses the principals.

Responsibilities include:

- Secure permanent site(s) for school
- Extend fundraising beyond the school community to include outside sources of funds
- Facilitate strategic planning with the Board
- Diagnose the gaps between where the school is versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
- Develop and retain high-performing individuals who are passionate about the school and its mission
- Work with the Board on a capital campaign to secure and develop permanent site(s)
- Oversee and manage the operating budget
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision
- Represent the school as a leader in the California charter school community in all

advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as community leaders to maintain support from the local communities
- Develop and maintain effective relationships with the SDUSD Charter Office, local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Ensure effective communication to diverse constituents that effectively represent the mission and vision of the school

Qualifications include:
Management and Leadership Experience: The ideal candidate will have extensive management experience with a record of success in leading and sustaining a reputable organization, fundraising, budgeting, government relations, and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork.

- Master's degree and Administrative Services Credential required.

QUALIFICATIONS FOR PRINCIPALS

AFCS Principals' Job Description

Under Direction of: Executive Director
DUTIES: The principal may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

Essential Functions

- Provide leadership to the staff in assessing school needs and determining objectives as the basis for developing long and short term goals.
- Effectively implement the school adopted curriculum program.
- Facilitate staff professional development to improve instructional practices.
- Assist the Executive Director in an effective school administrative organization with clear lines of responsibility and with the necessary delegation of authority.
- Evaluate performance of all assigned personnel, provide counseling and assistance as indicated; recommend appropriate action in cases of substandard performances; identify and encourage individual teachers with leadership potential.
- Assist the Executive Director in establishing an instructional program that allows all students access to achieve their American Dream.
- Supervise the analysis of student data and ensure parents are informed of student progress.

- Develop school plans and organizational procedures for the health, safety, discipline, and conduct of students and staff.
- Assist the Executive Director to supervise and direct business operations.
- Facilitate effective use of curriculum materials, instructional supplies, equipment, building facilities, and school grounds.
- Oversee ASES program.
- Oversees community relations such as ELAC/parent meetings, and the SSC.
- Supervise and coordinate the services of other school support staff.
- Attend board meetings.
- Supervise lunch and recess.
- Perform other duties as assigned by the Executive Director.
- Oversee IEP meetings and testing.

MINIMUM QUALIFICATIONS:
Possess or be in the process of obtaining a California Administrative Services credential or a combination of the following education and work experience:

- An earned Master's Degree in Education from an accredited institution.
- Minimum of three years of successful, full-time, lead teaching experience required. Minimum of two (2) years of professional related experience, such as supervisor or coordinator within a school setting.

QUALIFICATIONS FOR DEANS AND COUNSELOR

Dean of the Engineering Academy

Under the supervision of the Principal, and working closely with the school counselor, teachers, and other staff, the Dean of the Engineering Academy will serve as coordinator of this pathway. The Dean of the Engineering Academy will provide innovate and creative, commitment to STEM education, and an overall passion for project, problem-based learning with real world application.

Essential Functions:
- Provide assistance to staff in curriculum planning and professional learning activities
- Coordinate meaningful internships, job shadow opportunities and volunteer service opportunities with local agencies
- Advise and consult with staff in the development and execution of effective instructional methods and programs
- Coordinate outreach efforts within the community
- Conduct formal observations of AFCS teachers as directed by Principal
- Coordinate assigned activities with colleges and outside agencies

- Oversee and participate in the efforts to attract and enroll students into the Engineering Academy
- Develop and support programs and services that will attract and serve students success
- Explore external funding sources for programs and participate as appropriate in grant writing and other resource development efforts
- Serve on school and county committees as delegated by AFCS Principal
- Participate in the hiring process of teachers
- Promote high expectation levels for student and staff performance
- Identify, analyze and apply research findings to facilitate program improvement
- Facilitate new family transitions to AFCS through tours and the registration process
- Provide opportunities for parents and community residents to be actively involved in the school
- Provide classroom instruction for Project Lead the Way (PLTW) courses
- Perform other related duties and responsibilities as required

Knowledge of:

- Current research based instructional trends regarding secondary age students
- Curriculum development, instructional program delivery strategies, and program supervision assessment and techniques
- Principles, techniques, strategies, goals, and objectives of public education
- Current innovative and created curriculum and instructional trends regarding the secondary students

Ability to:

- Direct, lead, and coordinate the multifaceted functions and activities of a secondary school facility
- Successfully employ the principles of student learning, diagnostic prescriptive instructional procedures and behavior modification methods
- Analyze problems, determine alternative solutions and make appropriate and effective decisions
- Communicate effectively in oral and written form
- Plan, develop, and maintain effective organizational and community relationships
- Demonstrate leadership for staff, families and the community
- Ensure equal educational opportunities for all students and their families

Education, Training and Experience

- A four year degree in one of the following areas: Math, Science, Physics, Industrial Technologies OR a four year degree in a field of Engineering
- Teaching Credential or Pupil Personnel Services Credential Required
- A minimum of 3 years experience working with school personnel, students and parents

- Teaching experience preferred
- Bilingual preferred

Dean of the International Academy

Under the supervision of the Principal, and working closely with the school counselor, teachers, and other staff, the Dean of the International Academy will serve as coordinator of this pathway.
The Dean of the International Academy will provide innovate and creative, commitment to teaching global competency and an overall passion for cultural diversity, problem-based learning with real world application beyond students' immediate environment.

Essential Functions:

- Provide assistance to staff in curriculum planning and professional learning activities
- Coordinate meaningful internships, job shadow opportunities and volunteer service opportunities with local agencies
- Advise and consult with staff in the development and execution of effective instructional methods and programs
- Coordinate outreach efforts within the community
- Conduct formal observations of AFCS teachers as directed by Principal
- Coordinate assigned activities with colleges and outside agencies
- Oversee and participate in the efforts to attract and enroll students into the International Academy
- Develop and support programs and services that will attract and serve students success
- Explore external funding sources for programs and participate as appropriate in grant writing and other resource development efforts
- Serve on school and county committees as delegated by AFCS principal
- Participate in hiring process of teachers
- Promote high expectation levels for student and staff performance
- Identify, analyze and apply research findings to facilitate program improvement
- Facilitate new family transitions to AFCS through tours and the registration process
- Provide opportunities for parents and community residents to be actively involved in the school
- Perform other related duties and responsibilities as required

Knowledge of:

- Current research based instructional trends regarding secondary age students
- Curriculum development, instructional program delivery strategies, and program supervision assessment and techniques

- Principles, techniques, strategies, goals, and objectives of public education
- Current innovative and created curriculum and instructional trends regarding the secondary students

Ability to:

- Direct, lead, and coordinate the multifaceted functions and activities of a secondary school facility
- Successfully employ the principles of student learning, diagnostic prescriptive instructional procedures and behavior modification methods
- Analyze problems, determine alternative solutions and make appropriate and effective decisions
- Communicate effectively in oral and written form
- Plan, develop, and maintain effective organizational and community relationships
- Demonstrate leadership for staff, families and the community
- Ensure equal educational opportunities for all students and their families

Education, Training and Experience

- Successful completion of a 4 year college or university degree, with a major in or substantial coursework in the education field, youth program administration, International Studies or other closely related field
- Teaching Credential or Pupil Personnel Services Credential Required
- A minimum of 3 years experience working with school personnel, students and parents
- Teaching experience preferred
- Fluency in a language other than English preferred

School Counselor Job Description

Provides assistance for students as they make educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible men and women. Assist students to overcome problems that impede learning. Plan, implement, and evaluate learning programs and activities in assigned teaching areas. Determine student individualized learning needs, prescribe and implement instructional services to maximize the learning of each individual student, consistent with America's Finest Charter School High goals and objectives.

Essential Functions:

- Development and management of a comprehensive school counseling program based on the ASCA National Model
- Counsel individual and groups of students to promote confidence and effective interaction, and to solve problems and make effective decisions
- Develops and/or presents classroom and small group activities to enhance personal/social skills and to facilitate educational and career planning

- Maintains effective records of students in order to follow through with needed services in both academic and social/emotional areas
- Participates in any ongoing programs acknowledging students for appropriate behavior, attendance and/or academic performance
- Interprets appropriate assessment data for teachers and/or parents
- Communicates with parents to maximize students' social and academic adjustment, explaining school policies, and assisting in parental understanding of students development
- Develops relationships with community agencies that will facilitate referrals for in-depth service when indicated
- Orients new students and conducts articulation activities, which facilitate transfer from one school or educational level to another
- Monitors students with developmental problems, initiates conferences with appropriate adults to provide prescriptive suggestions to resolve identified student problems.
- Consults with teachers to coordinate effective intervention plans to meet students' needs and to serve as a referral agent when needed
- Consults with other school staff on curriculum development, testing, records, placement, grouping, promotion, student evaluation, screening of students, and providing information
- Participates as needed in Student Study Team process to problem-solve and coordinate services
- Participates as needed as administrative designee in appropriate IEP meetings
- Designs and presents professional development activities to the school staff
- Serves in various capacities at the school level when required, such as providing professional development, reporting to the Governing Board and participating on school committees
- Maintains a high level of professional development by attending conferences, implementing activities based on current research and disseminating successful strategies to professional colleagues
- Provide coordinative and consultative functions to teachers, students and administration
- Participate in professional inservice (i.e. college admission, vocational opportunities/program and professional guidance organization)
- Provide career guidance and counseling on an individual basis
- Ability to collect and analyze test data, conduct studies, keep records, and prepare reports
- Performs other duties as assigned

Knowledge of:

- National Counseling Standards
- Confidentiality rights of students and parents
- Effective individual and group counseling strategies
- Strategies for dealing with students in emergency and crisis situations

Ability to:

- Communicate with students, parents, and staff
- Organize and lead group counseling sessions
- Organize and lead parent conferences and/or group meetings
- Analyze student achievement and assessment data
- Actively participate in SST and IEP meetings
- Present program information in a public setting

Education, Training and Experience

- Valid Pupil Personnel Services Counseling credential
- Experience with individual and group counseling
- Ability to develop intervention programs to help students meet their academic and social needs.
- Bilingual preferred

QUALIFICATIONS FOR TEACHERS

To the extent required by law, teachers are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As provided by law, AFCS may exercise flexibility with regard to those teaching non-core, non-college preparatory classes. All requirements for employment set forth in applicable provisions of law will be met.

Teachers at AFCS will be expected to be collaborative team players and should be open to reflecting on teaching practices for continual improvement. Teachers should demonstrate knowledge of how to engage and support all learners. AFCS teachers are expected to communicate often and effectively with students and parents.

Core Competencies of Teachers:

- Knowledge of standards-based instruction and ability to align curriculum and standards to student needs.
- Willingness to adopt assessment practices that can be used in standards-based evaluation of student learning.
- Knowledge of student assessment and the ability to use data to inform teaching practices.
- Ability to effectively use a broad range of instructional designs, instructional strategies, teach the curriculum with fidelity, provide a flexibly paced coherent curriculum, establish challenging standards-based goals and effective student feedback.
- Demonstrated competence using advanced technology skills as an integrated learning tool.
- Effective classroom management skills that contribute to student collaboration.
- Build student independence and active engagement.
- Willingness to work as a vital part of the AFCS team to ensure continuous improvement for students, staff, and AFCS community as a whole.

- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Enthusiasm for innovative teaching designs, instructional flexibility, and the belief that all students can succeed.
- Desire and ability to engage in continuing research-based education dialogue, staff development, and positive interactions within the established professional learning community.

Teacher Evaluation

The schools' principals, with the assistance of the executive director, evaluate every teacher twice per year: mid-year in January and end-of-year by June. The evaluation criteria includes adherence to the school's mission, vision, use of student assessments, academic achievement, use of research-based instructional strategies, participation in professional development, participation in school-wide events, and communication with parents. The principals and/or deans conduct regular classroom walkthroughs and provide immediate feedback to every teacher.

OTHER STAFF MEMBERS

AFCS recruits and employs professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees must demonstrate and adhere to our Charter School's mission, program design, instructional philosophy, and curriculum documented in this charter. Staff members will meet certification or degree requirements, and have experience and expertise as appropriate, for their position within the Charter School as outlined in their job descriptions.

ELEMENT 6: HEALTH & SAFETY POLICIES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, AFCS has full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts.

PROCEDURES FOR CAMPUS VISITORS
All visitors must register at the front desk and are provided with a visitor's badge.

PROCEDURES FOR BACKGROUND CHECKS
Employees of AFCS are required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The School Executive Director shall monitor compliance with this policy and report to AFCS Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Those who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS
All non-certificated and certificated staff will be mandated child abuse reporters and are required to follow all applicable reporting laws.

TB TESTING
Faculty, staff, and volunteers are tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

IMMUNIZATIONS
All staff and enrolled students are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations section 6000-6075.

MEDICATION IN SCHOOL
AFCS adheres to Education Code Section 49423 regarding administration of medication in school. AFCS adheres to Education Code Section 49414 regarding epinephrine autoinjectors and training for staff members. AFCS may also provide emergency medical aid to persons who may be suffering from opioid overdose per Education Code Section 49414.3.

VISION, HEARING, AND SCOLIOSIS
Students are screened for vision, hearing, and scoliosis by a registered nurse contracted by the school. AFCS adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

SUICIDE PREVENTION PLAN
AFCS maintains a Suicide Prevention Policy on student suicide prevention in accordance with Education Code Section 215. If AFCS issues student identification cards, the school will print the telephone number of the National Suicide Prevention Lifeline on those cards (Education Code 215, 215.5).

FEMININE HYGIENE PRODUCTS
AFCS will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

CALIFORNIA HEALTHY YOUTH ACT
The charter school shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

NUTRITIONALLY ADEQUATE FREE OR REDUCED PRICE MEAL
The charter school shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced price meal, as defined in Education Code Section 49553(a), during each school day.

PREGNANT AND PARENTING PUPILS
AFCS shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student for the purpose of expressing breast milk, breastfeeding an infant child, or addressing other needs related to breastfeeding. The charter school shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students (Education Code 222, 222.5, 46015).

HUMAN TRAFFICKING PREVENTION
AFCS shall identify and implement methods of informing parents/guardians of human trafficking prevention resources by January 1, 2020 (Education Code 49381).

BULLYING PREVENTION
AFCS will maintain and enforce a policy on bullying and cyberbullying prevention and annually make CDE's online training module on bullying prevention available to school site certificated employees and other employees who have regular interaction with students (Education Code 234.4, 32283.5).

TEMPORARY DISABILITY
AFCS shall allow a student who is enrolled in the charter school but receiving individual instruction at home or a hospital due to a temporary disability to return to the charter school when well enough to do so, provided the student returns during the school year in which the individual instruction was initiated (Education Code 48207.3).

SCHOOL SAFETY PLAN

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other charter school designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related" apparel
- procedures for safe ingress and egress of pupils, parents, and employees to and from the charter school
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

EMERGENCY PREPAREDNESS

AFCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement. This handbook includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. AFCS Board of Directors will review, revise, and approve our Emergency Site Plan on an annual basis.

BLOOD-BORNE PATHOGENS

AFCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood viruses, including human immunodeficiency virus (HIV), and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

AFCS shall function as a drug, alcohol, and tobacco-free zone.

FACILITY SAFETY

AFCS complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The

school agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The school shall conduct fire and natural disaster drills monthly.

SECLUSION AND BEHAVIORAL RESTRAINT

AFCS prohibits seclusion and behavioral restraint of students as a means of discipline and only uses such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response (Education Code 49005-49006.4).

ELEMENT 7: RACIAL & ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

A central part of America's Finest Charter School's vision is to be a high-performing school that is representative of the diversity of City Heights/Talmadge and Chollas View areas. In order to achieve a racial and ethnic balance that is reflective of our community, our school:

- Provides a welcoming, safe, and nurturing learning environment for students of all ethnic backgrounds. The student body is not only reflective of the population residing within the community, but also recognized as a school that honors and welcomes diversity.
- Strives to achieve racial and ethnic balance among its student population through outreach efforts to various racial and ethnic populations within the community.
- Commits to developing promotional and informational materials as well as informational presentations in languages other than English (i.e., Spanish, Vietnamese, Somali) in an effort to appeal to limited English proficient populations and address concerns specific to that population.
- Commits to an enrollment timeline and process that allows for a broad-based recruiting and application process.
- Each year reviews its racial and ethnic balance and policies to determine which of these are the most effective in achieving a diverse student population.
- Hosts open houses and provides tours of the school throughout the school year.
- Employs multilingual/multicultural office staff that can communicate with prospective families.

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

America's Finest Charter School is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

America's Finest Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Should AFCS receive a number of applications from potential students exceeding the number of spaces available within each grade level, the Charter School will conduct a random public lottery, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:

- AFCS shall enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
- The lottery shall take place within 30 days of closing the open enrollment period, which will be at least 90 days long.
- All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.
- The lottery shall take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
- The lottery shall take place on a weekday evening or other time when most interested parties who wish to attend may do so.

The following shall be exempt from the lottery:

- Students currently attending AFCS
- Siblings of students currently attending AFCS

Who will run the lottery?

- An outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

Waiting list:

- Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn.
- Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year.

ELEMENT 9: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

America's Finest Charter School (AFCS) is fiscally solvent. Our school contracts annually with an auditor for a comprehensive fiscal review. All Internal Revenue Service rules and regulations are adhered to. All administrators are apprised of the new rules and regulations for Form 990 and AFCS's Conflict of Interest Code and they are adhered to. (Appendix F) Governance, board policies procedures as well as financial documents are retained in the Executive Director's office and are available for review as needed.

An annual independent fiscal audit of the books and records of AFCS is conducted as required under the Charter Schools Act, § 47605(b)(5)(I) and 47605(m). The books and records of AFCS are kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide. The Governing Board of America's Finest Charter School, selects an independent auditor through a request for proposal (RFP) format. The auditor has, at a minimum, a certified public accountant (CPA) license, educational institution audit experience and be approved by the State Controller on its published list of educational audit providers. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget circulars.

The annual audit is completed within four months of the close of the fiscal year and a copy of the auditor's findings is forwarded to SDUSD, the County Superintendent of Schools, the State Controller, and to the California Department of Education (CDE) by the 15th of December of each year. The Board reviews any audit exceptions or deficiencies and meet with SDUSD with regard to resolution of audit exception or deficiencies to the satisfaction of the District. The Governing Board for America's Finest Charter School then submits a report to SDUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of SDUSD along with an anticipated timeline for the same. The independent fiscal audit of AFCS is public record to be provided upon request.

To date, America's Finest Charter School has received audits with no material findings each year of its existence.

ELEMENT 10: SUSPENSION/EXPULSION PROCESS

Governing Law: The procedure by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

At America's Finest Charter School, the suspension and expulsion procedures exist to ensure a safe and effective learning environment for all students. Successful procedures provide for due process, to be specific and concrete, and to be supported by the school community. America's Finest Charter School regards suspension and expulsion as a last resort. The criteria for suspension and expulsion of students are consistent with all applicable federal statutes and state constitutional provisions. All related hearings conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.
At America's Finest Charter School (AFCS) we believe that all students should be treated with respect and dignity. Students need to be in school and we believe that students should not be suspended or expelled unnecessarily. At America's Finest Charter School we have implemented positive discipline interventions that keep students in the classroom learning. The suspension and expulsion policies will be enforced only when other means of correction fail to resolve the situation.

Pupil Suspension and Expulsion Policy
This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at AFCS. In creating this policy, AFCS has reviewed Education Code Section 48900 *et seq.* which describes the non-AFCS's list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* AFCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AFCS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

America's Finest Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

AFCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom AFCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.

AFCS will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom AFCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

America's Finest Charter School shall notify San Diego Unified School District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and work with the San Diego Unified School District to ensure that all applicable laws related to discipline for students with be provided with the procedural protections as outlined below in this policy.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force of violence upon the person of another, except self- defense.
c) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more

than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

d) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
e) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
f) Committed or attempted to commit robbery or extortion.
g) Caused or attempted to cause damage to school property or private property.
h) Stole or attempted to steal school property or private property.
i) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
j) Committed an obscene act or engaged in habitual profanity or vulgarity.
k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
l) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
m) Knowingly received stolen school property or private property.
n) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
o) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
p) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
q) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
r) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

s) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

t) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

w) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

      (1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

      (2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

      (3) Causing a reasonable student to experience substantial interference with his or her academic performance.

      (4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by AFCS.

ii) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   (1) A message, text, sound, or image.
   (2) A post on a social network Internet Web site including, but not limited to:
      (a) posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   (3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

x) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aide and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

y) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1) Conference

A principal or designee (hereafter principal/designee) may order formal suspension from school. Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or AFCS employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or AFCS personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with AFCS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AFCS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled by the America's Finest Charter School Board following a hearing or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing

board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1) The date and place of the expulsion hearing;
2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3) A copy of AFCS's disciplinary rules which relate to the alleged violation;
4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at AFCS to any other school district or school to which the student seeks enrollment;
5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6) The right to inspect and obtain copies of all documents to be used at the hearing;
7) The opportunity to confront and question all witnesses who testify at the hearing;
8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

AFCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AFCS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may

include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2) AFCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross- examination during which he or she may leave the hearing room.

4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7) If one or both of the support persons is also a witness, AFCS must present evidence that the witness' presence is both desired by the witness and will be helpful to AFCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way.

   Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony

9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

a) Notice of the specific offense committed by the student; and
b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AFCS.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

a) The student's name; and
b) The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(d) (3), upon expulsion of any student, America's Finest Charter School shall notify any school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. Disciplinary Records

AFCS shall maintain records of all student suspensions and expulsions at AFCS. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from America's Finest Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AFCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from AFCS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AFCS for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or AFCS shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon AFCS's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1) Notification of SELPA

AFCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who AFCS or SELPA would be deemed to have knowledge that the student had a disability.

2) Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum.

Although, in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3) Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, AFCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If AFCS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If AFCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that AFCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and AFCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If AFCS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then AFCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4) Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AFCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or AFCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AFCS agree otherwise.

5) Special Circumstances

AFCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6) Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7) Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated AFCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if AFCS had knowledge that the student was disabled before the behavior occurred.

AFCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to AFCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b) The parent has requested an evaluation of the child.
c) The child's teacher, or other AFCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AFCS supervisory personnel.

If AFCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If AFCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. AFCS shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by AFCS pending the results of the evaluation.

AFCS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All certificated employees can participate in the State Teacher's Retirement System (STRS) to the extent allowed by law. Certificated members shall retain all previous vested rights in STRS. All qualifying classified staff may participate in the Federal Social Security Program (SSI) or a retirement plan that the school has established which may include a 401K.

A health and welfare benefits package will be offered to all full-time employees after a 60-day probationary period. The costs and coverage will be determined on employment status and will include medical, dental and vision insurance.

ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

Students who opt not to attend America's Finest Charter School may attend their district of residence school or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

ELEMENT 13: RETURN RIGHTS OF DISTRICT EMPLOYEES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

AFCS will not hire employees who are on a leave of absence from another employer. AFCS requires an applicant to resign from the employment with another district prior to being hired by AFCS. All applicants selected as employees are contracted as AFCS employees only.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

DISPUTES BETWEEN AMERICA'S FINEST CHARTER SCHOOL AND THE SAN DIEGO UNIFIED SCHOOL DISTRICT

In the event of a dispute between the Charter School and the District regarding the terms of this charter or any other issue regarding the Charter School and District relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s) ("dispute statement") and to refer the issue to the Office of Charter Schools and the Charter School Executive Director. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

Within 10 business days of receipt of the dispute statement, or longer if both parties agree, the Charter School Executive Director and the Office of Charter Schools or their designees, shall meet and confer in an attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the Charter School Executive Director and the Office of Charter Schools shall meet again within 15 business days, or longer if both parties agree, to identify a neutral, third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the Charter School Executive Director and the District Superintendent, or their designees, and shall incorporate informal rules of evidence and procedure, unless both parties agree otherwise. The finding or recommendation of any mediator, shall be non-binding, unless the governing boards of the Charter School and District jointly agree in writing to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 business days. All mediation costs during the dispute resolution shall be shared equally by the Charter School and the District. AFCS is solely responsible solely any other costs including attorney's fees.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be resolved to the mutual satisfaction of both parties, the Charter School shall be given a reasonable period of time to correct the violation, unless the District indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the Charter School's pupils. The District reserves the right to take any action it deems appropriate and the Charter School reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the Charter School's pupils. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

DISPUTES WITHIN THE CHARTER SCHOOL

Any dispute arising within America's Finest Charter School, whether among or between students, staff, parents, partnering organizations or Board members, shall be resolved pursuant to the policies and processes adopted by the Board of Directors.

OVERSIGHT, REPORTING, REVOCATION & RENEWAL

San Diego Unified School District may inspect or observe any part of America's Finest Charter School at any time, and in most cases shall provide reasonable notice to the school prior to doing so. In the event that San Diego Unified School District believes there exists a cause to revoke this charter, it shall follow the procedures in Education Code Section 47607 and its implementing regulations.

America's Finest Charter School agrees that it will annually provide San Diego Unified School District with a fiscal and programmatic audit and performance review.

ELEMENT 15: PROCEDURES FOR CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Education Code Section 47605(b)(5)(P))

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

America's Finest Charter School staff will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

America's Finest Charter School staff will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

America's Finest Charter School staff will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets,

including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix I, America's Finest Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

BUDGET

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

America's Finest Charter School one-year cash flow and three-year projected budget can be found in Appendix I.

FINANCIAL REPORT

America's Finest Charter School will:

- Contract with CSMC (or other similar back office services provider, or equivalent), a comparable accounting system using SACS to complete all transactions such as incoming revenues, purchases, bill payments, payroll and benefits, reimbursements and transfers that will be entered into the accounting system using SACS numbers to organize reporting.
- Adhere to the District's reporting requirements:
    - America's Finest Charter School will provide the following reports as required by law:
        - California Basic Educational Data System (CBEDS) through CALPADS.
        - Average Daily Attendance (ADA), which includes the 20-day Certification (Actual Attendance Report); and the Annual Executive Director Apportionment (P1, P2, and Fiscal Year Annual Report).
        - School Accountability Report Card (SARC)
        - Local Control & Accountability Plan (LCAP)/Local Control Funding Formula (LCFF)
    - America's Finest Charter School will provide the following data and reports as required by the District:
        - If placed on the "Financial Watch List," monthly statements of accounts
        - Test results for all state mandated assessments, which are:
            1. California Assessment of Student Performance & Progress (CAASPP)
            2. California English Language Development Test (ELPAC)
- America's Finest Charter School's Executive Director is responsible for collecting, reviewing and selecting all vendors. The Executive Director oversees and evaluates all contracted vendors (CSMC, SDUSD, etc.) to ensure all decisions and programs received are in accordance with the charter's mission and California Education Code. In addition, all vendor contracts equal to or exceeding $20,000 that are not specified in the budget will need to be approved by the America's Finest Charter School Board of Directors.
- America's Finest Charter School will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the San Diego County Office of Education, and/or from the Superintendent of Public Instruction pursuant to Educational Code Section 47604.3

- America's Finest Charter School will provide the District with present and future line item budgets for the School as required by the District and will meet all other financial reporting requirements as outlined in Education Code Section 47604.33 including the following financial reporting requirements:
    - On or before July 1, a preliminary budget
    - By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5
    - On or before December 15, an interim financial report. This report shall reflect changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
    - On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
    - On or before September 15, a financial unaudited report for the full prior year.

INSURANCE

No coverage shall be provided to America's Finest Charter School by the District under any of the District's self-insured programs or commercial insurance policies. America's Finest Charter School secures and maintains, as a minimum, insurance as set forth below with insurance companies acceptable to the District in order to protect America's Finest Charter School from claims, which may arise from its operations. America's Finest Charter School shall meet the following insurance requirements.

It shall be America's Finest Charter School responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are maintained:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the charter school from claims under Workers' Compensation Acts which may arise from its operations, including Employers Liability Limits of $1,000.000/$1,000,000/$1,000,000.

2. Commercial General Liability. America's Finest Charter School shall maintain throughout the term of the charter, at its own expense, general liability insurance with limits of liability of $5,000,000 per occurrence for bodily injury, personal injury and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required per occurrence limit. This insurance shall be endorsed to include the following: (i) AFCS its officers, officials, employees, agents, and volunteers as additional insured's; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of AFCS and San Diego Unified School District.

3. Commercial Automobile Liability. America's Finest Charter School shall maintain throughout the term of this MOU at its own expense automobile liability insurance with

limits of liability of $1,000,000 per occurrence, for owned, non-owned or hired vehicles. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. Such insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insured's; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

4. Fidelity Bond (Employee Dishonesty) Coverage shall be maintained by America's Finest Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be $100,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of $1,000,000 per occurrence.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the San Diego Unified School District as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

Should America's Finest Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the San Diego Unified School District and its purchase shall be the responsibility of America's Finest Charter School. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and SDUSD. A copy of this policy will be available to the District upon request.

ADMINISTRATIVE SERVICES

America's Finest Charter School currently contracts with CSMC or may contract with another back office provider for the provision of fiscal services, budget, accounting, payroll and back office support. With the management of CSMC, America's Finest Charter School elects to receive funding directly from the State of California through the County Treasurer in accordance with applicable law. America's Finest Charter School acts as its own fiscal agent. While America's Finest Charter School does not expect the District to advance to America's Finest Charter School future revenues (i.e., smooth out School's revenue stream), nothing in this charter shall prevent the District from electing to do so at America's Finest Charter School request. America's Finest Charter School is responsible for recovering from the state all eligible mandated costs applicable to America's Finest Charter School. The District agrees to forward

America's Finest Charter School full school's account at the County Treasurer each month when due and send separate notice to America's Finest Charter School of each deposit amount without delay.

America's Finest Charter School implements fiscal and personnel management policies, procedures and record keeping practices. America's Finest Charter School's Executive Director is responsible for working with CSMC to prepare an annual budget for the America's Finest Charter School Board to consider and approve. The budget supports a business relationship with CSMC to manage and record all expenses; income and commitments daily and continually reconcile these actions with the budget.

America's Finest Charter School's Administration is responsible for establishing policies and procedures for coordinating school and Board authority and communication. America's Finest Charter School operations include regular meetings between the Executive Director and CSMC in order to routinely complete a variance analysis of the budget.

Board-adopted procedures specify that deviations/variances from the proposed budget are reviewed with CSMC in order to make necessary adjustments and, as necessary, report changes and/or recommendations to the Board. The Executive Director works closely with the Board Chair to address any issues or recommendations that require Board notification or action. In addition, the Executive Director maintains monthly cash flow spreadsheets with actual expenditures, encumbrances and variances. That report is presented at each Board meeting.

FACILITIES
America's Finest Charter School TK-8 is located at 730 45th Street, San Diego, CA 92102
America's Finest Charter School 9-12 is located at 4481 Estrella Ave, San Diego, CA 92115

AFCS's facilities complies with state building codes, federal American Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements, and maintains on file records documenting such compliance which are available for inspection.

TRANSPORTATION
Transportation will not be provided by America's Finest Charter School except as required by law for students with disabilities in accordance with a student's IEP. Transportation is not provided by AFCS. Students beyond walking distance are encouraged to use public transportation. AFCS may provide free passes to students who qualify for free and reduced lunch if they do not live within walking distance to school.

POTENTIAL CIVIL LIABILITY
Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code 47605(g).

America's Finest Charter School is operated by America's Finest Charter School, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and the California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. America's Finest Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of America's Finest Charter School.

America's Finest Charter School shall indemnify the District for the actions of America's Finest Charter School under this charter.

The corporate bylaws (Appendix E) of America's Finest Charter School provides for indemnification of its Board of Directors, officers, agents, and employees, and America's Finest Charter School maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. As stated above, insurance amounts are determined by recommendation of the District and America's Finest Charter School insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of America's Finest Charter School.

The Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

In addition, America's Finest Charter School has negligible financial impact and contributes positively to the San Diego Unified School District because:

- America's Finest Charter School works with the charter community recommended professionals to advise America's Finest Charter School in the best business practices for charter schools, California Charter Schools Association (CCSA) and its consultants

- America's Finest Charter School currently contracts with CSMC or may contract with another back office provider for the provision of fiscal services, budget, accounting, payroll and back office support for fiscal accountability.

America's Finest Charter School has a highly qualified Executive Executive Director:

- America's Finest Charter School is operated by America's Finest Charter School, a non-profit corporation.

- America's Finest Charter School carries the appropriate insurance including liability, errors and omissions.

- America's Finest Charter School recognizes the need for annual school visits from the District and the development of a cooperative relationship

- America's Finest Charter School pays for any services not required from the District to provide, per a separate MOU.

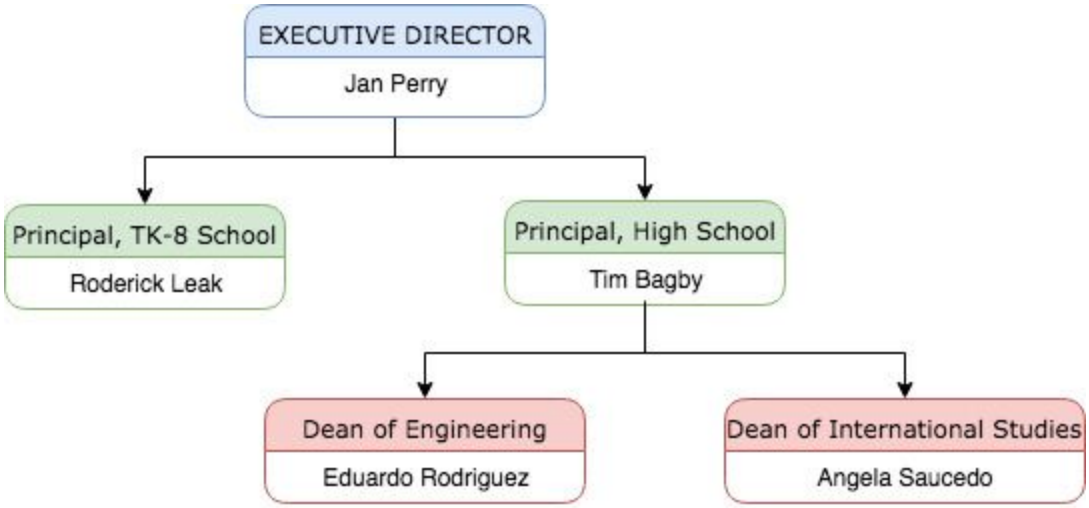
- America's Finest Charter School provides choice for students and facilities in the San Diego Unified School District.

TERM OF THE CHARTER

The term of this charter renewal shall be for a five-year period beginning July 1, 2020 and ending on June 30, 2025.

APPENDIX A

AMERICA'S FINEST CHARTER SCHOOL ADMINISTRATIVE FLOWCHART



APPENDIX B
AMERICA'S FINEST CHARTER SCHOOL BOARD ROSTER

Director	Position	Term	Email
Gary Rubin	President Community Representative	2019-2023	grubin@americasfinestcharterschool.org
Stewart Halpern	Community Representative	2018-2022	shalpern@americasfinestcharterschool.org
Julian McMillan	Community Representative	2018-2022	jmcmillan@americasfinestcharterschool.org
Yosaren Panza	Parent Representative	2019-2023	ypanza@americasfinestcharterschool.org
Helene Rubin	Secretary Community Representative	2019-2023	hrubin@americasfinestcharterschool.org

APPENDIX C

AMERICA'S FINEST CHARTER SCHOOL ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION

OF

AMERICA'S FINEST CHARTER SCHOOL

ARTICLE I

The name of the Corporation shall be *America's Finest Charter School* and will be referred to as the "Corporation".

ARTICLE II

A. This Corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purpose of this Corporation is to operate a K-6 Charter School whose mission is to accelerate students' academic achievement and cultivate a sense of helping others by providing an education based on best teaching and learning theories. This corporation promotes healthy, proficient readers and writers with higher-order thinking skills who are capable of problem solving and interacting effectively within our society.

ARTICLE III

The name in the State of California of this corporation's initial agent for service of process is:

Sandra Martinez, Initial Incorporator
2471 Bali Cove
San Diego, CA 92139

ARTICLE IV

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code Section 501(c)(3).

B. No substantial part of the activities of this Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign (including

the publishing or distribution of statements) on behalf of any candidate for public office.

C. The Corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate its status as a corporation that is exempt from federal income taxation as an organization of the type described in Section 501(c)(3) of the Code.

ARTICLE V

The property of this Corporation is irrevocably dedicated to charitable purposes. No part of the net income or assets of the corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation or Corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under the Internal Revenue Code 501(c)(3).

ARTICLE VI

The Corporation shall have perpetual duration.

ARTICLE VII

The affairs of the Corporation shall be managed by a Board of Directors of the Corporation as prescribed in the Bylaws of the Corporation. The method of election of Directors shall be determined by the Bylaws of the Corporation.

ARTICLE VIII

The Corporation shall have no members.

ARTICLE IX

The Corporation shall at all times maintain a general liability insurance policy with an amount of coverage of at least the following amounts: (i) if the corporation's annual budget is less than fifty thousand dollars ($50,000), the minimum required amount is five hundred thousand dollars ($500,000), (ii) if corporation's annual budget equals or exceeds fifty thousand dollars ($50,000), the minimum required amount is one million dollars ($1,000,000).

If the coverage amounts under California Corporations Code Section 5047.5 (or the corresponding provision of any successor statute thereto) shall be increased,

the amounts set forth in this ARTICLE IX shall also be increased, without the necessity of any action by the Board of Directors or the corporation.

ARTICLE IX

These Articles of Incorporation may be amended by a majority vote of the Board of Directors at any meeting of the Board of Directors validly noticed and held pursuant to the Bylaws of the Corporation.

September 1 2010

Sandra Martinez, Incorporator

Sandra Martinez, Incorporator

APPENDIX D
CA SECRETARY OF STATE ACTIVE CORPORATE STATUS

Business Search - Entity Detail

The California Business Search is updated daily and reflects work processed through Wednesday, July 31, 2019. Please refer to document **Processing Times** for the received dates of filings currently being processed. The data provided is not a complete or certified record of an entity. Not all images are available online.

C3327715 AMERICA'S FINEST CHARTER SCHOOL

Registration Date:	09/02/2010
Jurisdiction:	CALIFORNIA
Entity Type:	DOMESTIC NONPROFIT
Status:	ACTIVE
Agent for Service of Process:	JAN PERRY 3235 GOLDSMITH STREET SAN DIEGO CA 92106
Entity Address:	730 45TH ST SAN DIEGO CA 92102
Entity Mailing Address:	730 45TH ST SAN DIEGO CA 92102

A Statement of Information is due EVERY EVEN-NUMBERED year beginning five months before and through the end of September.

Document Type	File Date	PDF
SI-COMPLETE	11/26/2018	
SI-COMPLETE	03/21/2018	
RESTATED REGISTRATION	03/03/2017	
REGISTRATION	09/02/2010	

* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code **section 2114** for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to **Name Availability**.
- If the image is not available online, for information on ordering a copy refer to **Information Requests**.
- For information on ordering certificates, status reports, certified copies of documents and copies of documents not currently available in the Business Search or to request a more extensive search for records, refer to **Information Requests**.
- For help with searching an entity name, refer to **Search Tips**.
- For descriptions of the various fields and status types, refer to **Frequently Asked Questions**.

APPENDIX E

AMERICA'S FINEST CHARTER SCHOOL CORPORATE BYLAWS

America's Finest Charter School
730 45th Street, San Diego, CA 92102
619 694 4809

FIRST AMENDED BYLAWS
OF
AMERICA'S FINEST CHARTER SCHOOL

ARTICLE 1
Purposes

The corporation is organized for the public and educational purposes as specified in its Articles of Incorporation.

ARTICLE II
Offices

Section 1: Principal Office

The corporation's principal office shall be located at 730 45th Street, San Diego, CA 92102. The Board of Trustees ("Board") is granted full power and authority to change the principal office from one location to another within California.

Section 2: Other Offices

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

ARTICLE III
Membership

Section 1: No Members

Unless and until these bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall rest in the Board.

Section 2: Associates

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these bylaws, some or all of a member's rights, set forth in

the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of trustees/directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

ARTICLE IV
Board of Trustees

Section 1: Powers

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these bylaws, and such local public agency laws as may be applicable to the corporation, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these bylaws and permitted by law:

a) To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these bylaws; to fix their compensation; and to require security from them for faithful service;
b) To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these bylaws;
c) To adopt, make and use a corporate seal and to alter the form of the seal from time to time;
d) To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;
e) To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

f) To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
g) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
h) To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and,
i) To carry out such other duties as are described in the Charter of America's Finest Charter School as approved by the San Diego Unified School District and the Charter Schools Act of 1992 (Education Code Section 47600 et seq.).

Section 2: Number and Qualifications of Trustees

a) The number of trustee of the corporation shall not be less than five (5) and not more than seven (7), with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of the Articles of Incorporation or by amendment to these bylaws.
b) The qualifications for trustees are generally the ability to attend board meetings, a willingness to actively support and promote America's Finest Charter School, and a dedication to its educational philosophy and goals.

Section 3: Appointment and Term of Office

a) Each Board Member shall hold office, unless otherwise removed from office in accordance with the bylaws in section 4.
b) Each Board Member shall be appointed, elected or designated for four (4) years or until a successor has been appointed, elected or designated and a term qualified. Trustees may serve for two (2) or more consecutive terms if duly elected consistent with the terms of these bylaws.

Section 4: Resignation and Removal

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the president, the secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.

Section 5: Vacancies

a) A Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, or is removed, or if the authorized number of trustees is increased.
b) The Board may also declare vacant the office of any trustee who has been convicted of a felony, or has been found to have breached any duty arising under Article 3 of Chapter 2

of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

c) A vacancy on the Board shall be filled only by resolution of the Board. Each trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.
d) No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee's term of office.

Section 6: Place of Meeting

Meetings of the Board shall be held at the principal office of the corporation or within the State of California. Meetings of the Board to discuss items related to charter school operations shall be held within the boundaries of San Diego Unified School District or another location that complies with the Charter Schools Act.

Section 7: Regular Meetings; Annual Meetings

a) Annually the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by resolution of the Board.
b) Notwithstanding any other provision of these Bylaws, to the extent required by law, all meetings of the Board and its committees to discuss items related to charter school operations shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") and the Charter Schools Act, including that agendas for such meetings will be posted seventy-two (72) hours prior to the meeting in a location that is freely accessible to members of the public and on the school's website, if it has one. The notice shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

Section 8: Special Meetings

Special meetings of the Board for any purpose may be called at any time by the president, the secretary or any two trustees. The party calling such special meeting shall determine the place, date and time thereof.

Section 9: Notice of Special Meetings

a) Special meetings of the Board to discuss items related to charter school operations shall be called, noticed and held in compliance with the Brown Act and the Charter Schools Act. Notice of the time and place of special meetings shall be delivered to each trustee personally or by telephone, facsimile or email. The notice shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

b) Any such notice shall be addressed or delivered to each trustee at the trustee's address (or

telephone or facsimile number, or electronic mail address, as applicable) as it is shown on the records of the corporation or as may have been given to the corporation by the trustee for purposes of notice or, if an address (or telephone or facsimile number, or electronic mail address, as applicable) is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the trustees are regularly held.

c) Notice of special meetings to discuss items related to charter school operations shall be provided at least twenty-four (24) hours prior to the meeting in a location that is freely accessible to members of the public and on the school's website, if it has one, and shall be held in locations and in a manner consistent with the Brown Act and the Charter School Act.

Section 10: Quorum

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees, but no action can be taken unless and until a quorum is restored. Trustees may not vote by proxy.

Section 11: Consent to Meetings

Except as otherwise may be provided in the Brown Act, the transactions of the Board at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each trustee entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any trustee who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such trustee.

Section 12: Participation in Meetings by Teleconference

Members of the Board may participate in a meeting through the use of teleconference telephone or similar communications equipment, so long as all trustees participating in such meeting can communicate with one another. A meeting to discuss items related to charter school operations must be noticed and conducted in compliance with Section 54953(b) of the Brown Act and the Charter Schools Act, including without limitation the following:

a) At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the charter school's jurisdiction, defined as all counties where the corporation operates a charter school;

b) All votes taken during a teleconference meeting shall be by roll call;

c) If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d) All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 13: Adjournment

A quorum of the trustees present may adjourn any trustees meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment.

Section 14: Rights of Inspection

Subject to applicable federal and state laws regarding pupil confidentiality, every trustee has the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

Section 15: Board Committees

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more trustees to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

a) The filling of vacancies on the Board or on any committee which has the authority of the Board;
b) The fixing of compensation of the trustees for serving on the Board or on any committee;
c) The amendment or repeal of bylaws or the adoption of new bylaws;
d) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
e) The appointment of other committees having the authority of the Board;
f) The expenditure of corporate funds to support a nominee for trustee after there are more people nominated for trustee than can be elected; or
g) Final action on any matter that, by law, requires approval of all of the trustees or a majority of all the trustees.

Any such committee must be created, and the members thereof appointed, by resolution adopted

by a majority of the number of trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.

Section 16: Meetings and Action of Board Committees

Meetings and actions of Board committees shall be governed generally by, and held and taken in accordance with, provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be called by resolution of the Board. Meetings of committees to discuss items related to charter school operations shall be conducted in accordance with the Brown Act and Charter Schools Act. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these bylaws, the Brown Act and Charter Schools Act, if applicable. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 17: Revocation of Delegated Authority to Board Committees

The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

Section 18: Advisory Committees

The Board may establish one or more advisory committees to the Board. The members of any advisory committee may consist of trustees or non-trustees and may be appointed as the Board determines. Advisory committees may not exercise the authority of the Board to make decisions on behalf of this corporation, but shall be restricted to making recommendations to the Board or Board committees, and implementing Board or Board committee decisions and policies under the supervision and control of the Board or Board committee.

Section 19: Fees and Compensation

Trustees and members of committees shall not receive any compensation for their services as trustees and committee members; however, the Board may approve reimbursement of a trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 20: Non-liability of trustees

No trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 21: Standard of Care

A trustee shall perform the duties of a trustee, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a trustee, a trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

a) One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;

b) Counsel, independent accountants or other persons as to matters which the trustee believes to be within such person's professional or expert competence; or

c) A committee of the Board upon which the trustee does not serve as to matters within its designated authority, provided the trustee believes merits confidence and the trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 22: Annual Report

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the treasurer (or chief financial officer) shall cause an annual report to be prepared and sent to each trustee not later than 120 days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 23: Annual Statement of Certain Transactions and Indemnifications

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the trustees no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 22 of this Article above, this requirement shall be satisfied by including the required information in such report.

Section 24: Property Rights

No trustee shall have any right or interest in any of the corporation’s property or assets.

ARTICLE V
Officers

Section 1: Required Officers

The officers of this corporation shall be a president, a treasurer and a secretary. The treasurer and secretary may be board members, or employees or contractors of the corporation. The corporation may also have, at the discretion of the Board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

Section 2: Appointment of Officers

Except as otherwise specified in Sections 3 and 8 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3: Subordinate Officers

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section 4: President

The president is the chief executive office of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. The president shall be an ex officio voting member of each Board committee.

Section 5: Treasurer

The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any trustee. The treasurer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board; disburse the funds of the corporation as may be ordered by the Board; and shall render to the President and trustees, upon request, an account of all transactions and of the corporation's financial condition. The treasurer or designee shall present to the Board at all regular meetings an operating statement and report since the last

preceding regular meeting of the Board. The treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board

Section 6: Secretary

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix or cause to be affixed the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7: Removal and Resignation

Any officer may be removed with or without cause, by the Board at any time. In the case of an officer appointed by the president, the president shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 8: Vacancies

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE VI
Indemnification and Insurance

Section 1: Indemnification

To the fullest extent permitted by law, the corporation shall indemnify its trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines,

settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board shall authorize indemnification.

Section 2: Other Indemnification

No provision made by the corporation to indemnify its trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of trustees, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such trustees and officers may be entitled by contract or otherwise.

Section 3: Insurance

The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, trustees, employees, and other agents, to cover any liability asserted against or incurred by any officer, trustee, employee, or agent in such capacity or arising from the officer's, trustee's, employee's, or agent's status as such.

ARTICLE VII
Miscellaneous

Section 1: Fiscal Year

The fiscal year of the corporation shall be a fiscal year ending June 30.

Section 2: Inspection of Corporate Records

The books of account and minutes of the proceedings of members and trustees, and of any executive committee or other committees of the trustees, shall be open to inspection at any reasonable time upon the written demand of any member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

The corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

Section 3: Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of

indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the president.

Section 4: Endorsement or Execution of Documents and Contracts

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chair of the Board, the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the president. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII
Effective Date and Amendments

Section 1: Effective Date

These bylaws shall become effective immediately upon their adoption. Amendments to these bylaws shall become effective immediately upon their adoption unless the Board directs otherwise.

Section 2: Amendments

These bylaws may be amended or repealed and new bylaws adopted only by the vote of a majority of trustees then in office.

[END]

CERTIFICATE OF ADOPTION

I certify that I am the Secretary of America's Finest Charter School, a California nonprofit public benefit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation that were duly adopted by the corporation's Board of Directors on August 19, 2019.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on August 19, 2019.

Helene S. Rubin

Secretary, America's Finest Charter School

APPENDIX F

AMERICA'S FINEST CHARTER SCHOOL CONFLICT OF INTEREST CODE

Adopted by AFCS Board on August 19, 2019; San Diego County Board Approval in process

America's Finest Charter School
730 45th Street, San Diego, CA 92102
619 694 4809

AMERICA'S FINEST CHARTER SCHOOL
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code § 81000, *et seq*.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. § 18730) which contains the terms of a standard conflict of interest code, and which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

The terms of California Code of Regulations, Title 2, Section 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated by reference. This regulation and the attached Appendices designating positions and establishing disclosure categories shall constitute the Conflict of Interest Code ("Code") for America's Finest Charter School, a California nonprofit public benefit corporation ("AFCS").

This Code shall take effect when approved by the Board of Supervisors for the County of San Diego, and shall thereupon supersede any and all prior codes adopted by AFCS, but supplement any conflict of interest policies adopted in compliance with the laws governing nonprofit corporations and tax-exempt entities.

Individuals holding designated positions shall file their statements of economic interests with AFCS, which will make the statements available for public inspection and reproduction (Gov. Code Section 81008). All statements will be retained by AFCS.

APPENDIX A
DESIGNATED POSITIONS

Any person designated in this Appendix A who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from AFCS's legal counsel. (Gov. Code § 83114; 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

Opinions rendered by AFCS's legal counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on such legal counsel's opinion as evidence of good faith. In addition, AFCS may consider whether such reliance should constitute a mitigating factor to any disciplinary action that AFCS may bring against the requesting party under Government Code Section 91003.5.

Designated Position	**Disclosure Categories**
Members of the Board of Directors	1, 2
Executive Director	1, 2
Consultants/ New Positions	*

* A consultant or new position is not required to report under the disclosure categories unless the Executive Director determines in writing that the consultant or new position is a "designated position". Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this Code.

APPENDIX B
DISCLOSURE CATEGORIES

Category l. Designated positions assigned to this category must report:

Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction of San Diego County.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles, of the type utilized by AFCS.

APPENDIX G
AMERICA'S FINEST CHARTER SCHOOL UNIFORM COMPLAINT POLICY AND FORM

America's Finest Charter School
730 45th Street, San Diego, CA 92102
619 694 4809

Uniform Complaint Procedures Policy

Adopted by our Governing Board on August 19, 2019.

This Uniform Complaint Procedures Policy ("UCP") contains rules and instructions about the filing, investigation and resolution of a UCP complaint regarding an alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by America's Finest Charter School (the "School"), including non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan ("LCAP"). The School shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations.

The School developed this UCP pursuant to Title 5, California Code of Regulations, §§ 4600-4687 and consistent with policies and procedures adopted by our governing board. This UCP shall apply only to those complaints that fall within the scope of the UCP and are applicable to charter schools. It does not apply to complaints arising from the employment relationship, which are separately addressed by the School's employment policies. It also does not apply to complaints regarding classroom assignments, student advancement and retention, selection/provision of textbooks and materials, student discipline, provision of core curricula subjects, facilities, graduation requirements, homework policies and practices, use of general education funds, dress codes and school uniforms.

COMPLAINTS UNDER THE UCP

A UCP complaint is a written and signed statement by a complainant, including a person's duly authorized representative or an interested third party, public agency, or organization, alleging a violation of federal or state laws or regulations, which may include: complaints regarding certain programs and activities; complaints regarding charging pupil fees for participation in an educational activity; complaints regarding non-compliance with the requirements of the School's LCAP; or an allegation of unlawful discrimination, harassment, intimidation, or bullying in certain programs or activities. A UCP complaint must be filed according to the procedures set forth herein.

Complaints Regarding School Programs and Activities

Complaints of violations of state or federal law or regulations governing the following programs and activities, to the extent offered by the School, are subject to the UCP and will be investigated by the School:

- After School Education and Safety
- California Peer Assistance and Review Programs for Teachers
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid

- Education of Pupils in Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled in A School District, and Pupils of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Reasonable Accommodations to a Lactating Pupil
- School Safety Plans
- Special Education
- Tobacco-Use Prevention Education

Complaints Regarding Pupil Fees

Complaints the School has violated Education Code §§ 49010 through 49013 concerning pupil fees are subject to this UCP and will be investigated by the School. A pupil shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code § 49011.

A "pupil fee" is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. "Educational activities" are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints Regarding the Local Control Accountability Plan

Complaints concerning the School's LCAP (Education Code § 52075) are subject to this UCP and will be investigated by the School. The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to Education Code § 52060(d).

Complaints of Discrimination, Harassment, Intimidation and/or Bullying

Complaints of discrimination, harassment, intimidation, and/or bullying any protected group as identified in Education Code § 200 and 220, and Government Code § 11135, including any actual or perceived characteristics set forth in Penal Code § 422.55, based on sex, sexual

orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the School which is funded directly by, or that received or benefits from any state financial assistance, are subject to this UCP and will be investigated by the School. Any School personnel who witness an act of discrimination, harassment, intimidation or bullying, shall take immediate steps to intervene when safe to do so as required by Education Code § 234.1.

Complaints may be based on discrimination, harassment, intimidation, and/or bullying that occurs employee-to-student, student-to-student, and/or third party conduct to a student. Such complaints may also include allegations of failure to provide reasonable accommodations to a lactating pupil on campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding pursuant to Education Code § 222.

THE UCP ANNUAL NOTICE

We ensure annual dissemination of a written notice of our UCP to all students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of Education Code §§ 49010 through 49013 relating to pupil fees and information regarding the requirements of Education Code § 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English. If 15% or more of students enrolled at the School speak a single primary language other than English, the annual notice shall be provided in that language as well pursuant to Education Code § 48985.

This UCP shall be available in the School's main office and copies shall be made available free of charge.

CONFIDENTIALITY AND NON-RETALIATION

Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to only those persons with a need to know within the confines of the School's reporting procedures and investigative process. The School will make every effort to keep as confidential the identity of a complainant alleging discrimination, harassment, intimidation, or bullying.

The School prohibits retaliation in any form for filing of a complaint or an appeal, reporting instances of noncompliance, discrimination, harassment, intimidation, and/or bullying, or for participation in the complaint-filing or investigation process. Complainants are protected from retaliation.

These confidentiality and non-retaliation requirements extend to all parties involved.

DESIGNATION OF RESPONSIBLE EMPLOYEE

The School hereby designates the employee responsible for receiving, investigating and responding to complaints and acting as the compliance officer(s) responsible for handling complaints under this UCP, referred to herein as the "Responsible Employee," to be:

Jan Perry, Executive Director
America's Finest Charter School
730 45th Street
San Diego, CA 92102

(619) 694-4809
(619) 794-2762 Fax
jan@americasfinestcharterschool.org

In no instance shall the Responsible Employee be assigned to a complaint in which he or she has a bias or conflict of interest that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against Responsible Employee or that raises a concern about Responsible Employee's ability to investigate the complaint fairly and without bias shall be filed with or referred to the School's Principal or other appropriate School official, who shall determine how the complaint will be investigated.

The School will ensure that persons assigned to investigate complaints are knowledgeable about the laws and programs at issue in the complaints for which they are responsible. The Responsible Employee may consult with legal counsel.

The Responsible Employee shall determine whether interim measures are necessary pending the result of an investigation. The interim measures shall remain in place until the Responsible Employee determines that they are no longer necessary or until the School issues its final written decision, whichever occurs first.

COMPLAINT PROCEDURES

The School shall investigate and seek to resolve, in accordance with this UCP, complaints alleging failure to comply with applicable state and federal laws and regulations, including but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the School that are subject to this UCP. All parties involved in allegations shall be notified by the Responsible Employee when a complaint is filed, when a mediation or hearing is scheduled, and when a decision is made.

Step 1: Filing a Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the School. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a parent or guardian.

Complainants are encouraged, but not required, to use the appropriate complaint form(s), attached. If a complainant is unable to prepare a written complaint due to conditions such as disability or illiteracy, the complainant can receive assistance from School staff.

Complaints shall be filed with the Responsible Employee at the address provided herein. The Responsible Employee will maintain a log of complaints and subsequent related actions, as required by oversight agencies. The Responsible Employee will evaluate the complaint to determine whether it is subject to this UCP and will notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP.

Timing of Complaints

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. If the complaint is not timely filed, the complainant will be notified of his or her right to appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint.

Pupil fee complaints shall be filed no later than one (1) year from the date the alleged violation occurred with the Responsible Employee or designee.

Anonymous Complaints

Complaints related to pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Step 2: Mediation (Optional)

Within ten (10) workdays of receiving the complaint, the Responsible Employee and complainant may mutually agree to mediation. The Responsible Employee shall make arrangements for any mutually agreed upon mediation that will allow both the complainant and School to present relevant evidence. The Responsible Employee shall inform the complainant that the mediation process may be terminated at any time and proceed directly to an investigation. In the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the mediator must agree to keep confidential any information obtained through mediation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee shall have access to applicable School records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee shall do all of the following, in no specific order:

- Provide an opportunity for the complainant or complainant's representative and the School's representative to present information relevant to the complaint or investigative process.
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation.
- When necessary, seek clarification on specific complaint issues.

Refusal to provide the Responsible Employee with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation by the complainant or his/her representatives may result in dismissal of complaint because of a lack of evidence to support the allegation. Refusal to provide the Responsible Employee with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation by the School or its staff may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

The Responsible Employee shall prepare and send to the complainant a written report of the investigation and final decision within sixty (60) calendar days of School's receipt of the complaint, unless extended by written agreement with the complainant. The School's decision shall be written in English and, when required by law, in the complainant's primary language.

The decision shall include:

1. The finding(s) of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective action, if any are warranted, including, with respect to a pupil fee complaint, a remedy that comports with Education Code § 49013(d) and Title 5, California Code of Regulations, § 4600(u);
6. Notice of the complainant's right to appeal the School's decision to the CDE; and
7. Procedures to be followed for initiating an appeal to the CDE.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

In no event shall a decision under this section include identifying information of a student or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against the student or employee. If a student or employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the student or employee was informed of the School's expectations.

If the School finds merit in a complaint regarding Pupil Fees, LCAP, Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, Pupils in Military Families, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education Instructional Minutes (grades one through eight), we shall provide a remedy. If the School finds merit in a complaint regarding Course Periods without Educational Content, Reasonable Accommodations to a Lactating Pupil, and Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a district, and Pupils in Military Families, the remedy shall go to the affected pupil. If the School finds merit in a complaint regarding Pupil Fees, Physical Education Instructional Minutes and LCAP, the remedy shall to go all affected pupils and parents/guardians. The School, in good faith will

engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid an unlawful pupil fee within one year prior to the filing of the complaint.

APPEAL PROCESS

A complainant may appeal the School's decision by filing a written appeal within 15 calendar days of receiving the decision to the California Department of Education ("CDE"). This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of the School's Decision are incorrect and/or the law is misapplied. The appeal must be sent to CDE with: (1) a copy of the locally filed complaint; and (2) a copy of the School's decision of this original locally filed complaint.

Appeals of decisions regarding discrimination, harassment, intimidation, and/or bullying, and regarding provision of accommodations to lactating students should be sent to:

California Department of Education
Education Equity UCP Appeals Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding educational program complaints or pupil fees should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding LCAP should be sent to:

California Department of Education
Local Agency Systems Support Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding special education compliance should be sent to:

California Department of Education
Special Education Division - Procedural Safeguards Referral Service
1430 N Street
Sacramento, CA 95814

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Complainants may seek assistance

from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, § 4622.

Uniform Complaint Procedures Complaint Form

This Complaint Form may be used to file a complaint subject to the School's Uniform Complaint Procedures Policy. Complaints concerning pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. However, if you wish to receive a response, you must provide the following contact information. Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Retaliation in any form for filing of a complaint is prohibited.

Response requested: ❑ Yes ❑ No

Name (Optional for Pupil Fee & LCAP Complaints):	Mailing Address (Optional):
Phone Number (Optional):	Email Address (Optional):

Issue of complaint (please check all that apply):

- ❑ Pupil Fees
- ❑ Local Control and Accountability Plans (LCAP)
- ❑ Discrimination, Harassment, Intimidation, or Bullying in Programs or Activities
- ❑ Other Complaint Re: School Programs and Activities

Date(s) of Problem: _____

Location of Problem (campus, address, and room number or location): _____

_____

Describe specific nature of the complaint in detail. You may include as much text as necessary (please use other side):_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature: _____ Date: _____

Please file this complaint with the following Responsible Employee:

Jan Perry, Executive Director
America's Finest Charter School
730 45th Street
San Diego, CA 92102

APPENDIX H
AMERICA'S FINEST CHARTER SCHOOL LETTERS OF SUPPORT

608 51st Street
San Diego, CA
92114-2201
phone 619-263-2302
fax 619-263-0268
web www.eisca.org
e-mail eis@eisca.org

Elementary Institute of Science
Hands-on Enrichment Since 1964

July 25, 2019

Ms. Cindy Marten
San Diego Unified School District
4100 Normal Street
San Diego, CA 92103

Dear Ms. Marten and Members of the San Diego Unified School District Board:

I am writing this letter to express my support for America's Finest Charter School and their upcoming charter renewal.

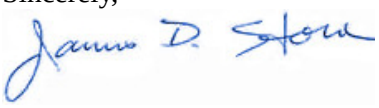
Since AFCS moved to their location in the Chollas neighborhood they have collaborated with with the Elementary Institute of Science in a number of ways. For example, we have sent our instructors to AFCS to teach engineering lessons. America's Finest Charter School has also sent its students to EIS for our 10-week after school science programs.

Recently we successfully partnered on a grant application to the Intel Foundation for a tech camp called FIRE Up that serves middle school girls. America's Finest Charter High School was one of eight schools invited to participate in our drone program, Girls Take Fight. EIS has also worked collaboratively with AFCS to help their Engineering Pathway high school students connect with local STEM business such as Vertex Pharmaceuticals.

America's Finest Charter School is a valuable asset to the neighborhood and its families, and we are looking forward to continuing to work with them in the future to provide students with effective and engaging STEM learning opportunities.

I strongly encourage you to renew their charter.

Sincerely,



James D. Stone
Executive Director

NCUST
National Center for Urban School Transformation
5500 Campanile Drive, EBA 332 | San Diego, CA 92182-1165
P: (619) 594-7905 | F: (619) 594-0501 | www.ncust.com
San Diego State University

August 4, 2019

Cindy Marten
Superintendent
San Diego Unified School District
4100 Normal Street
San Diego, CA 92103

Dear Superintendent Marten,

This letter is intended to express my support for the five-year renewal application for America's Finest Charter School. It has been our pleasure to work in support of Jan Perry, the Charter Director. This year, our support has focused primarily on operational issues associated with the new America's Finest Charter High School. We believe that America's Finest has the potential to become another outstanding choice for students and families in San Diego.

We look forward to continuing to work with the America's Finest leadership team as they pursue equity and excellence in their schools.

Sincerely,

Joseph F. Johnson, Jr.

Joseph F. Johnson, Jr., Ph.D.
Executive Director

August 9, 2019

Board of Education
San Diego Unified School District
4100 Normal Street, Room 2231
San Diego, CA 92103

Dear Board Members:

As a twenty-five year resident of Talmadge, former chair of the Kensington-Talmadge Planning Group, and a resident only two blocks distant from their campus, I can state that America's Finest Charter School (AFCS) is a recent and welcome addition to our neighborhood.

Talmadge was first introduced to AFCS about four years ago when they sought support for locating the school within our neighborhood from the local Kensington-Talmadge community planning group. Talmadge has a difficult morning traffic problem, and though it was always AFCS' intention to start school outside the window of this problem, they willingly took our concerns to heart, and have made them their own.

After their doors opened, AFCS leadership visited with the community and welcomed us into their buildings. They have hosted at least one community meeting, and are open to hosting more. Now, in conjunction with other groups, Talmadge residents have begun work with AFCS students on community development issues as part of the students' learning process and the community's efforts to bring our concerns to the attention of city government.

In all respects America's Finest Charter School has been a considerate neighbor, and has quickly made itself a valued community partner.

Respectfully yours,

David Moty
[redacted]
San Diego, CA 92115

Comments from America's Finest Charter School Family Survey

In their own words, parents respond to these questions:

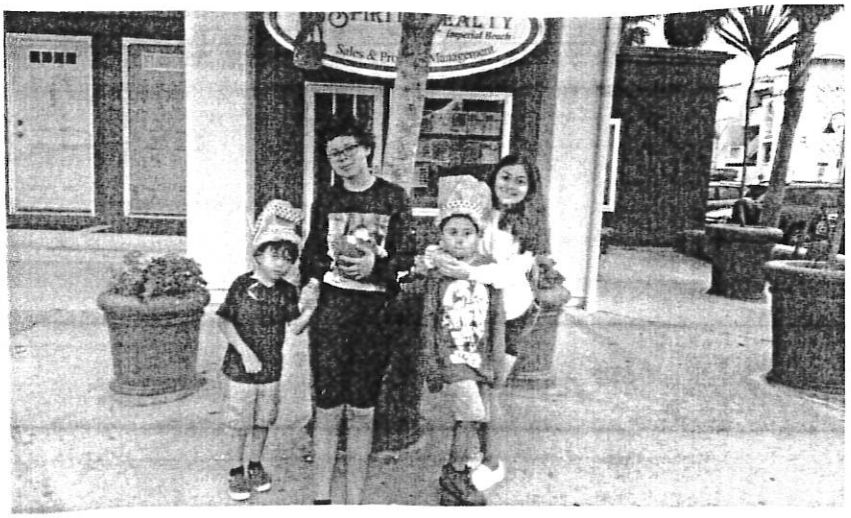
1. Why did your family choose America's Finest Charter School?
2. How has your family benefited from AFCS?
3. How is our school different from other schools?











AFCS Family Survey

1. Why did your family choose America's finest charter school?

I've been looking for a school with smaller classes and more 1 on 1. We're in the area so that works best for me and my family. Also I looked at the reviews and it seemed like the best choice had too bad experiences at the other school public schools. I'm so glad I made this choice. Best Decisions

2 .How has your family benefited from AFCS?

My oldest is in 6th grade and she had lots of problems at other school, she has learned so much from Math and reading and test scores have gone up. My son is in 1st grade, he has ADHD and he gets so much support from his teachers and the staff at AFCS
When I brought my kids they had no Uniforms for school and the office helped me get uniforms from a program

3. How is Our school different from other schools.

I feel that AFCS is like a family cause at other schools they didn't get the attention that they need and at AFCS my kids have improved in all there grades. NO fights. NO bulling. No Bad language very calm school. I like that in the begining of school the kids at other schools need to buy school supplys and its so hard for me with 5 kids to get them what they need and AFCS provides all that for them. I ♥ AFCS.

1) At first we chose AFCS because it was close to our home. After the first year we decided to leave them in AFCS because our kids showed a lot of interest and success that followed. We feel at home at AFCS and we are so grateful to have AFCS in our lives.

5:32 PM

2) Our family has benefited a great deal from AFCS. Our 4 kids have attended AFCS and they enjoy every moment of it. Our kids have benefited from the lectures, activities and Awesome teachers as well as staff.

5:34 PM

3) AFCS is different from other schools because it has a high standard for it's students as well as teachers and staff. With the they carry a model that states everything that AFCS is about. They are a great school that attends to everyone needs and care a lot for their values.

5:37 PM

AFCS

Rebecca Cardenas <rebecca@americasfinestcharterschool.org>

[redacted]

Wed, Jul 24, 2019 at 9:07 AM

To: "Rebecca@americasfinestcharterschool.org" <Rebecca@americasfinestcharterschool.org>

1. I DECIDED TO CHOOSE AMERICAS FINEST CHARTER SCHOOL FOR MY THREE CHILDREN BECAUSE OF THE SMALL CLASSROOM SIZE AND IT IS CONVENTIALLY CLOSE TO MY HOUSE. BUT AFTER MEETING THE STAFF AT AMERICAS FINEST CHARTER THAT IS WHAT MADE ME REALLY WANT MY KIDS TO ATTEND THE SCHOOL. THE STAFF MADE MY CHILDREN FEEL SO WELCOMED. FOR THE FIRST TIME MY KIDS WHERE HAPPY AND EXCITED ABOUT GOING TO SCHOOL EVERYDAY.

2. MY FAMILY HAVE BENEFITED FROM AFCS IN SO MANY WAYS ITS HARD TO CHOOSE JUST ONE THING. SO I WILL START WITH THE READING PROGRAM ITS AMAZING. MY KIDS CAME FROM A SPANISH LANGUAGE SCHOOL WHERE EVERYTHING WAS TAUGHT IN SPANISH NO ENGLISH UNTIL THE THIRD GRADE AND ONLY FOR AN HOUR. SO WHEN MY KIDS WAS FINALLY INTRODUCED TO ENGLISH READING THEY STRUGGLED ALL THREE OF THEM WHERE FAR BEHIND GRADE LEVEL READING. BUT SINCE BEING AT AFCS THEY HAVE ALL EXCELLED AND CAUGHT UP TO READING LEVEL OR VERY CLOSE TO THERE READING LEVEL. BUT WHAT IS MORE EXCITING IS THAT THEY ENJOY READING NOW. THE AFTER SCHOOL PROGRAM IS ANOTHER PLUS, MY CHILDREN LOVE GOING TO THE AFTER SCHOOL PROGRAM. THE PROGRAM OFFER SO MANY FUN AND EXCITING THINGS FOR THE KIDS TO DO. IT GIVE THEM A SINCE OF BELONGING AND KEEP THEM BUSY. THEY HAVE LEARNING PROGRAMS WHERE YOU CAN LEARN SIGN LANGUAGE, SPORTS, SEWING, CHEER, MANY FUN ACTIVITIES FOR THE CHILDREN TO PARTICIPATE IN. THEY ALSO HAVE FAMILY NIGHT, MATH NIGHT AND MANY OTHER THINGS THAT GET AFCS FAMILIES THE OPPORTUNITY TO MEET ONE ANOTHER. AFCS IS VERY FAMILY FRIENDLY AND FAMILY ORIENTED. THE STAFF ARE SUPER FRIENDLY AND REALLY CARE ABOUT THE CHILDREN THAT ATTEND AFCS

3. THIS IS MY KIDS FIRST YEAR AT AFCS AND I CAN TRULY SAY MY KIDS HAVE GROWN SO MUCH IN MANY WAYS. THEY CAME FROM A PLACE OF LEARNING WHERE THEY WAS SO FAR BEHIND I WAS NOT SURE IF THEY WOULD EVER GET CAUGHT UP, BUT AFCS HAS CHANGED ALL OF THAT. THEY ARE MORE CONFIDENT IN THEMSELVES AND WHAT THEY CAN ACCOMPLISH. THEY LOVE GOING TO SCHOOL EVERYDAY AND THEY HAVE LONG LASTING FRIENDSHIPS. I AM VERY HAPPY WITH THE CHANGE I HAVE SEEN IN MY KIDS SINCE THEY BEEN AT AFCS. AFCS IS THE BEST SCHOOL HANDS DOWN.

NOTICE TO RECIPIENT: If you are not the intended recipient of this e-mail, you are prohibited from sharing, copying, or otherwise using or disclosing its contents. If you have received this e-mail in error, please notify the sender immediately by reply e-mail and permanently delete this e-mail and any attachments without reading, forwarding or saving them. Thank you.

AFCS Family Survey

1. Why did your family choose America's finest charter school?

My child has been to 2 Diffent schools, public schools and wanted to try Charter school. All the reviewes of Afterschool programs were great and test scores.

2 .How has your family benefited from AFCS?

Im not stressed Anymore because before, My child has done so well at this school, lots of improvments in Math, Reading, has lots of friends and its like a family other school was lots of bullying and she didn't want to go to school.

3. How is Our school different from other schools.

This school has a great group of staff and teachers that care for the kids like family and so much respect and Everyone takes care of each other, I love this school

AFCS Family Survey

1. Why did your family choose America's finest charter school?

FOR THE ACADEMIC, AND AFTER SCHOOL PROGRAMS

2 .How has your family benefited from AFCS?

WITH THE BEFORE AND AFTEZ SCHOOL HOURS IT HELP ME A LOT WIT CHILD CARE

3. How is Our school different from other schools.

THE PROGRAMS ACADEMIC, AND THE ATMOSFERE IT FEELS MORE NEIGHBORHOOD SCHOOL. THE SMALL CLASES HELPS MORE ON EACH CHILD

AFCS Family Survey

1. Why did your family choose America's finest charter school?

We choose this school because it was close. but then also realized how Amazing the Staff was me and my children right away made us feel at home.

2 .How has your family benefited from AFCS?

In many ways, I really appreciate the staff and how Patient and good they are with my son who has ADHD.

3. How is Our school different from other schools.

I loved that AFCS is a Uniform School and have a program that helps families who cant afford them. lots of family support.

AFCS Family Survey

1. Why did your family choose America's finest charter school?

No Racism we are grandparents who are 2 women and other schools dislike our partnership.

2 .How has your family benefited from AFCS?

Amazing teachers and staff

3. How is Our school different from other schools.

Always great communication.

APPENDIX I
AMERICA'S FINEST CHARTER SCHOOL FINANCIAL DOCUMENTS

LCFF Calculator Universal Assumptions			
America's Finest Charter (136663)			
Summary of Funding			
	2019-20	2020-21	2021-22
Target Components:			
COLA & Augmentation	*3.26%*	*3.00%*	*2.80%*
Base Grant	3,893,570	4,563,825	4,944,876
Grade Span Adjustment	160,056	180,548	192,177
Supplemental Grant	755,596	918,984	995,047
Concentration Grant	132,148	154,666	167,468
Add-ons	-	-	-
Total Target	4,941,370	5,818,023	6,299,568
Transition Components:			
Target	$ 4,941,370	$ 5,818,023	$ 6,299,568
Funded Based on Target Formula *(PY P-2)*	TRUE	TRUE	TRUE
Floor	4,711,409	5,289,839	5,541,736
Remaining Need after Gap (informational only)	-	-	-
Gap %	*100%*	*100%*	*100%*
Current Year Gap Funding	-	-	-
Miscellaneous Adjustments	-	-	-
Economic Recovery Target	-	-	-
Additional State Aid	-	-	-
Total LCFF Entitlement	**$ 4,941,370**	**$ 5,818,023**	**$ 6,299,568**
Components of LCFF By Object Code			
	2019-20	2020-21	2021-22
8011 - State Aid	$ 1,846,795	$ 2,343,520	$ 2,659,613
8011 - Fair Share	-	-	-
8311 & 8590 - Categoricals	-	-	-
EPA (for LCFF Calculation purposes)	95,950	107,730	112,860
Local Revenue Sources:			
8021 to 8089 - Property Taxes	-	-	-
8096 - In-Lieu of Property Taxes	2,998,625	3,366,773	3,527,095
Property Taxes net of in-lieu	-	-	-
TOTAL FUNDING	$ 4,941,370	$ 5,818,023	$ 6,299,568
Basic Aid Status	-	-	-
Less: Excess Taxes	$ -	$ -	$ -
Less: EPA in Excess to LCFF Funding	$ -	$ -	$ -
Total Phase-In Entitlement	***$ 4,941,370***	***$ 5,818,023***	***$ 6,299,568***
EPA Details			
% of Adjusted Revenue Limit - Annual	*30.50770954%*	*30.50770954%*	*30.50770954%*
% of Adjusted Revenue Limit - P-2	*30.50770954%*	*30.50770954%*	*30.50770954%*
EPA (for LCFF Calculation purposes)	*$ 95,950*	*$ 107,730*	*$ 112,860*
8012 - EPA, Current Year Receipt			
(P-2 plus Current Year Accrual)	*95,950*	*107,730*	*112,860*
8019 - EPA, Prior Year Adjustment			
(P-A less Prior Year Accrual)	-	-	-
Accrual (from Assumptions)	-	-	-

LCFF Calculator Universal Assumptions

America's Finest Charter (136663)

Summary of Student Population			
	2019-20	2020-21	2021-22
Unduplicated Pupil Population			
Enrollment	505	567	594
COE Enrollment	-	-	-
Total Enrollment	*505*	*567*	*594*
Unduplicated Pupil Count	489	549	575
COE Unduplicated Pupil Count	-	-	-
Total Unduplicated Pupil Count	*489*	*549*	*575*
Rolling %, Supplemental Grant	93.2000%	96.8500%	96.8500%
Rolling %, Concentration Grant	61.5200%	61.5200%	61.5200%
FUNDED ADA			
Adjusted Base Grant ADA	*Current Year*	*Current Year*	*Current Year*
Grades TK-3	171.00	174.80	174.80
Grades 4-6	131.10	131.10	131.10
Grades 7-8	82.65	87.40	87.40
Grades 9-12	95.00	145.35	171.00
Total Adjusted Base Grant ADA	***479.75***	***538.65***	***564.30***
Necessary Small School ADA	*Current year*	*Current year*	*Current year*
Grades TK-3	-	-	-
Grades 4-6	-	-	-
Grades 7-8	-	-	-
Grades 9-12	-	-	-
Total Necessary Small School ADA	**-**	**-**	**-**
Total Funded ADA	**479.75**	**538.65**	**564.30**
ACTUAL ADA ***(Current Year Only)***			
Grades TK-3	171.00	174.80	174.80
Grades 4-6	131.10	131.10	131.10
Grades 7-8	82.65	87.40	87.40
Grades 9-12	95.00	145.35	171.00
Total Actual ADA	**479.75**	**538.65**	**564.30**
Funded Difference (Funded ADA less Actual ADA)	-	-	-

LCAP Percentage to Increase or Improve Services			
	2019-20	2020-21	2021-22
Current year estimated supplemental and concentrati	$ 887,744	$ 1,073,650	$ 1,162,515
Current year Percentage to Increase or Improve Servic	21.90%	22.63%	22.63%

Americas Finest Charter School			FY1920	FY2021	FY2122	FY2223
FY1920-2223		Enrollment	505	567	594	594
MYP Summary		ADA %	95.00%	95.00%	95.00%	95.00%
		ADA	479.75	538.65	564.30	564.30
Account Co	Rst	Description	MYP	MYP	MYP	MYP
8011	00	LCFF Revenue	1,846,795	2,343,520	2,659,613	2,858,758
8012	30	Education Protection Account Revenue	95,950	107,731	112,861	112,861
8019	00	Prior Year Income/Adjustments	-	-	-	-
8096	00	Charter Schools Funding In-Lieu of Property Taxes	2,998,625	3,366,773	3,527,095	3,527,095
Revenue Limit			**4,941,370**	**5,818,024**	**6,299,568**	**6,498,714**
8181	65	Special Education - IDEA	55,500	63,125	70,875	74,250
8182	66	Special Education - Mental Health	-	-	-	-
8220	47	Federal Child Nutrition Programs	-	-	-	-
8290	00	All Other Federal Revenues	166,830	166,830	166,830	166,830
8291	01	Title I Federal Revenue	174,196	174,196	174,196	174,196
8292	02	Title II Federal Revenue	20,016	20,016	20,016	20,016
8293	03	Title III Federal Revenue	28,948	28,948	28,948	28,948
8294	04	Title IV Federal Revenue	12,649	12,649	12,649	12,649
8295	05	Title V Federal Revenue	-	-	-	-
8299	00	Prior Year Federal Revenue	-	-	-	-
Total Federal Revenue			**458,139**	**465,764**	**473,514**	**476,889**
8520	47	State Child Nutrition Program	-	-	-	-
8550	00	Mandated Block Grant	8,872	11,270	14,238	16,000
8550	01	Mandated Block Grant - 1X Funds	-	-	-	-
8560	12	State Lottery Revenue Prop 20	25,426	29,088	30,472	30,472
8560	22	State Lottery Revenue Unrestricted	72,442	82,414	86,338	86,338
8590	66	All Other State Revenues - MH	55,598	55,598	55,598	55,598
8590	61	All Other State Revenues - ASES	158,886	158,886	158,886	158,886
8591	00	SB740	106,115	162,356	211,500	211,500
8594	39	Clean Energy Act-Prop 39	-	-	-	-
8599	00	Prior Year State Income/Adjustments	-	-	-	-
Other State Revenue			**427,340**	**499,611**	**557,032**	**558,794**
8639	00	Student Lunch Revenue	-	-	-	-
8650	00	Rental Income	-	-	-	-
8660	00	Interest Income	-	-	-	-
8682	00	Foundation Grants/Donations	-	-	-	-
8684	00	Student Body (ASB) Fundraising Revenue	-	-	-	-
8685	00	School Site Fundraising	-	-	-	-
8688	00	In Kind Contributions	-	-	-	-
8698	00	E-rate Revenue	-	-	-	-
8699	00	All Other Local Revenue	-	-	-	-
8792	65	Special Education - AB602	251,024	250,796	295,096	294,995
Local Revenue			**251,024**	**250,796**	**295,096**	**294,995**
Total Revenue			**6,077,873**	**7,034,195**	**7,625,210**	**7,829,391**
1100	00	Teachers' Salaries	1,608,493	1,756,493	1,863,493	1,927,493
1120	00	Substitute Expense	36,540	38,367	40,285	42,300
1200	00	Certificated Pupil Support Salaries	99,540	104,517	109,743	115,230
1300	00	Certificated Supervisor and Administrator Salaries	479,915	503,911	529,107	555,562
1900	00	Other Certificated Salaries	16,968	17,816	18,707	19,643
Certificated Salaries			**2,241,457**	**2,421,105**	**2,561,335**	**2,660,227**
2100	00	Instructional Aide Salaries	374,509	393,235	412,896	433,541
2200	00	Classified Support Salaries (Maintenance, Food)	146,196	153,506	161,182	169,241
2300	00	Classified Supervisor and Administrator Salaries	-	-	-	-
2400	00	Clerical, Technical, and Office Staff Salaries	327,603	343,983	361,182	379,241
2900	00	Other Classified Salaries (Noon and Yard Sup, etc.)	178,890	187,835	197,227	207,088
Classified Salaries			**1,027,199**	**1,078,559**	**1,132,486**	**1,189,111**
3101	00	State Teachers' Retirement System	383,290	445,483	463,602	481,501
3202	00	Public Employees Retirement System	-	-	-	-
3313	00	OASDI	63,686	66,871	70,214	73,725
3323	00	Medicare	46,249	50,745	53,560	55,815
3403	00	Health & Welfare Benefits	291,269	308,745	327,270	346,906
3503	00	State Unemployment Insurance	33,611	34,451	34,871	34,871
3603	00	Worker Compensation Insurance	63,792	67,620	71,677	75,977
3703	00	Other Post Employment Benefits	-	-	-	-
3903	00	Other Employee Benefits	-	-	-	-
Employee Benefits			**881,898**	**973,915**	**1,021,194**	**1,068,796**
Total Personnel Expenses			**4,150,553**	**4,473,578**	**4,715,016**	**4,918,134**
4100	00	Approved Textbooks and Core Curricula Materials	73,997	76,217	78,504	80,859
4200	00	Books and Other Reference Materials	4,473	4,608	4,746	4,888
4300	00	Materials and Supplies	88,353	91,004	93,734	96,546
4309	00	Sales and Use Tax Expense	-	-	-	-
4315	00	Classroom Materials and Supplies	57,475	59,200	60,976	62,805
4342	00	School Sponsored Athletics	-	-	-	-
4381	00	Plant/Facilities Maintenance	251	259	267	275
4382	00	Housekeeping and Ops Supplies	-	-	-	-
4400	00	Noncapitalized Equipment	20,000	20,600	21,218	21,855
4410	00	Software and Software Licensing	42,402	43,674	44,984	46,334
4430	00	Noncapitalized Student Equipment	22,028	22,689	23,370	24,071
4700	47	Food and Food Supplies	1,298	1,337	1,377	1,419
Books and Supplies			**310,279**	**319,587**	**329,175**	**339,050**
5100	00	Subagreements for Services	-	-	-	-

Americas Finest Charter School			FY1920	FY2021	FY2122	FY2223
FY1920-2223		Enrollment	505	567	594	594
MYP Summary		ADA %	95.00%	95.00%	95.00%	95.00%
		ADA	479.75	538.65	564.30	564.30
Account Co	Rst	Description	MYP	MYP	MYP	MYP
5200	00	Travel and Conferences	5,804	5,978	6,158	6,342
5210	00	Training and Development Expense	15,000	15,450	15,914	16,391
5300	00	Dues and Memberships	20,372	20,983	21,613	22,261
5400	00	Insurance	14,768	15,211	15,668	16,138
5500	00	Operation and Housekeeping Services	20,955	21,584	22,231	22,898
5501	00	Utilities	21,779	22,432	23,105	23,798
5600	00	Space Rental/Leases Expense	240,000	240,000	240,000	240,000
5601	00	Building Maintenance	22,003	22,663	23,343	24,043
5602	00	Other Space Rental	11,300	11,639	11,988	12,348
5605	00	Equipment Rental/Lease Expense	22,084	22,746	23,429	24,131
5610	00	Equipment Repair	946	974	1,004	1,034
5800	00	Professional/Consulting Services and Operating Expenditures	64,581	66,518	68,514	70,569
5803	00	Banking and Payroll Service Fees	16,739	17,241	17,758	18,291
5805	00	Legal Services	6,503	6,698	6,899	7,106
5806	00	Audit Services	3,500	3,605	3,713	3,825
5807	00	Legal Settlements	-	-	-	-
5809	00	Employee Tuition Reimbursement	-	-	-	-
5810	00	Educational Consultants	159,260	164,038	168,959	174,028
5811	00	Student Transportation/Field Trips	21,192	21,828	22,483	23,157
5812	00	Other Student Activities	-	-	-	-
5815	00	Advertising/Recruiting	10,037	10,338	10,648	10,967
5820	00	Fundraising Expense	396	408	420	433
5830	00	Field Trip Expenses	18,441	18,994	19,564	20,151
5842	00	Student Athletics Services	-	-	-	-
5850	00	Scholarships Awarded	-	-	-	-
5873	00	Financial Services-CSMC	81,537	94,800	94,800	94,800
5874	00	Personnel Services-live scan, office temps	50	52	53	55
5875	00	District Oversight Fee	126,071	139,395	146,481	151,114
5877	00	IT Services	73,996	76,215	78,502	80,857
5890	00	Interest Expense/Fees	584	601	619	638
5891	00	Factoring Fees & Interest	-	-	-	-
5900	00	Communications (Tele., Internet, Copies,Postage,Messenger)	12,393	12,765	13,148	13,542
5998	00	Credit Card Expense	-	-	-	-
5899	00	Misc Expenses	-	-	-	-
Services & Other Operating Expenses			**990,290**	**1,033,157**	**1,057,012**	**1,078,917**
6900	00	Depreciation Expense	90,000	90,000	90,000	90,000
Capital Outlay			**90,000**	**90,000**	**90,000**	**90,000**
7438	00	Debt Service - Interest	4,200	1,700	50	-
Other Outgo			**4,200**	**1,700**	**50**	**-**
Total Operational Expenses			**1,394,769**	**1,444,444**	**1,476,237**	**1,507,967**
Total Expenses			**5,545,322**	**5,918,022**	**6,191,253**	**6,426,101**
Net Income			**532,552**	**1,116,172**	**1,433,957**	**1,403,290**
		Net Income as a % of LCFF revenue	10.78%	19.18%	22.76%	21.59%
		Net Income as a % of Total expenses	9.60%	18.86%	23.16%	21.84%
		Beginning Balance	**1,705,605**	**2,238,157**	**3,354,329**	**4,788,286**
		Ending Balance	**2,238,157**	**3,354,329**	**4,788,286**	**6,191,577**
		Ending Balance as a % of Total expenses	40.36%	56.68%	77.34%	96.35%

Americas Finest Charter School - Cash Flow		FY1920	July	August	September	October	November
FY1920	Enrollment	505.00	Advance Apportionment Period (July-January)				
	ADA %	95.00%	5%	5%	9%	9%	9%
	ADA	479.75	6%	12%	8%	8%	8%
Description		Budget	Forecast	Forecast	Forecast	Forecast	Forecast
Revenue Limit		4,941,370	72,182	232,847	472,492	344,148	344,148
Total Federal Revenue		458,139	-	-	-	-	21,294
Other State Revenue		427,340	-	-	-	-	-
Local Revenue		251,024	13,492	13,492	24,286	24,286	24,286
Total Revenue		6,077,873	85,674	246,339	496,778	368,434	389,728
Certificated Salaries		2,241,457	44,993	199,679	199,679	199,679	199,679
Classified Salaries		1,027,199	34,769	65,000	92,743	92,743	92,743
Employee Benefits		881,897	43,395	74,402	76,525	76,525	76,525
Total Personnel Expenses		4,150,552	123,157	339,081	368,946	368,946	368,946
Books and Supplies		310,278	75,057	8,150	19,561	57,180	22,051
Services & Other Operating Expenses		990,290	78,463	62,636	65,652	43,638	49,127
Capital Outlay		90,000	7,500	7,500	7,500	7,500	7,500
Other Outgo		4,200	350	350	350	350	350
Total Operational Expenses		1,394,768	161,371	78,636	93,063	108,669	79,029
Total Expenses		5,545,321	284,528	417,717	462,009	477,615	447,975
Net Income		532,552	(198,854)	(171,377)	34,768	(109,181)	(58,247)

December	January	February	March	April	May	June	Accruals
		Principal Apportionment Period (February-May)				*2nd Principal Apportionment Period*	
9%	9%	20%	20%	20%	20%	20%	
8%	8%	33%	17%	17%	17%	17%	
Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
365,789	344,148	424,780	718,938	451,480	451,480	478,018	240,921
-	90,513	-	76,215	20,798	100,098	-	149,221
141,339	53,058	-	-	50,996	-	-	181,947
24,286	24,286	34,204	17,102	17,102	17,102	-	17,102
531,414	512,004	458,984	812,255	540,376	568,680	478,018	589,191
199,679	199,679	199,679	199,679	199,679	199,679	199,679	-
92,743	92,743	92,743	92,743	92,743	92,743	92,743	-
76,525	76,525	76,525	76,525	76,525	76,525	75,379	-
368,946	368,946	368,946	368,946	368,946	368,946	367,801	-
10,270	12,930	6,718	12,149	7,822	21,747	56,643	-
96,386	93,192	92,478	78,395	85,352	122,485	122,485	-
7,500	7,500	7,500	7,500	7,500	7,500	7,500	-
350	350	350	350	350	350	350	-
114,506	113,972	107,046	98,394	101,024	152,081	186,978	-
483,452	482,918	475,992	467,340	469,970	521,027	554,779	-
47,962	29,086	(17,008)	344,915	70,405	47,652	(76,761)	589,191

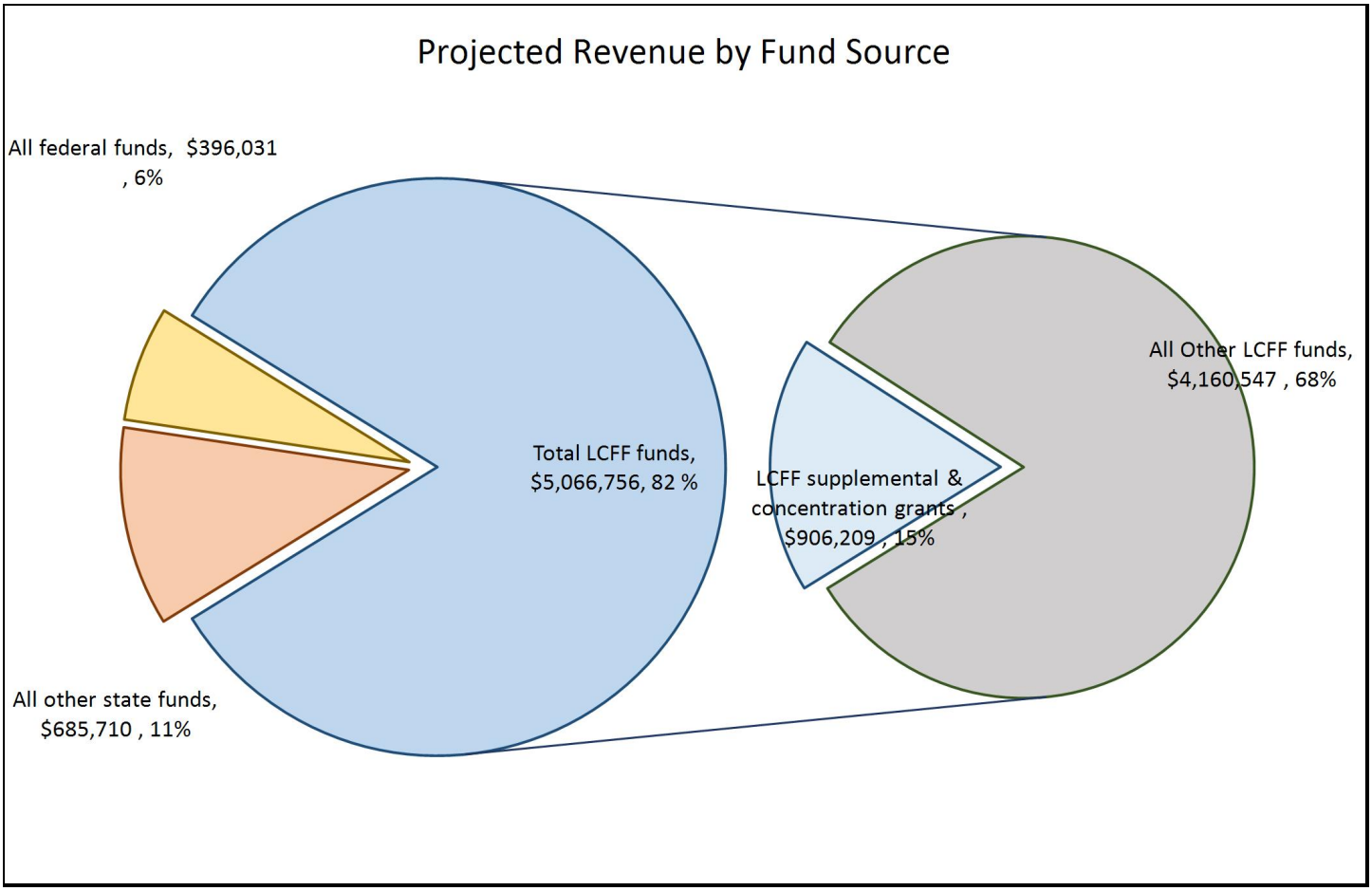
APPENDIX J
AMERICA'S FINEST CHARTER SCHOOL
2019/2020 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: America's Finest Charter School
CDS Code: 37 68338 0136663
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Jan Perry, Executive Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

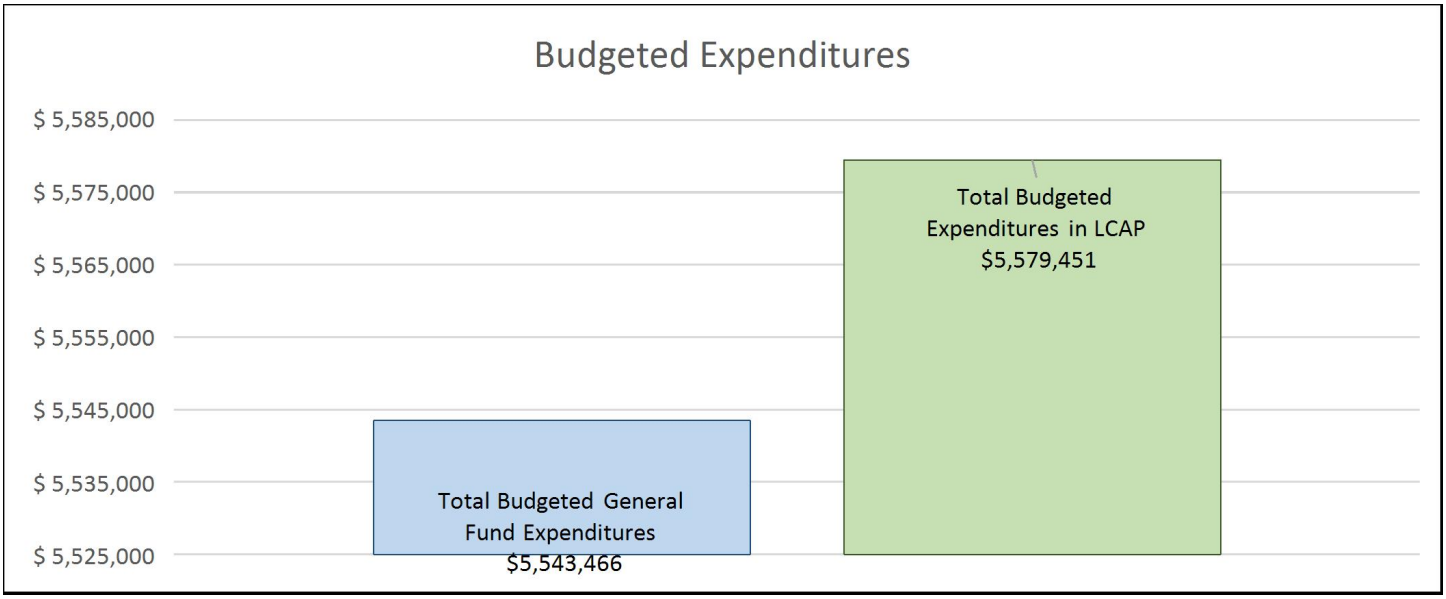


This chart shows the total general purpose revenue America's Finest Charter School expects to receive in the coming year from all sources.

The total revenue projected for America's Finest Charter School is $6,148,497, of which $5,066,756 is Local Control Funding Formula (LCFF), $685,710 is other state funds, $0.00 is local funds, and $396,031 is federal funds. Of the $5,066,756 in LCFF Funds, $906,209 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much America's Finest Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

America's Finest Charter School plans to spend $5,543,466 for the 2019-20 school year. Of that amount, $5,579,451 is tied to actions/services in the LCAP and $-35,985 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

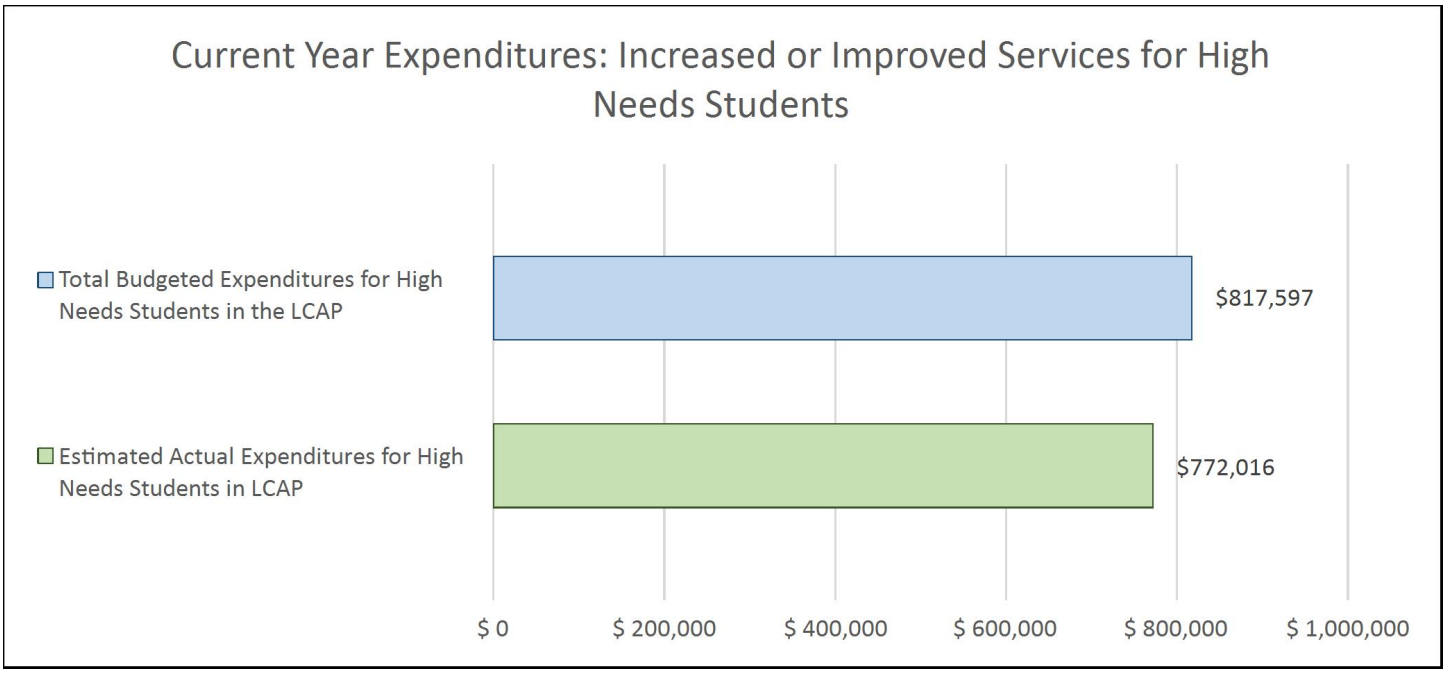
America's Finest Charter budgets for a variety of expenses out of General Fund including: utilities for high school site, employee salaries and benefits, and custodial supplies.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, America's Finest Charter School is projecting it will receive $906,209 based on the enrollment of foster youth, English learner, and low-income students. America's Finest Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, America's Finest Charter School plans to spend $1,094,183 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what America's Finest Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what America's Finest Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, America's Finest Charter School's LCAP budgeted $817,597 for planned actions to increase or improve services for high needs students. America's Finest Charter School estimates that it will actually spend $772,016 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-45,581 had the following impact on America's Finest Charter School's ability to increase or improve services for high needs students:
The differences in estimated actual and budgeted expenditures were due to have one parent liaison to assist with planning workshops and parent outreach rather than two. However, the difference between total budgeted expenditures and estimated actual expenditures for actions and services to increase or improve services did not impact the overall or improved for high need students in 2018-19.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
America's Finest Charter School	Jan Perry Executive Director	jan@americasfinestcharterschool.org (619) 694-4809

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

America's Finest Charter School (AFCS) is a WASC-accredited, direct funded TK-12 charter school, established in Fall 2011. AFCS serves a diverse group of students with the goal of: "All AFCS students achieve the American Dream." Our student population is 48% English Language Learners. Our LCFF Unduplicated student count speak Spanish, Vietnamese, Somalian, and Lao. Our student population is made up of many ethnicities with the majority of our students 68% identifying as Hispanic Latino, 22% Black or African American, 4% Asian, and 4% White. AFCS added a high school program in Fall 2017, and now serves approximately 460 students TK through 11th grade and the majority of students reside within the boundaries of City Heights and Chollas View. As a direct-funded charter school, AFCS is its own LEA. Our rigorous academic program provides our students with a high quality education and our families with school choice. The community we serve has a high transiency rate and 96% of our students are considered social-economically disadvantaged. The Schoolwide Learner Outcomes (SLO) address how we effectively educate our students. The following are the schoolwide learner outcomes for AFCS:

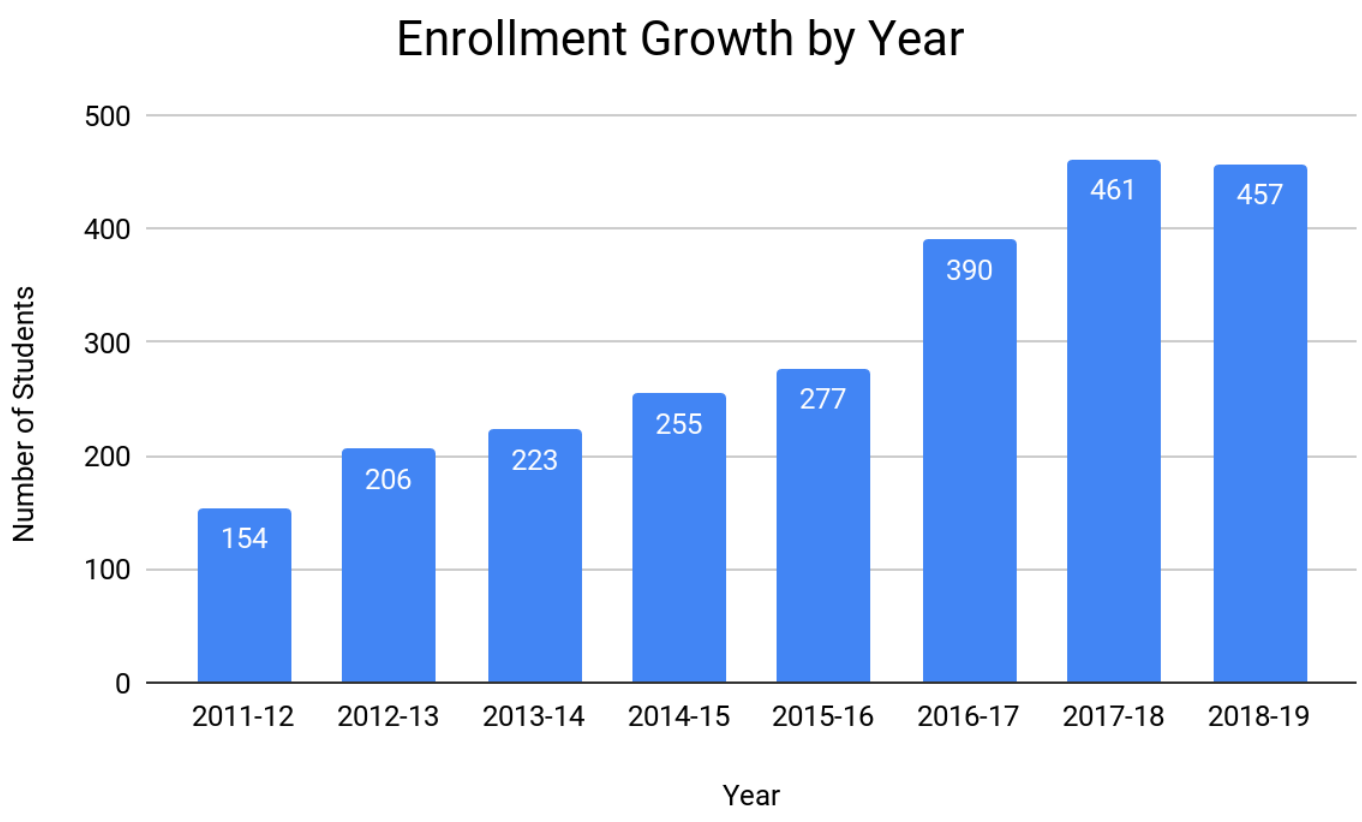
America's Finest Charter School Graduate are:

Active global citizens who:
Demonstrate compassion for others regardless of culture, race, or religion
Contribute to the well-being of our school

Functioning scholars in the 21st century who:
Use technology to: share ideas, organize information, and conduct research
Explore ideas about college and career

Critical thinkers who:
Ask questions and synthesize information
Connect concepts across subject areas
Apply knowledge to real life situations in order to solve problems

Successful communicators who:
Exchange ideas both written and orally
Listen closely and ask for clarification
Work cooperatively with one another



LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Our LCAP includes four goals that are developed to ensure that all students continue to achieve and excel academically, socially, and emotionally as we close any performance gaps that exits between significant student groups. We work closely with stakeholders throughout the school, with parents and the community to align our Schoolwide Learner Outcomes (SLO) with our LCAP for 2019-2020. The goals have not changed from 2018-19, although some of the actions and services within each goal have changed and/or realigned to provide better continuity of services.

The following goals are highlighted below:

- GOAL 1: High-quality environment to provide students with access to: highly qualified teachers, access to Common Core Curriculum & instructional materials; educational technology; learning environments with facilities that are safe, secure, clean, well-maintained and in good repair.
- GOAL 2: High-quality staff: teachers will receive professional development on research-based strategies, CCSS including ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.
- GOAL 3: Aligned resources - Develop an infrastructure for ongoing analysis of students achievement & performance data to ensure efficacy of program services and maximized use of resources.
- GOAL 4: Community and family support: Increase resources and services to students, staff and parents to provide a sense of safety, school contentedness, and increased student motivation.

Review of Performance

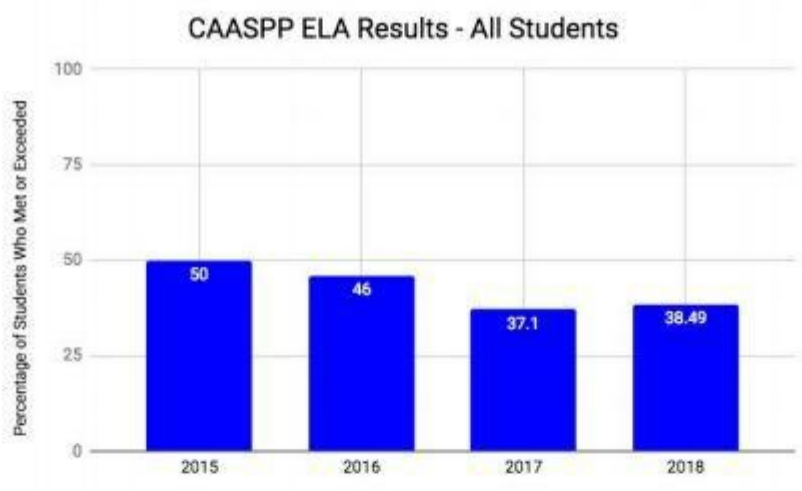
Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

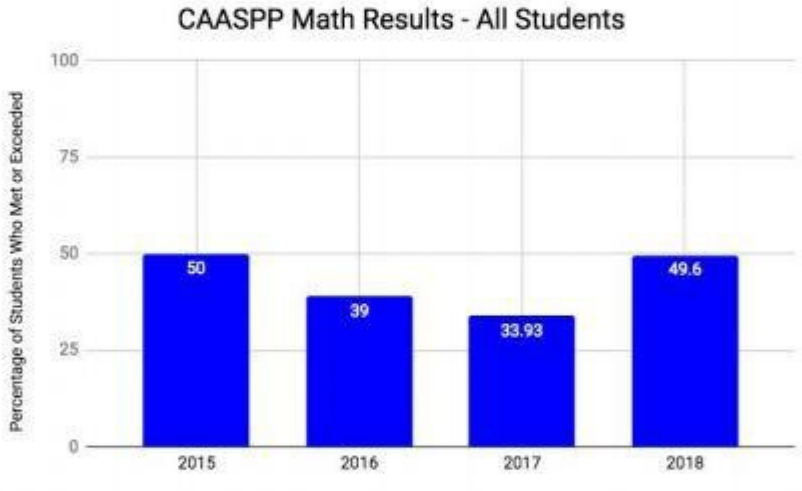
Greatest Progress

All teachers at AFCS are appropriately credentialed and there is a diverse faculty in terms of experience and ethnicity.

On state assessments AFCS students are achieving mixed results. Math achievement scores for all students and all subgroups are higher than both the state and district average. Math scores for subgroups are significantly higher and impressive. Conversely, ELA CAASPP scores are lower than district and state averages and for each subgroup except English Learners and African Americans. Overall, ELA scores over the past four years have declined with a rise of about 1% in the 2018 school year. Math, on the other hand, declined for three years and last year showed a marked increase of almost 10%. We also improved on our chronic absentee rate. We had 96 students (21.7%) identified as chronically absent in 2016-17, 10.8% in 2017-18, and in 2018-2019 we had 1.8%.

The parent survey indicated the parents feel the school provides a safe and secure environment. The small student population at the high school allows individualized attention to ensure student academic success.
Also, per the LCAP parent survey in the Spring 2019, 100% of parents strongly agreed that the school provides a high quality education for students. Implementation of the state standards and ensuring that all students have access to the standards aligned instructional materials has been and continues to be a priority. We are proud of the work we have achieved this year and will continue to focus our efforts and available resources to provide all of our students access to high quality curriculum and instruction aligned to the state standards.





	% Met/Exceeded		
2018 ELA CAASPP	AFCS (3-8)	SDUSD (3-11)	CA (3-11)
All Students	38	56	50
Economically Disadvantaged	33	43	38
English Learners (12+ months)	17	14	13
Special Education	17	17	15
Hispanic/Latino	28	41	39
Black/African American	46	37	32
Asian	75	75	76
White	77	77	65

	% Met/Exceeded		
2018 Math CAASPP	AFCS (3-8)	SDUSD (3-11)	CA (3-11)
All Students	50	47	39
Economically Disadvantaged	47	15	26
English Learners (12+ mos)	40	16	12
Special Education	54	33	12
Hispanic/Latino	45	31	27
Black/African American	49	27	20
Asian	75	71	74
White	85	69	54

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In 2018-2019 we continued to invest in professional development for teachers regarding implementation of California Standards aligned with our school assessment. We will continue to do so and are adopting new California Science Standard curriculum for 2019-2020. We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels. Per the teacher survey, 34% of teachers stated that they are struggling with classroom management. They suggested to include more social/emotional classroom curriculum to enhance school climate and provide social emotional support to students.

Another area of concern is the chronic absenteeism rate for homeless students whose rates are much higher than other groups. The school provides numerous services for homeless students coordinated by a homeless liaison coordinator. However we still need to continue monitoring and providing support for students who are at risk with regard to school attendance. According our LCAP survey, teachers suggested that we have more incentives and rewards for perfect attendance and continue to communicate with parents to decrease the number of students' absences and tardies.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

We will continue our focus to close the gap among our various sub-groups. The socio-economically disadvantage group is the entire student population. Our English Learners predominately consist of Hispanic and African American students. We continue to research, monitor and provide supports to meet the needs of our subgroups while providing academic success for all students. To address the gaps that currently exist among all student subgroups, the AFCS LCAP includes the following actions and services:

- Professional development to improve ELD in content area subjects.
- After school tutoring for students with needing additional support
- Adopt new Science curriculum
- English Learner Support Staff provides additional support for English Language Learners
- Additional support for high school students to meet state standards.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

GOAL #1: High-quality environment to provide students with access to: highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities that are safe, secure, clean, well-maintained and in good repair

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual School Accountability Report Card (SARC) **18-19** 1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Student access to technology – Student to Computer ratio: 1:1 **Baseline** 1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Student access to technology – Student to Computer ratio: 1:1	1. 100% of teachers were appropriately credentialed and assigned. 2. 100% of students had access to Common Core aligned ELA & Math Curriculum. 3. Facilities are in good repair as documented in annual FIT Report. 4. Student access to technology – Student to Computer ratio is 1:1

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Costs associated with Teacher Quality, Highly Qualified Teacher Authorizations	This action was fully implemented.	Cost associated with Teacher salary 1000-1999: Certificated Personnel Salaries LCFF 1,343,040.00	Cost associated with Teacher salary 1000-1999: Certificated Personnel Salaries LCFF 1,552,740
		Cost associated with benefits 3000-3999: Employee Benefits LCFF 335,010	Cost associated with benefits 3000-3999: Employee Benefits LCFF 530,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Schoolwide technology needs Infrastructure and Tech training • Technology services • Technology equipment	This action was fully implemented.	Supplemental& Concentration 5800-00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 67,200.00	Technology Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 73,000
		4000-4999: Books And Supplies Supplemental and Concentration 47,000.00	Technology Equipment 4000-4999: Books And Supplies Supplemental and Concentration 90,000
			Technology Equipment 4000-4999: Books And Supplies Title IV 12,315

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1. Costs for purchasing the following curriculum: • Carnegie Math grades 9-11 • Eureka math grades K-8 • ELA – Making Meaning – Being a Writer Program • ELA - Being a Reader Program grades K-2 • Engage NewYork grades 7-8 • 100 People: Global Issues Through our Lens grades 7-8 • McGraw Hill - Social Studies for grades 7-11 • McGraw Hill - ELA for grades 3-6 • Social Studies and Science for grades K-11 • Spanish workbooks for grades 9-11 2. Costs for purchasing the following computer-based curriculum: • Achieve3000 for grades 9-11 • Illuminate Benchmark Assessments for grades K-11 • TrackMyProgress for grades K-8 • Project Lead The Way grades K-11 • Raz-Kids Plus grades K-8	This action was implemented by purchasing all of the curriculum to provide resources to all students.	4000-4999: Books And Supplies LCFF 135,893.00 4000-4999: Books And Supplies Supplemental and Concentration 135,893.00	1. Costs for purchasing the curriculum 4000-4999: Books And Supplies LCFF 68,500 2. Costs for purchasing the computer-based curriculum: 4000-4999: Books And Supplies LCFF 30,000

Action 4

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Hire Single-Subject Teacher for Single Subject classes for grades 7-11 The cost for elective classes for grades 7-11.	We did not hire any new single-subject teachers this year since we do not have any new elective classes for grades 7-11.	See Goal 1 Action 1	Did not implement

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Facility for high school site 2. Maintain safe school environment - security and cameras at high school site	This action was fully implemented to maintain safe school environment for our students and staff.	SB740 5000-5999: Services And Other Operating Expenditures Other 151,200.00	1. Facility for high school site 5000-5999: Services And Other Operating Expenditures LCFF 128,440
		5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000.00	1. Facility for high school site from SB740 fund 5000-5999: Services And Other Operating Expenditures Other 60,000
			2. Maintain safe school environment at high school site such as fire alarm and security alarm 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Engineering software (Project Lead The Way/STEM) which promotes college and career planning in the middle and high school grades	This action was implemented to provide high quality and dynamic instruction for all students in order to promotes college and career planning in the middle and high school grades.	4000-4999: Books And Supplies Supplemental and Concentration 5,000.00	Engineering software (Project Lead The Way/STEM). 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented as planned. We found the need to hire additional special education staff and a literacy coach to support student learning.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With the implementation of the new ELA curriculum in grades 3-6, we have seen progress in Track My Progress assessments for ELA.

Teacher trained to teach Project Lead the Way has led to students have expressed an interest in engineering and have visited various establishments to learn about engineering in the real world.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were due to higher staffing costs related to hiring an additional special education teacher, special education support staff, a high school school principal, and a literacy coach for K-8; higher costs for technology due to purchasing iPads for kindergarten, and replacing a greater number of chromebooks than planned; the high school facility remodel cost more than anticipated; and the costs for newly adopted curriculum for K-11 in social studies and ELA in grades 3-6 were less than initially anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes made.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

GOAL #2: High-qualify staff: Teachers will receive professional development on research-based strategies, CCSS including ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Reclassified Rate **18-19** All • 100% of teachers will have received Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS • Increase English Proficiency of continuously enrolled ELL's by 5% annually • Increase Reclassification Rates of ELL's from 7% to 15% by 2018-19 **Baseline** 10%	100% of teachers received Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS The English proficiency of continuously enrolled ELs for 2018-2019 is 5% The reclassification rates of ELs for 2018-2019 is 11.8%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide 26 full-time teachers, 1 principals at K-8 site and 1 principal, 1 dean of engineering and 1 dean of international studies and 7 full-time teachers at high school site and 3 SPED Ed Specialists and 1 Psychologist with 1-week summer boot camp Professional Development. 2. Provide Professional Development for all teachers 2-3 times per month on the following: • ELA/ELD & Data • Math & Data • Razkids Plus Learning A-Z • Illuminate SIS Data Management System • Being A Writer Program-SD Writing project • Rigby, Fountas & Pinnell Reading Assessments • Teacher Observation Template • "New teacher" Support Professional Development • Science, Social Studies, and Spanish 3. Cost of Leadership team to attend CCSA conference and NCUST (National Center for Urban School Transformation).	This action was not fully implemented. We did not have any members from the Leadership Team to attend CCSA conference and National Center for Urban School Transformation (NCUST).	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 57,000.00 3000-3999: Employee Benefits Supplemental and Concentration 14,250.00	1. AFCS provided 20 full-time teachers and one principal at K-8 site and one principal, one dean of engineering and one dean of international studies and seven full-time teachers at high school site and three education specialists and one psychologist with one-week summer boot camp professional development. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 57,000 3000-3999: Employee Benefits Supplemental and Concentration 14,250 2. AFCS provided profession development for all teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 19,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide K-11 teachers with “release time” to review student achievement data in collaboration with ELA/Literacy and Math Coaches. High school teachers will have additional "release time" based on the master calendar. The cost to provide PE teachers to relieve teachers during “release time.” 2. Teachers will conduct peer observations with Literacy and Math Coaches. 3. Literacy & Math Coaches will conduct classroom observations with the Principals and provide immediate feedback to teachers.	All actions were implemented in supporting teachers through out the school year.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 56,650	1. Cost to provide PE teachers to relieve teachers during "release time" 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 45,000
		2. See Goal 1 Action 1	2. See Goal 1 Action 1
		3. See Goal 1 Action 1	3. See Goal 1 Action 1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. ELLs will receive at least 30 minutes of ELD instruction daily through small group instruction and/or pullouts. 2. ELLs (Level 1 & 2) will receive an additional 30 minutes of ELD instruction, 2-3 days per week in small group homogeneous instruction by the EL support staff. 3. Implement Being a Writer ELL Curriculum for Grades K-6 and Engage New York for grades 7-11, Raz-kids Plus Learning A-Z for	All actions were fully implemented. However, we hired a resource teacher to support EL students through a program called SIPPS.	1000-1999: Certificated Personnel Salaries Title I 108,000.00	Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries Title I 123,000
		3000-3999: Employee Benefits Title I 36,000.00	Employee Benefits 3000-3999: Employee Benefits Title I 30,000
		2000-2999: Classified Personnel Salaries Title III 4,000.00	Cost to hire a resource teacher 1000-1999: Certificated Personnel Salaries Title III 18,000
			Cost to pay for classified staff to support ELs 2000-2999:

grades K-8 and Achieve3000 for grades 9-11. 4. ELAC Meetings will take place at least 4 times/year. 5. Costs to hire a counselor to provide parent supports for ELAC/Parent meetings and counseling for all students. 6. Provide Instruction to support structured language development, and effective program to identify, assess, support and serve English Language Learners and their families. 7. Costs for McGraw Hill Language Arts Program 3-6			Classified Personnel Salaries Title III 5,287 3. Implemented Curriculum to support ELs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,000 5&6 See Goal 1 Action 1 7. Costs for McGraw Hill Language Arts Programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000
		4000-4999: Books And Supplies Supplemental and Concentration 1,000.00 5&6 See Goal 1 Action 1 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide ongoing Professional Development on Next Generation Science Standards (NGSS). 2. Adopt Project Lead The Way Curriculum for all students grades 7-11 3. Provide “hands-on” Science Curriculum for Science experiments (Grades K-8). 4. Provide after school field trips for students in Grades 3-8, to the Elementary Science Institute once per week, and to UCSD and Malcome X library. Costs associated with transportation of students to/from Science Institute.	The actions were implemented except that we did not provide after school field trips for students in grades 3-8 and do subscription for Scholastic Science Magazine. We also participated in Asia Society for Global Education program.	1. See Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70,000.00 3000-3999: Employee Benefits Supplemental and Concentration 19,861.00 5800: Professional/Consulting Services And Operating Expenditures After School	1. See Goal 1 Action 1 2 & 3. Implemented Project Lead the Way by certificated staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70,000 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 19,861 Did not implement

5. Subscription costs for Scholastic Science Magazine (weekly subscription) to align content/curriculum with NGSS; and provide 'real-world" authentic learning experiences. 6. Membership to Professional Organization to enhance employee's performance: Charter School Association and National Center for Urban School Transformation (NCUST)		Education and Safety (ASES) 10,000.00 4000-4999: Books And Supplies Supplemental and Concentration 3,000.00 5800: Professional/Consulting Services And Operating Expenditures Title II 10,000.00	 Did not implement 6. NCUST membership 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12,315 7. Asia Society 5800: Professional/Consulting Services And Operating Expenditures Title II 20,175

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services were generally implemented. We did not have any members from the Leadership Team to attend CCSA conference and National Center for Urban School Transformation (NCUST).

An additional action we provided was providing training through the Asia Society for Global Education for high school teachers. The teachers also visited schools utilizing this program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All teachers received strategies at professional development meetings to enhance their knowledge how they can improve the language development of EL, implementing CCSS for math and ELA, the ELA/ELD frameworks, and NGSS.

The English proficiency of continuously enrolled ELs for 2018-2019 is 5% and the reclassification Rates of ELs for 2018-2019 is 11.8%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to participation in Asia Society for Global Education program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The only change made was providing training through the Asia Society for Global Education for high school teachers.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

GOAL #3: Aligned resources: Develop an infrastructure for ongoing analysis of student achievement & performance data to ensure efficacy of program services and maximized use of resources.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC results **18-19** 1. Establish growth targets for Benchmark Assessments in ELA/Math - increase of 1 level 2. Establish growth targets for SBAC in ELA & Math - increase 5% **Baseline** 1% growth	Statewide assessments for all students, including significant student groups: ELA/Literacy = TBD in Fall 2019 Mathematics = TBD in Fall 2019

Expected	Actual

	% Met/Exceeded
2018 ELA CAASPP	AFCS (3-8)
All Students	38
Economically Disadvantaged	33
English Learners (12+ months)	17
Special Education	17
Hispanic/Latino	28
Black/African American	46
Asian	75
White	77

	% Met/Exceeded
2018 Math CAASPP	AFCS (3-8)
All Students	50
Economically Disadvantaged	47
English Learners (12+ months)	40
Special Education	54
Hispanic/Latino	45
Black/African American	49
Asian	75
White	85

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Costs associated with implementation and administering benchmark assessments in ELA & Math • Track My Progress (Grades K-8): 4 times/year. • Eureka Math Modules Interim Assessments (Grades K-8: 5-7 times/year • Reading Assessment – Fountas & Pinnell (Grades K-8): 3 times/year • Performance Tasks ELA (Grades 3-10): 3 times/year - Teachers will score Performance Tasks with their grade team partners. • Illuminate CC aligned assessments grades 7-11 • Administer NGSS Benchmark assessments 2. Costs for implementing & administering web-based Reading Program. 3. Costs for Math Whizz web-based program. 4. Costs for Track My Progress web-based program.	All actions were fully implemented.	4000-4999: Books And Supplies Supplemental and Concentration 20,900 2-4.See above action #1 5-7 4000-4999: Books And Supplies Supplemental and Concentration 20,900	1. Costs associated implementation and administering school assessments. 4000-4999: Books And Supplies Supplemental and Concentration 16,000 2-4.See above action #1 5-7 4000-4999: Books And Supplies Supplemental and Concentration 31,000

5. Costs for Carnegie Math program grades 9-11 6. Costs for Achieve3000 grades 9-11 7. Costs for Fuel Education - Online Education for grades 9-11			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide academic enrichment for students who struggle academically for 1 hour two times per week. 2. Costs associated with after-school targeted academic tutoring program for at-risk, and/or students struggling academically, including instructional assistants (tutors). 3. Costs associated with providing before school tutoring and running club. 4. Provide credit recovery assistance and tutoring for grades 9-11 daily.	All actions were fully implemented.	1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 50,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,000 3000-3999: Employee Benefits Supplemental and Concentration 5,340	1&2. Cost to provide academic enrichment 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 65,000 3 & 4. Cost associated with providing before school reading and running club at K-8 and after school tutoring for grades 9-11. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,000 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5,340

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1. Costs associated with strengthening SPED Program, ensuring Students with Disabilities meet or exceed annual IEP Goals. 2. Costs for SPED Services: • Program Specialists (3) • Counselor/Psychologist for K-11 • Speech Therapist • Occupational Therapist	All actions were fully implemented. The SPED services were provided by certificated staff and consultants.	1000-1999: Certificated Personnel Salaries Special Education 252,000 2000-2999: Classified Personnel Salaries Special Education 124,630 5800: Professional/Consulting Services And Operating Expenditures Special Education 110,000 3000-3999: Employee Benefits Special Education 75,326	1. Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries Special Education 220,000 Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Special Education 170,000 2. SPED Services from consultants 5800: Professional/Consulting Services And Operating Expenditures Special Education 100,000 Employee Benefits 3000-3999: Employee Benefits Special Education 76,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Costs associated with strengthening (Student Study Team) SST Process including development of Individualized Learning Plans (ILP).	Action was fully implemented.	See Goal 1 Action 1	See Goal 1 Action 1

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Costs for staff development time to review data and assess what has worked to ensure maximized use of resources.	Action was fully implemented.	4000-4999: Books And Supplies Supplemental and Concentration 5,000	No Cost

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were fully implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our school psychologist implemented an effective student study team process, which includes closely monitoring and proactively following up with students regarding behavior and educational concerns.

Our internal benchmark assessments through Track My Progress allow staff to analyze data and closely monitor student learning, adjusting instruction. This data indicates that our students are making growth over time.

All grades for all subjects are input into Illuminate, utilizing a 1-4 scoring and color system that allow staff to analyze data.

Track My Progress Benchmark Assessment Results - Math

Grade	Fall (2017)		Winter (2018)		Spring (2018)		Fall (2018)		Winter (2019)		Spring (2019)	
	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile
Grade K	35	50	34	52	35	59	-	-	47	66	48	75
Grade 1	35	57	36	67	37	68	35	48	36	62	35	70
Grade 2	36	42	36	49	37	55	40	48	41	50	43	59
Grade 3	33	43	33	53	34	55	41	47	45	55	45	66
Grade 4	31	36	31	40	32	47	42	41	45	49	45	71
Grade 5	31	41	32	49	32	68	43	39	42	60	42	71
Grade 6	32	31	35	36	34	47	40	38	41	48	41	60
Grade 7	39	32	42	41	42	66	41	32	43	58	42	69
Grade 8	-	-	-	-	-	-	49	32	49	70	49	75

Track My Progress Benchmark Assessment Results - ELA

Grade	Fall (2017)		Winter (2018)		Spring (2018)		Fall (2018)		Winter (2019)		Spring (2019)	
	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile
Grade K	35	59	34	59	35	60	-	-	47	61	48	74
Grade 1	34	52	36	62	37	62	35	52	36	57	33	65
Grade 2	36	39	36	45	37	60	41	44	41	51	41	60
Grade 3	33	46	33	49	34	51	41	46	45	53	46	52
Grade 4	28	33	31	37	32	42	42	42	45	44	45	55
Grade 5	30	31	32	31	31	36	42	30	42	43	41	46
Grade 6	34	30	35	27	34	39	40	36	41	40	41	55
Grade 7	38	31	42	32	42	47	41	30	43	37	42	57
Grade 8	-	-	-	-	-	-	49	33	48	40	47	53

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to hiring an additional special education teacher, special education support staff, and increased time for an occupational therapist.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

GOAL #4: Community and family support: Increase resources and services to students, staff and parents to provide a sense of safety, school connectedness, and increased student motivation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Chronic Absenteeism Attendance Rate Suspension Rate Expulsions Dropout Rate	1. Parents participated in school wide events. 2. Parents participated in decision-making input in ELAC/Parent meetings and School Site Council (SSC) meetings. 3. 2018-2019 ADA rate was 94% 4. The chronic absenteeism rates was 1.8% 5. The suspension rate was 1.1% 6. The expulsion rate was 0% 7. MS Dropout rate was 0% 8. Course Access – 100% of students were enrolled in physical education for grades K-11

Expected

18-19
1. Parent Participation in school wide events.
2. Parent participation in decision-making input in ELAC/Parent meetings and School Site Council (SSC) meetings.
3. Increase ADA by 1% by 2018-19
4. Decrease Chronic Absenteeism Rates by 1% annually
5. Maintain Suspension Rates below 2%
6. Maintain expulsion rate below 1%
7. Maintain MS Dropout rate below 1%
8. Course Access – 100% Enrollment in Physical Education for Grades K-11

Baseline
1%
1%
2%
0
0

Actual

Attendance Rates
The attendance rate at AFCS is consistently above 93%. T
was 12.3%, and, although improving, the number of studer
remains an area of concern.

AFCS Attendance Rates	
2015-2016	93.74%
2016-2017	93.70%
2017-2018	94.61%

2017-2018 Chronic Absenteeism Rate	
America's Finest Charter	12.3%
San Diego Unified	12.4%
San Diego County	11.0%
Statewide	11.1%

Suspension Rate
America's Finest Charter Suspension Rate for 2017-2018

2017-2018 Suspension Rate	
America's Finest Charter	1.4%
San Diego Unified	3.5%
San Diego County	2.8%
Statewide	3.5%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Costs associated with hosting school wide events annually for families. • Math Night • Literacy Night • International Day • Science Night/Ruben H. Fleet Science Center • Gala • Understanding Common Core State Standards • Understanding CCSS assessments • How to Support Your Child Academically • High school Recognition Assemblies • Sports Events • Open House • College Nights	This action was mostly implemented except for the literacy night.	4000-4999: Books And Supplies Supplemental and Concentration 7,700.00	1. 4000-4999: Books And Supplies Supplemental and Concentration 3,200

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Costs for onsite translator and for translation services of all correspondences sent to families 2. Costs for administering annual parent and student surveys.	This action was partially implemented. However, we only have one parent liaison to assist with planning workshops and parent outreach rather than two.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000	1&2. Cost for onsite translator and translation services 2000-2999: Classified Personnel Salaries Title III 5,250

3. Costs for two part-time parent liaisons and a part-time counselor to assist with planning workshops, and parent outreach. 4. Costs for counseling services for foster students and parents.		3000-3999: Employee Benefits Supplemental and Concentration 2,000 4. See Goal 1 Action 1	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2,500 3. Cost for one part-time parent liaison 2000-2999: Classified Personnel Salaries Title I 12,000 4. See Goal 1 Action 1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Costs for 6th grade Camp, 8th Grade trip and high school with field trips to colleges & universities, museums and library. 2. Costs associated with American Stars Assemblies for student recognition for academic improvement and/or behavior and costs for incentives for students with high performance in assessments and computer-based programs to motivate students. • Awards for Most Improved Students in Razkids Plus • Awards for Most Improved Students in Math- Whizz • Implementing Reading Challenge for students who read a set amount of books over the Winter/Spring Breaks • Academic Assemblies/Award	All actions were fully implemented.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 38,553.00 4000-4999: Books And Supplies Supplemental and Concentration 9,000.00	1. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 24,023.63 2. 4000-4999: Books And Supplies Supplemental and Concentration 5,000

National Honor Roll Society • Leadership Awards			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Costs for providing bus passes and school bus transportation for student to ensure daily attendance, decrease truancy rates and ensure students arrive to school safe and on time.	This action was fully implemented.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000.00	Cost for providing bus passes and transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 17,500

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Costs for providing school uniforms.	This action was fully implemented	4000-4999: Books And Supplies Supplemental and Concentration 10,350.00	Expenditure including school uniforms for students needed 4000-4999: Books And Supplies Supplemental and Concentration 9,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

While we had planned on having two parent liaisons, we determined that we only needed one person in this role. Otherwise, AFCS implemented all planned actions and services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

There has been an increase in parent participation in school wide events and decision-making input in ELAC/Parent meetings and School Site Council (SSC) meetings. Use of students independent study contracts for students with known absences of three or more days has improved student attendance. Administration closely monitors students who are chronically tardy or absent and meet with parents to make a plan for improving student attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Transportation costs slightly increased due to transporting more students to the high school and to PE at the YMCA. We provided more bus passes for high school students than initially planned.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were a few changes to this goal. AFCS added a parent group called Friends of AFCS to assist with school events. We added soccer and basketball teams to the after school program, which increased parent involvement. AFCS has added monthly recognition assemblies for high school students in academics and citizenship.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

America's Finest Charter School informed its stakeholder about LCFF/LCAP using numerous modes of communication: Director's meeting with parents/community, school wide events, ELAC meetings, classroom presentations, monthly newsletters, correspondences sent home, and the school's website. LCAP Surveys were conducted for all stakeholders (staff, parents, students and community) to gather input and feedback.

On November 5-9, 2018, AFCS hosted teacher-parent conferences with parents to discuss student assessment results with parents/guardians. For students not performing at grade level, academic interventions were presented to parents and are provided to students.

On May 1, 2019, a letter to parents/guardians were mailed home with a URL to the LCAP survey.

On May 9, 2019, a meeting was held for parents to discuss LCAP regarding progress of our school's LCAP goals, in addition to input and suggestions made by parents, the parent liaison and executive director also went over the instructions for how to take the LCAP survey. The parents took the survey after the meeting.

On May 8th and 9th, meetings were held for certificated staff where goals from the LCAP were shared and discussed. Staff offered suggestions for revisions. Staff took the survey after the meeting.

On May 16, 2019, the board reviewed the draft LCAP.

On June 19, 2019, the board reviewed and approved the 2019-2020 LCAP.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder involvement has been continuously supported through parent conferences, meetings, surveys, and school wide events. AFCS provided bus passes and uniforms to low-income students. The involvement of these stakeholders has supported improved outcomes for students including our unduplicated count students. Survey data from parents, students and staff all indicated that professional development for teachers is important in order to improve the quality of instruction and strategies used in the classroom that will support our students' learning. Also the use of technology and multi-media both by teachers during instruction, and by students is essential for students' education. The feedback from surveys and open-ended questions for improvement stated that the need to increase communication between parents, school, and students. Our school messenger system and emailing high school students has helps reducing absenteeism and helps students stay engaged and motivated to attend school regularly.

The following changes will take place for the 2019-20 school year:

- AFCS will ensure that there are cleaner bathrooms for our students
- AFCS will continue outreach to families, inviting them to participate in Friends of AFCS

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

GOAL #1: High-quality environment to provide students with access to: highly qualified teachers; access to Common Core curriculum & instructional materials; educational technology; in learning environments with facilities that are safe, secure, clean, well-maintained and in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

- Credentialed teachers
- Student Access to CC aligned curriculum
- Facilities are maintained and in good repair

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual School Accountability Report Card (SARC)	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Student access to technology – Student to Computer ratio: 1:1	3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Student access to technology – Student to Computer ratio: 1:1	3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Student access to technology – Student to Computer ratio: 1:1	3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Maintain student access to technology with a student to computer ratio of 1:1

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Costs associated with Teacher Quality, Highly Qualified Teacher Authorizations.	Costs associated with Teacher Quality, Highly Qualified Teacher Authorizations	Costs associated with Teacher Quality, Highly Qualified Teacher Authorizations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,436,000	1,343,040	1,600,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Cost associated with Teacher salary	1000-1999: Certificated Personnel Salaries Cost associated with Teacher salary	1000-1999: Certificated Personnel Salaries Cost associated with Teacher salary
Amount	275,000	335,010	525,000
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Cost associated with Teacher salary	3000-3999: Employee Benefits Cost associated with benefits	3000-3999: Employee Benefits Cost associated with benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Schoolwide technology needs Infrastructure and Tech training • Technology services • Technology equipment	1. Schoolwide technology needs Infrastructure and Tech training • Technology services • Technology equipment	1. Schoolwide technology needs Infrastructure and Tech training • Technology services • Technology equipment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	45,000	67,200	75,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Supplemental& Concentration 5800-00	5800: Professional/Consulting Services And Operating Expenditures Supplemental& Concentration 5800-00	5800: Professional/Consulting Services And Operating Expenditures Supplemental& Concentration 5800-00
Amount	99,466	47,000	42,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Costs for purchasing the following curriculum: • Carnegie Math grades 9-10 • Eureka math grades K-8 • Raz Plus grades K-8 • ELA – Making Meaning – Being a Writer Program • ELA - Being a Reader Program grades K-2 • Engage NewYork grades 7-8 • Project Lead The Way grades K-10 • 100 People: Global Issues Through our Lens grades 7-8 • Social Studies and Science for grades 9-10 • Spanish for grades 9-10	1. Costs for purchasing the following curriculum: • Carnegie Math grades 9-11 • Eureka math grades K-8 • ELA – Making Meaning – Being a Writer Program • ELA - Being a Reader Program grades K-2 • Engage NewYork grades 7-8 • 100 People: Global Issues Through our Lens grades 7-8 • McGraw Hill - Social Studies for grades 7-11 • McGraw Hill - ELA for grades 3-6 • Social Studies and Science for grades K-11 • Spanish workbooks for grades 9-11 2. Costs for purchasing the following computer-based curriculum: • Achieve3000 for grades 9-11 • Illuminate Benchmark Assessments for grades K-11 • TrackMyProgress for grades K-8	1. Costs for purchasing the following curriculum: • Carnegie Math grades 9-12 • Eureka math grades K-8 • ELA – Making Meaning – Being a Writer Program • ELA - Being a Reader Program grades K-2 • Engage NewYork grades 7-8 7-8 • McGraw Hill - Social Studies for grades 7-12 • McGraw Hill - ELA for grades 3-6 • Science for grades K-12 • Studies Weekly K-6 • Spanish workbooks for grades 9-12 2. Costs for purchasing the following computer-based curriculum: • Achieve3000 for grades 9-12 • Illuminate Benchmark Assessments for grades K-12 • TrackMyProgress for grades K-8

	• Project Lead The Way grades K-11 • Raz-Kids Plus grades K-8	• Project Lead The Way grades K-12 • Raz-Kids Plus grades K-8 • Edgenuity for grades 9-12

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	47,120	135,893	120,000
Source	Title I	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	76,236	135,893	135,893
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire Single-Subject Teacher for Single Subject classes for grades 7-10. The cost for elective classes for grades 7-10.	Hire Single-Subject Teacher for Single Subject classes for grades 7-11 The cost for elective classes for grades 7-11.	Hire single-subject teacher for single subject classes for grades 7-12. The cost for elective classes for grades 7-12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See Goal 1 Action 1	See Goal 1 Action 1	See Goal 1 Action 1

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Facility for high school site 2. Maintain school environment	1. Facility for high school site 2. Maintain safe school environment - security and cameras at high school site	1. Maintain safe school environment - security at high school site

• Shade on playground		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	290,429	151,200	110,000
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SB740	5000-5999: Services And Other Operating Expenditures SB740	5000-5999: Services And Other Operating Expenditures SB740
Amount		15,000	206,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Engineering software (Project Lead The Way/STEM) which promotes college and career planning in the middle and high school grades	Engineering software (Project Lead The Way/STEM) which promotes college and career planning in the middle and high school grades	Engineering software (Project Lead The Way/STEM) which promotes college and career planning in the middle and high school grades

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000.00	5,000.00	5,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

GOAL #2: High-qualify staff: Teachers will receive professional development on research-based strategies, CCSS including ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

- Provide Professional Development on CCSS ELA/ELD Frameworks
- Increase supports for ELL's

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassified Rate	10%	All • 100% of teachers will have received Professional Development on CCSS ELA/ELD	All • 100% of teachers will have received Professional Development on CCSS ELA/ELD	All • 100% of teachers will have received professional development on CCSS ELA/ELD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Frameworks, Math & NGSS • Increase English Proficiency of continuously enrolled ELL's by 5% annually • Increase Reclassification Rates of ELL's in Early Advanced/Advanced from 7% to 15% by 2017-18	Frameworks, Math & NGSS • Increase English Proficiency of continuously enrolled ELL's by 5% annually • Increase Reclassification Rates of ELL's from 7% to 15% by 2018-19	Frameworks, Math & NGSS • Increase English proficiency of continuously enrolled ELs by 5% annually • Increase reclassification rates of ELs from 7% to 15% by 2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Provide 23 full-time teachers, 2 co-principals at K-8 site and 1 principal, 2 deans of students, and 6 full-time teachers at high school site (engineering and international studies) and 3 SPED Ed Specialists with 1-week summer boot camp Professional Development for K-8 site and 2-week summer boot camp for high school site. 2. Provide Professional Development for all teachers 2-3 times per month on the following: • ELA/ELD & Data • Math & Data • Razkids Plus • Illuminate SIS Data Management System • Being A Writer Program-SD Writing project • Rigby, Fountas & Pinnell Reading Assessments • Teacher Observation Template • "New teacher" Support Professional Development • Science, Social Studies, and Spanish	1. Provide 26 full-time teachers, 1 principals at K-8 site and 1 principal, 1 dean of engineering and 1 dean of international studies and 7 full-time teachers at high school site and 3 SPED Ed Specialists and 1 Psychologist with 1-week summer boot camp Professional Development. 2. Provide Professional Development for all teachers 2-3 times per month on the following: • ELA/ELD & Data • Math & Data • Razkids Plus Learning A-Z • Illuminate SIS Data Management System • Being A Writer Program-SD Writing project • Rigby, Fountas & Pinnell Reading Assessments • Teacher Observation Template • "New teacher" Support Professional Development • Science, Social Studies, and Spanish 3. Cost of Leadership team to attend CCSA conference and NCUST (National Center for Urban School Transformation).	1. Provide 27 full-time teachers and one principal at K-8 site; and one principal, one dean of engineering, one dean of international studies, 7 full-time teachers at high school site; and three education specialists and one psychologist with one-week summer boot camp professional development. 2. Provide professional development for all teachers 2-3 times per month on the following: • ELA/ELD & Data • Math & Data • Razkids Plus Learning A-Z • Illuminate SIS Data Management System • Being A Writer Program-SD Writing project • Rigby, Fountas & Pinnell Reading Assessments • Teacher Observation Template • "New teacher" Support Professional Development • Science, Social Studies, and Spanish 3. Cost of Leadership team to attend CCSA conference and other leadership capacity building opportunities.

3. Cost of Leadership team to attend CCSA conference and NCUST (National Center for Urban School Transformation).		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	34,548	57,000	57,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		14,250	14,250
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			
Amount			
Budget Reference			

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Provide K-10 teachers with “release time” twice per month for 3 hours to review student achievement data in collaboration with ELA/Literacy and Math Coaches. High school teachers will have additional "release time" based on the master calendar. The cost to provide PE teachers to relieve teachers during “release time.” 2. Teachers will conduct peer observations with Literacy and Math Coaches. 3. Literacy & Math Coaches will conduct classroom observations with the Principal and provide immediate feedback to teachers.	1. Provide K-11 teachers with “release time” to review student achievement data in collaboration with ELA/Literacy and Math Coaches. High school teachers will have additional "release time" based on the master calendar. The cost to provide PE teachers to relieve teachers during “release time.” 2. Teachers will conduct peer observations with Literacy and Math Coaches. 3. Literacy & Math Coaches will conduct classroom observations with the Principals and provide immediate feedback to teachers.	1. Provide K-12 teachers with “release time” to review student achievement data in collaboration with ELA/literacy and math coaches. High school teachers will have additional "release time" based on the master calendar. The cost to provide PE teachers to relieve teachers during “release time.” 2. Teachers will conduct peer observations with literacy and math coaches. 3. Literacy & math coaches will conduct classroom observations with the principals and provide immediate feedback to teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	55,000	56,650	45,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Budget Reference	2. See Goal 1 Action 1	2. See Goal 1 Action 1	2. See Goal 1 Action 1
Budget Reference	3. See Goal 1 Action 1	3. See Goal 1 Action 1	3. See Goal 1 Action 1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1. ELLs will receive at least 30 minutes of ELD instruction daily through small group instruction and/or pullouts. 2. ELLs (Beginning and Early Intermediate Levels) will receive an additional 30 minutes of ELD instruction, 2-3 days per week in small group homogeneous instruction by the EL support staff. 3. Implement Being a Writer ELL Curriculum for Grades K-6 and Engage NewYork for grades 7-10 and Implement Razkids Plus for ELL's. 4. ELAC Meetings will take place at least 4 times/year. 5. Costs to hire a bilingual counselor to provide parent supports for ELAC/Parent meetings and counseling for all students. 6. Provide Instruction to support structured language development, and effective program to identify, assess, support and serve English Language Learners and their families.	1. ELLs will receive at least 30 minutes of ELD instruction daily through small group instruction and/or pullouts. 2. ELLs (Level 1 & 2) will receive an additional 30 minutes of ELD instruction, 2-3 days per week in small group homogeneous instruction by the EL support staff. 3. Implement Being a Writer ELL Curriculum for Grades K-6 and Engage New York for grades 7-11, Raz-kids Plus Learning A-Z for grades K-8 and Achieve3000 for grades 9-11. 4. ELAC Meetings will take place at least 4 times/year. 5. Costs to hire a counselor to provide parent supports for ELAC/Parent meetings and counseling for all students. 6. Provide Instruction to support structured language development, and effective program to identify, assess, support and serve English Language Learners and their families. 7. Costs for McGraw Hill Language Arts Program 3-6	1. ELs will receive at least 30 minutes of ELD instruction daily through small group instruction and/or pullouts. 2. ELs (Level 1 & 2) will receive an additional 30 minutes of ELD instruction, 2-3 days per week in small group homogeneous instruction by the EL support staff. 3. Continue to implement Being a Writer EL Curriculum for Grades K-6 and Engage New York for grades 7-12, RAZ-kids Plus Learning A-Z for grades K-8 and Achieve3000 for grades 9-12. 4. ELAC Meetings will take place at least 4 times/year. 5. Costs to hire a counselor to provide parent supports for ELAC/Parent meetings and counseling for all students. 6. Provide instruction to support structured language development, and effective program to identify, assess, support and serve English learners and their families. 7. Costs for McGraw Hills Language Arts Programs 3-6 8. Costs for implementing and training teachers in use of SIPPs program for struggling readers in grades 1-8 9. Costs associated with consultants assisting with curriculum implementation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		108,000	165,000
Source		Title I	Title I
Budget Reference	1 & 2 See Goal 1 Action 1	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		36,000.00	65,000
Source		Title I	Title I
Budget Reference	3. See Goal 1 Action 2	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		4,000	4,000
Source		Title III	Title III
Budget Reference	3. See above action item 4	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	1000	1,000	1,000
Source	Title III	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		1,000	1,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5&6 See Goal 1 Action 1	4000-4999: Books And Supplies 5&6 See Goal 1 Action 1	4000-4999: Books And Supplies 5&6 See Goal 1 Action 1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Provide ongoing Professional Development on Next Generation Science Standards (NGSS). 2. Adopt Project Lead The Way Curriculum for all students grades K-10 3. Provide “hands-on” Science Curriculum for Science experiments (Grades K-8). 4. Provide after school field trips for students in Grades 3-8, to the Elementary Science Institute once per week. Costs associated with transportation of students to/from Science Institute. 5. Subscription costs for Scholastic Science Magazine (weekly subscription) to align content/curriculum with NGSS; and provide ‘real-world” authentic learning experiences.	1. Provide ongoing Professional Development on Next Generation Science Standards (NGSS). 2. Adopt Project Lead The Way Curriculum for all students grades 7-11 3. Provide “hands-on” Science Curriculum for Science experiments (Grades K-8). 4. Provide after school field trips for students in Grades 3-8, to the Elementary Science Institute once per week, and to UCSD and Malcome X library. Costs associated with transportation of students to/from Science Institute. 5. Subscription costs for Scholastic Science Magazine (weekly subscription) to align content/curriculum with NGSS; and provide ‘real-world” authentic learning experiences. 6. Membership to Professional Organization to enhance employee's performance: Charter School Association and National Center for Urban School Transformation (NCUST)	1. Provide ongoing professional development on Next Generation Science Standards (NGSS). 2. Continue to implement Project Lead The Way Curriculum for all students grades 7-12 3. Adopt science curriculum for science experiments (Grades K-12). 4. Provide after school field trips for students in Grades 3-8, to the Elementary Science Institute once per week, and to UCSD and Malcome X library. Costs associated with transportation of students to/from Science Institute. 5. Subscription costs for Scholastic Science Magazine (weekly subscription) to align content/curriculum with NGSS; and provide ‘real-world” authentic learning experiences. 6. Membership to professional organizations to enhance employees' performance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	1. See Goal 1 Action 4	1. See Goal 1 Action 1	1. See Goal 1 Action 4
Amount		70,000	75,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2&3. See Goal 1 Action 3	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Engineering teacher
Amount	8000	19,861	23,000
Source	After School Education and Safety (ASES)	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cost for EIS	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		10,000	10,000
Source		After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount		3,000.00	0.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		10,000	19,000
Source		Title II	Title II
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

GOAL #3: Aligned resources: Develop an infrastructure for ongoing analysis of student achievement & performance data to ensure efficacy of program services and maximized use of resources.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

• Measure student academic progress through diagnostic, benchmark and state-mandated assessments

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC results	1% growth	1. Establish growth targets for Benchmark Assessments in ELA/Math 2. Establish growth targets for SBAC in ELA & Math 3. Establish API Growth Target for 2017	1. Establish growth targets for Benchmark Assessments in ELA/Math - increase of 1 level 2. Establish growth targets for SBAC in ELA & Math - increase 5%	1. Establish growth targets for Benchmark Assessments in ELA/Math - increase of 1 level 2. Establish growth targets for SBAC in ELA & Math - increase 5% over 2018-2019

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Costs associated with implementation and administering benchmark assessments in ELA & Math • Track My Progress (Grades K-8): 4 times/year. • Eureka Math Modules Interim Assessments (Grades K-8: 5-7 times/year • Reading Assessment – Fountas & Pinnell (Grades K-8): 3 times/year	1. Costs associated with implementation and administering benchmark assessments in ELA & Math • Track My Progress (Grades K-8): 4 times/year. • Eureka Math Modules Interim Assessments (Grades K-8: 5-7 times/year • Reading Assessment – Fountas & Pinnell (Grades K-8): 3 times/year	1. Costs associated with implementation and administering benchmark assessments in ELA & Math • Track My Progress (Grades K-8): 4 times/year. • Eureka Math Modules Interim Assessments (Grades K-8: 5-7 times/year • Reading Assessment – Fountas & Pinnell (Grades K-8): 3 times/year

• Performance Tasks ELA (Grades 3-10): 3 times/year - Teachers will score Performance Tasks with their grade team partners. • Illuminate CC aligned assessments grades 7-10 • Administer NGSS Benchmark assessments 2. Costs for implementing & administering web-based Reading Program. 3. Costs for Math Whizz web-based program. 4. Costs for Track My Progress web-based program.	• Performance Tasks ELA (Grades 3-10): 3 times/year - Teachers will score Performance Tasks with their grade team partners. • Illuminate CC aligned assessments grades 7-11 • Administer NGSS Benchmark assessments 2. Costs for implementing & administering web-based Reading Program. 3. Costs for Math Whizz web-based program. 4. Costs for Track My Progress web-based program. 5. Costs for Carnegie Math program grades 9-11 6. Costs for Achieve3000 grades 9-11 7. Costs for Fuel Education - Online Education for grades 9-11	• Performance Tasks ELA (Grades 3-12): 3 times/year - Teachers will score Performance Tasks with their grade team partners. • Illuminate CC aligned assessments grades 7-12 • Administer NGSS Benchmark assessments 2. Costs for implementing & administering web-based Reading Program. 3. Costs for Math Whizz web-based program. 4. Costs for Track My Progress web-based program. 5. Costs for Carnegie Math program grades 9-12 6. Costs for Achieve3000 grades 9-12 7. Costs for Edgenuity for grades 9-12

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	16,000	20,900	16,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Budget Reference	2-4.See above action #1	2-4.See above action #1	2-4.See above action #1

Amount		20,900	31,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies 5-7	4000-4999: Books And Supplies 5-7

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Provide academic enrichment for students who struggle academically for 1 hour at least two times per week. 2. Costs associated with after-school targeted academic tutoring program for at-risk, and/or students struggling academically, including instructional assistants (tutors).	1. Provide academic enrichment for students who struggle academically for 1 hour two times per week. 2. Costs associated with after-school targeted academic tutoring program for at-risk, and/or students struggling academically, including instructional assistants (tutors).	1. Provide academic enrichment for students who struggle academically for one hour at least two times per week. 2. Costs associated with after-school targeted academic tutoring program for at-risk, and/or students struggling academically, including instructional assistants (tutors).

3. Costs associated with providing before school tutoring.	3. Costs associated with providing before school tutoring and running club. 4. Provide credit recovery assistance and tutoring for grades 9-11 daily.	3. Costs associated with providing before school tutoring and running club. 4. Provide credit recovery assistance and tutoring for grades 9-12 daily.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	40,000	50,000	65,000
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	10,000	22,000	24,000
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		5,340	5,340
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: Students with Disabilities

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Costs associated with strengthening SPED Program, ensuring Students with Disabilities meet or exceed annual IEP Goals. 2. Costs for SPED Services: • Program Specialist • Counselors for K-10 • Speech Therapist • Psychologist • Occupational Therapist • Additional two SPED ED teachers for K-8 and one for high school	1. Costs associated with strengthening SPED Program, ensuring Students with Disabilities meet or exceed annual IEP Goals. 2. Costs for SPED Services: • Program Specialists (3) • Counselor/Psychologist for K-11 • Speech Therapist • Occupational Therapist	1. Costs associated with strengthening special education program, ensuring students with disabilities meet or exceed annual IEP Goals. 2. Costs for special education services • Program specialists (3) • Counselor/psychologist for K-12 • Speech therapist • Occupational therapist • Autism support specialist

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	128,000	252,000	258,000
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	60,561	124,630	75,000
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	100,000	110,000	110,000
Source	Special Education	Special Education	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount		75,326	86,000
Source		Special Education	Special Education
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Costs associated with strengthening (Student Study Team) SST Process including development of Individualized Learning Plans (ILP).	Costs associated with strengthening (Student Study Team) SST Process including development of Individualized Learning Plans (ILP).	Costs associated with continuing to strengthen SST (Student Study Team) process including development of Individualized Learning Plans (ILP).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See Goal 1 Action 1	See Goal 1 Action 1	See Goal 1 Action 1

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1. Costs for assessing program efficacy of academic and behavioral intervention programs • Adopt Character Development curriculum 2. Costs for staff development time to review data and assess what has worked to ensure maximized use of resources.	Costs for staff development time to review data and assess what has worked to ensure maximized use of resources.	Costs for staff development time to review data and assess what has worked to ensure maximized use of resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Budget Reference	2. See Goal 1 Action 1		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

GOAL #4: Community and family support: Increase resources and services to students, staff and parents to provide a sense of safety, school connectedness, and increased student motivation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

- Create a positive school culture
- Provide a safe learning environment conducive to learning
- Increase ADA

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism Attendance Rate Suspension Rate Expulsions Dropout Rate	1% 1% 2% 0 0	1. Parent Participation in school wide events. 2. Parent participation in decision-making input in ELAC/Parent meetings. 3. Increase ADA by 1% by 2018-19	1. Parent Participation in school wide events. 2. Parent participation in decision-making input in ELAC/Parent meetings and School Site Council (SSC) meetings.	1. Parent Participation in school wide events. 2. Parent participation in decision-making input in ELAC/Parent meetings and School Site Council (SSC) meetings.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		4. Decrease Chronic Absenteeism Rates by 1% annually 5. Maintain Suspension Rates below 2% 6. Maintain expulsion rate below 1% 7. Maintain MS Dropout rate below 100% 8. Course Access – 100% Enrollment in Physical Education for Grades K-10	3. Increase ADA by 1% by 2018-19 4. Decrease Chronic Absenteeism Rates by 1% annually 5. Maintain Suspension Rates below 2% 6. Maintain expulsion rate below 1% 7. Maintain MS Dropout rate below 1% 8. Course Access – 100% Enrollment in Physical Education for Grades K-11	3. ADA of at least 95% 4. Chronic absenteeism rate below 12% 5. Maintain suspension rate below 2% 6. Maintain expulsion rate below 1% 7. Maintain MS dropout rate below 1% 8. Continue to provide access to physical education for 100% of students in grades K-12

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Costs associated with hosting school wide events annually for families. • Math Night • Literacy Night • International Day • Science Night/Ruben H. Fleet Science Center • Gala (2 times/year) • Understanding Common Core State Standards • Understanding CCSS assessments • How to Support Your Child Academically	1. Costs associated with hosting school wide events annually for families. • Math Night • Literacy Night • International Day • Science Night/Ruben H. Fleet Science Center • Gala • Understanding Common Core State Standards • Understanding CCSS assessments • How to Support Your Child Academically • High school Recognition Assemblies • Sports Events • Open House • College Nights	1. Costs associated with hosting school wide events annually for families. • Math Night • International Day • Science Night/Ruben H. Fleet Science Center • Gala • Understanding Common Core State Standards • Understanding CCSS assessments • How to Support Your Child Academically • High School Recognition Assemblies • Sports Events • Open House • College Nights

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	7,700	3,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. Costs for onsite translator and for translation services of all correspondences sent to families 2. Costs for administering annual parent and student surveys. 3. Costs for part-time parent liaison and part-time counselor to assist with planning workshops, and parent outreach.	1. Costs for onsite translator and for translation services of all correspondences sent to families 2. Costs for administering annual parent and student surveys. 3. Costs for two part-time parent liaisons and a part-time counselor to assist with planning workshops, and parent outreach. 4. Costs for counseling services for foster students and parents.	1. Costs for onsite translator and for translation services of all correspondences sent to families 2. Costs for administering annual parent and student surveys. 3. Costs for one part-time parent liaison and a part time counselor to assist with planning workshops and parent outreach. 4. Costs for counseling services for foster students and parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	0	2,000	12,000
Source		Supplemental and Concentration	Title I
Budget Reference		3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries
Amount			2,500
Source			Supplemental and Concentration
Budget Reference	3. See Goal 1 Action 1	4. See Goal 1 Action 1	3000-3999: Employee Benefits
Budget Reference			4. See Goal 1 Action 1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Costs for 6th grade Camp, 8th Grade trip and high school with field trips to colleges & universities, museums and library. 2. Costs associated with American Stars Assemblies for student recognition for academic improvement and/or behavior and costs for incentives for students with high performance in assessments and computer-based programs to motivate students. • Awards for Most Improved Students in Razkids Plus • Awards for Most Improved Students in Math Whizz • Implementing Reading Challenge for students who read a set amount of books over the Winter/Spring Breaks 3. Costs for implementing K-8 Publishing Parties in the classroom.	1. Costs for 6th grade Camp, 8th Grade trip and high school with field trips to colleges & universities, museums and library. 2. Costs associated with American Stars Assemblies for student recognition for academic improvement and/or behavior and costs for incentives for students with high performance in assessments and computer-based programs to motivate students. • Awards for Most Improved Students in Razkids Plus • Awards for Most Improved Students in Math- Whizz • Implementing Reading Challenge for students who read a set amount of books over the Winter/Spring Breaks • Academic Assemblies/Award National Honor Roll Society • Leadership Awards	1. Costs for 6th grade camp, 8th Grade trip and high school with field trips to colleges & universities, museums and library. 2. Costs associated with American Stars assemblies for student recognition for academic improvement and/or behavior and costs for incentives for students with high performance in assessments and computer-based programs to motivate students. • Awards for Most Improved Students in RAZkids Plus • Awards for Most Improved Students in Math- Whizz • Implementing Reading Challenge for students who read a set amount of books over the Winter/Spring Breaks • Academic Assemblies/Award National Honor Roll Society • Leadership Awards 3. Costs for summer school for high school students in need of credit recovery.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	27,938	38,553	30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	6,000	9,000	5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	0		6,000
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Costs for providing bus passes for student to ensure daily attendance, decrease truancy rates and ensure students arrive to school safe and on time. 2. Costs for conducting home visits.	Costs for providing bus passes and school bus transportation for student to ensure daily attendance, decrease truancy rates and ensure students arrive to school safe and on time.	Costs for providing bus passes and school bus transportation for student to ensure daily attendance, decrease truancy rates and ensure students arrive to school safe and on time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,800	15,000	18,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Costs for providing school uniforms.	Costs for providing school uniforms.	Costs for providing school uniforms

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,000	10,350	10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$906,209	21.78%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

America's Finest Charter School (AFCS) believes that "all students can Achieve their American Dream." All unduplicated pupils had access to positive and challenging learning environments that guide and inspire them to realize their individual potential and ensure they graduate college or are career ready. We hired a Reading Intervention Teacher to work with SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) helps new and struggling students build the skills and confidence they need to gain reading fluency and comprehension. Purchase of Lap-tops, Chrome Books, iPads, new Math and English Language Arts Curriculum, Various software (Math and Reading) to enhance and improve student learning. Unduplicated count students benefit from additional technology and software designed to their instructional needs. Specific use of Supplemental and Concentration Grant funds includes cost associated with Academic Intervention programs. Additional Consultants for ELA, Math, Part-time Math Resource Teacher, Data Analysis, CCSS assessments, Math Whizz web-based programs, and Before School tutoring and enrichment programs. We provided tutoring afterschool for all unduplicated students at least two hours per week by certificated staff. Purchased of ELD reading intervention program, CELDT and ELPAC test administrators. Additional professional Development for CCSS, ELA, & ELD to support English-Learner population.

AFCS also provided bus passes and transportation to students who are homeless and low-income families to ensure all students have a way to school. All unduplicated students received instruction from fully certified high quality teachers by providing full-time substitute teachers for continuity for teaches who were absent. All unduplicated pupils had access to Common Core standards-aligned curriculum & instructional materials. We purchased Science lab materials from Carolina and Project Lead the Way to allows students to interact directly with the data gathered. They got a first-hand learning experience by performing various experiments on their own. Students were able to build robots while they learned to understand different scientific theories and concepts.

America's Finest Charter School calculates that the percentage by which services for unduplicated pupils are increased or improved compared to services for all pupils in the LCAP year is 21.78%. Increasing the school budget allocations consistent with the foundation of the LCFF Model-Base Grant and Supplemental and Concentration Grant funding will provide increased or improved services for unduplicated count students. Specific actions include: Purchase of additional technology, software, and hiring of support staff including additional Instructional Aides, Consultants, Professional Development , Before and After School enrichment and support programs. Additional professional Development for CCSS, ELA, & ELD to support English-Learners, low-socio economic students, and Homeless/Foster youth population.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$745,898	21.73%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

America's Finest Charter School calculates that the percentage by which services for Unduplicated Pupils must be increased or improved compared to services for all pupils in the LCAP year is 21.73% due to increase enrollment. Increasing the school budget allocations consistent with the foundation of the LCFF Model-Base Grant and Supplemental and Concentration Grant funding will provide increased or improved services for unduplicated count students. Specific actions include: Purchase of additional technology, software, and support staff including additional Instructional Aides, consultants, Professional Development , Before and After School enrichment and support programs. Additional professional Development for CCSS, ELA, & ELD to support English-Learner, low-socio economic students, and Homeless/Foster youth population.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$493,125.00	17.66%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students received instruction from fully certified high quality teachers. Students had access to Common Core standards-aligned curriculum & instructional materials. Hired additional staff including: Instructional Aides, Before and After School enrichment programs. Purchase of Lap-tops, Chrome Books, IPads, new Math and English Language Arts Curriculum, Various software (Math and Reading) to enhance and improve student learning. Unduplicated count students benefit from additional technology and software designed to their instructional needs. Specific use of Supplemental and Concentration Grant funds includes cost associated with Academic Intervention programs. Additional Consultants for ELA, Math, Part-time Math Resource Teacher, Data Analysis, CCSS assessments, Math Whizz web-based programs, and Before School tutoring and enrichment programs. Purchased of ELD reading intervention program, CELDT and ELPAC test adminustators. Additional professional Development for CCSS, ELA, & ELD to support English-Learner population.

America’s Finest Charter School calculates that the percentage by which services for unduplicated pupils are increased or improved compared to services for all pupils in the LCAP year is 17.66% due to increase enrollment. Increasing the school budget allocations consistent with the foundation of the LCFF Model-Base Grant and Supplemental and Concentration Grant funding will provide increased or improved services for unduplicated count students. Specific actions include: Purchase of additional technology, software, and hiring of support staff including additional Instructional Aides, Consultants, Professional Development , Before and After School enrichment and support programs. Additional professional Development for CCSS, ELA, & ELD to support English-Learners, low-socio economic students, and Homeless/Foster youth population.