America's Finest CHARTER SCHOOL

2026-2027 America's Finest Charter School Student & Parent/Guardian Handbook

A MESSAGE TO STUDENTS AND FAMILIES

Welcome to America's Finest Charter School (AFCS).

AFCS is a California public charter school committed to providing every student with a safe, welcoming, rigorous, and supportive educational environment. This Student & Family Handbook explains the rights, responsibilities, expectations, supports, and procedures that apply to students and families during the 2026-2027 school year.

This handbook uses a student-centered approach. We believe that students learn best when they feel known, respected, safe, and connected to adults and peers. We also believe that accountability and high expectations are essential parts of a successful school community.

The handbook is intended to be read together with AFCS's charter petition, board policies, administrative procedures, Individualized Education Programs (IEPs), Section 504 Plans, and applicable federal and California law.

Where a conflict exists between this handbook and applicable law, the law controls. AFCS may update this handbook when necessary to comply with changes in federal or California law, regulations, court decisions, or governing-board policy.

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America's Finest CHARTER SCHOOL

1. CORE VALUES

Students at the Center

Every student has the ability to learn, grow, contribute, and succeed. We center school decisions on student learning, safety, belonging, and long-term success. Student voice is an important part of understanding and improving our school community.

Equity and Inclusion

AFCS is committed to providing equitable access to education and school opportunities. We do not discriminate or tolerate harassment based on characteristics protected by federal or California law.

Honesty and Integrity

Students, families, teachers, administrators, and staff are expected to communicate honestly, act ethically, protect confidential information, and accept responsibility for their decisions.

Excellence

AFCS maintains high academic and behavioral expectations while providing students with appropriate instruction, intervention, accommodations, and support.

Respect

Every person deserves to be treated with dignity, care, courtesy, and respect.

Relationships

Positive relationships between students, families, teachers, and staff create trust and support student success.

Creativity and Innovation

We encourage curiosity, problem solving, responsible technology use, creativity, and appropriate innovation.

Partnership and Collaboration

Students, families, staff, and community partners share responsibility for building a successful school community.

Joyful Learning and Leadership

Students should have meaningful opportunities to learn, lead, collaborate, create, and contribute.

2. STUDENT AND CAREGIVER RIGHTS AND RESPONSIBILITIES

Students are expected to be safe, respectful, responsible, and prepared to participate in learning.

Students Have the Right To:

- Receive a free public education.
- Learn in a safe, supportive, and welcoming environment.
- Be treated fairly and without unlawful discrimination or harassment.
- Receive appropriate academic instruction and support.
- Ask teachers, counselors, administrators, and other staff for assistance.
- Report bullying, harassment, discrimination, abuse, threats, or safety concerns without retaliation.
- Receive discipline consistent with school policy and applicable law.
- Receive information concerning discipline in a language and manner reasonably accessible to the student and family.
- Access educational records as permitted by federal and California law.
- Receive appropriate accommodations and services under an IEP or Section 504 Plan.

- Participate in school activities subject to applicable eligibility and safety requirements.
- Express ideas and opinions consistent with applicable law and reasonable school rules.
- Be free from unlawful retaliation for making a good-faith complaint.

Students Have the Responsibility To:

- Attend school regularly and arrive on time.
- Participate actively in learning.
- Complete assigned work.
- Follow reasonable directions from school employees.
- Respect other students, families, employees, visitors, and community members.
- Protect school and personal property.
- Follow classroom, campus, technology, transportation, and activity rules.
- Report dangerous or concerning conduct.
- Resolve conflicts appropriately and participate honestly in restorative or problem-solving processes when appropriate.
- Use technology responsibly.

Parents/Guardians/Caregivers Have the Right To:

- Receive information about their student's academic progress and attendance.
- Participate in appropriate conferences and educational planning.
- Review educational records as provided by law.
- Receive required notices and communications.
- Request interpretation or translation assistance as appropriate.
- Raise concerns and file complaints through applicable school procedures.
- Receive information regarding discipline and appeal rights.

Parents/Guardians/Caregivers Have the Responsibility To:

- Support regular attendance and punctuality.

- Provide current emergency contact information.
- Communicate with AFCS regarding significant student needs.
- Support the student's educational program.
- Attend meetings when requested or required.
- Review school expectations with their student.
- Work collaboratively with school staff to address concerns.

3. MULTI-TIERED SYSTEM OF SUPPORT

AFCS uses a Multi-Tiered System of Support (MTSS) to provide academic, behavioral, social-emotional, and wellness support.

Tier 1 Universal Support

Tier 1 is provided to all students and includes:

- High-quality grade-level instruction.
- Schoolwide behavioral expectations.
- Social-emotional learning.
- Classroom routines.
- Attendance support.
- Family engagement.
- Schoolwide wellness and belonging activities.

Tier 2 Targeted Support

Students who need additional assistance may receive:

- Small-group academic intervention.
- Behavioral skill-building.
- Check-in/check-out.
- Counseling or social-emotional support.
- Attendance intervention.
- Mentoring.
- Family-school problem solving.

Tier 3 Intensive Support

Students with intensive needs may receive individualized interventions, which may include:

- Individual academic intervention.
- Individual counseling or mental-health referral.
- Individual behavior-support planning.
- Functional Behavior Assessment when appropriate.
- Safety planning.
- Care coordination.
- Individualized student support teams.

MTSS is intended to support students before problems escalate and does not replace legally required special-education, Section 504, or other services.

4. RESTORATIVE PRACTICES

Restorative practices focus on relationships, accountability, repairing harm, and returning students to successful participation in the school community.

Possible restorative practices include:

- Community-building circles.
- Restorative conversations.
- Responsive circles.
- Student conferences.
- Restorative conferences.
- Agreements to repair harm.
- Letters or other appropriate restitution.
- Re-entry meetings following significant discipline.

Restorative practices do not eliminate AFCS's obligation to respond to conduct that requires immediate safety action or discipline under law.

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5. SOCIAL-EMOTIONAL LEARNING

Social-emotional learning supports students in:

- Understanding and managing emotions.
- Setting and pursuing goals.
- Developing empathy.
- Building healthy relationships.
- Making responsible decisions.
- Resolving conflicts.
- Seeking help when needed.

Students are encouraged to contact a trusted adult when they or another student need support.

6. STUDENT SUCCESS, WELLNESS, AND HEALTH

AFCS works to maintain a safe environment that promotes physical health, mental health, belonging, and learning.

Students may seek assistance from:

- Teachers.
- Counselors.
- School psychologists.
- Social workers.
- School health staff.
- Administrators.
- Trusted school employees.
- Other designated student-support personnel.

A student or family may report a safety concern to any AFCS employee.

In an immediate emergency, call 911.

For a mental-health or suicide crisis, families may call or text 988.

7. EVERY STUDENT BELONGS

AFCS prohibits discrimination, harassment, intimidation, and bullying based on characteristics protected by law.

Students may not use symbols, images, gestures, language, clothing, online content, or other conduct in a manner that constitutes unlawful harassment, intimidation, bullying, or discrimination.

AFCS will respond to reports of bias incidents consistent with applicable law and school policy.

8. BEHAVIORAL SAFETY ASSESSMENT AND THREAT RESPONSE

When a student makes a threat or engages in conduct that raises a significant safety concern, AFCS may conduct a behavioral threat or safety assessment.

The purpose is to:

- Gather relevant information.
- Assess safety concerns.
- Identify protective factors.
- Develop appropriate safety measures.
- Connect the student and family with support.
- Protect students and staff.

A behavioral safety assessment is not necessarily a disciplinary proceeding. A student may nevertheless be subject to discipline when conduct violates school rules or applicable law.

9. HEALTHY, SUBSTANCE-FREE LEARNING ENVIRONMENT

Students may not possess, use, distribute, sell, or be under the influence of alcohol, cannabis, controlled substances, unauthorized prescription medication, nicotine products, or drug paraphernalia at school, on school property, at school-sponsored activities, or in circumstances otherwise covered by school discipline rules or applicable law.

AFCS may use educational, restorative, counseling, intervention, and disciplinary responses.

Students who need assistance with substance use are encouraged to seek confidential support consistent with applicable law and school procedures.

10. GENDER DIVERSITY, GENDER IDENTITY, AND GENDER EXPRESSION

AFCS respects every student's dignity and right to participate in education free from unlawful discrimination and harassment.

Students may express their gender identity and gender expression consistent with applicable law and school rules.

AFCS will respond to reports of harassment or discrimination based on sex, gender, gender identity, gender expression, or sexual orientation.

School records and communications will be handled consistent with California and federal law, including applicable student-record requirements.

11. SELF-HARM, SUICIDE PREVENTION, AND SAFETY PLANS

Students should immediately tell a trusted adult if they are experiencing thoughts of suicide, self-harm, or serious emotional distress, or if they are concerned about another student.

AFCS may conduct a safety assessment and develop a safety/support plan when appropriate.

A safety plan may identify:

- Warning signs.
- Trusted adults.
- Coping strategies.
- Emergency contacts.
- Mental-health resources.
- School supports.
- Follow-up procedures.

In an immediate emergency, call 911.

For the 988 Suicide & Crisis Lifeline, call or text 988.

12. TITLE IX AND SEX-BASED HARASSMENT

Title IX and California law prohibit discrimination and harassment based on sex in education programs and activities.

Reports may involve, among other conduct:

- Sex-based harassment.
- Sexual harassment.
- Sexual assault.
- Sexual violence.
- Dating violence.
- Stalking.
- Discrimination based on pregnancy or related conditions.
- Sex-based discrimination affecting educational opportunities.

AFCS will maintain a Title IX Coordinator and provide the school's current contact information to students and families.

Title IX Coordinator: Dr. Esther Omogbehin
Email: eomogbehin@myafcs.org
Phone: (619) 694-4809

Reports may be made to the Title IX Coordinator, school administration, or another employee who will route the concern according to applicable procedures.

13. ATTENDANCE AND SCHOOL ENGAGEMENT

Regular attendance is essential to academic success.

Students are expected to:

- Attend school every instructional day.
- Arrive on time.
- Remain in assigned classes.
- Participate in instruction.
- Follow attendance procedures.

Parents/guardians should notify AFCS as soon as possible when a student will be absent.

AFCS will maintain attendance records consistent with California law.

A student may not be suspended or expelled solely because the student is truant, tardy, or otherwise absent from school activities. California law requires schools to use appropriate attendance interventions instead.

Attendance interventions may include:

- Family contact.
- Attend conferences.
- Student support meetings.
- Counseling.
- Attendance improvement plans.

- Community resources.
- Other lawful interventions.

14. PARENT/GUARDIAN COMMUNICATION AND STUDENT INFORMATION SYSTEMS

AFCS may use a student information system such as AERIES / OTHER].

Families should maintain current:

- Phone numbers.
- Email addresses.
- Home addresses.
- Emergency contacts.
- Authorized pickup information.
- Health information.
- Other information requested by AFCS.

Families are responsible for promptly notifying AFCS when information changes.

15. DISCIPLINE AND THE SCHOOL-RELATED NEXUS

School rules apply:

- On school property.
- During school hours.
- During school-sponsored activities.
- On school transportation.
- While participating in school programs.
- During school-sponsored travel.
- When otherwise under school supervision.

AFCS may address certain off-campus or online conduct when permitted by law and when the conduct has a sufficient connection to the school environment.

California law specifically addresses certain off-campus cyberbullying. See Section 32 of this handbook.

AFCS will not impose discipline merely because conduct occurred away from campus unless the conduct falls within lawful school authority.

16. EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important part of student development.

Activities may include:

- Clubs.
- Athletics.
- Performing arts.
- Student government.
- Academic teams.
- Service activities.
- Field trips.
- Leadership activities.

Students participating in extracurricular activities must follow school rules and applicable activity-specific requirements.

17. TRANSPORTATION AND SCHOOL BUSES

When transportation is provided by AFCS or a transportation provider, students must:

- Follow driver and staff directions.
- Remain appropriately seated.
- Keep aisles clear.
- Use respectful language.
- Keep hands, feet, and objects to themselves.
- Avoid behavior that creates a safety hazard.

Serious or repeated misconduct may result in loss of transportation privileges consistent with applicable law and school procedures.

18. TECHNOLOGY, INTERNET, ARTIFICIAL INTELLIGENCE, AND DIGITAL CITIZENSHIP

Technology is provided to support learning.

Students must:

- Protect passwords.
- Use only their assigned accounts.
- Respect privacy.
- Follow copyright laws.
- Avoid unauthorized access.
- Avoid harmful or threatening communications.
- Avoid cyberbullying.
- Protect school equipment.
- Report unsafe online content to an adult.

Students may not:

- Hack or attempt unauthorized access.
- Damage computer systems.
- Impersonate another person.
- Share another person's private information.
- Create or distribute threatening content.
- Plagiarize.
- Use technology to cheat.

Artificial Intelligence

Students may use generative AI only when the teacher or AFCS permits it.

Students must disclose AI assistance when required by an assignment or school policy.

AI may not be used to:

- Cheat.
- Plagiarize.
- Create impersonation or fraudulent materials.
- Harass another person.
- Create nonconsensual sexual imagery.
- Threaten or intimidate another person.
- Circumvent school technology controls.
- Violate another person's privacy.

19. 2026 SMARTPHONE / CELL PHONE POLICY

Effective July 1, 2026, California Education Code10 days or more and other disciplinary expulsions, California charter-school law requires timely written notice and a hearing before a neutral officer, with an opportunity to present testimony, evidence, and witnesses and to bring legal counsel or an will comply with California charter-school law governing requires charter schools to adopt a policy limiting or prohibiting student smartphone use while students are at a school site or under school employee supervision.

AFCS therefore limits student smartphone use during the school day as follows:

[AFCS CELL PHONE POLICY — Phones must be powered off and place is an approved storage location from arrival through dismissal. Sometimes phones may be stored in a backpack, classroom phone pouch, or approved storage location from arrival through dismissal when specifically authorized.]

Students may use phones when:

- Authorized by a teacher or administrator.

- Needed for an approved health or accessibility purpose.
- Required by an IEP, Section 504 Plan, or other legally required accommodation.
- Necessary because of an emergency.
- Otherwise permitted under AFCS's adopted policy.

AFCS will apply the policy consistently and will provide reasonable accommodations when legally required.

20. DRESS AND ATTIRE EXPECTATIONS

The responsibility for appropriate dress rests primarily with the student and family.

Students must wear clothing and footwear appropriate for school activities and safety.

Clothing may not:

- Display unlawful or threatening content.
- Promote illegal drug use.
- Promote tobacco or nicotine use.
- Contain discriminatory or harassing content.
- Create a safety hazard.
- Expose private areas in a manner inconsistent with reasonable school standards.
- Interfere with required safety equipment.

Dress rules will be enforced without discrimination based on gender, gender identity, gender expression, or other protected characteristics.

21. SEARCHES OF STUDENTS AND PROPERTY

AFCS may conduct searches consistent with applicable law and school policy when there is a lawful basis to do so.

School-owned lockers (spaces), desks, computers, tablets, accounts, and network resources may be subject to inspection consistent with school policy and applicable law.

Personally owned property, including cell phones, may be searched only when legally permitted.

Searches should be conducted in a manner reasonably related to the purpose of the search and respectful of student dignity.

22. STUDENT RECORDS AND PRIVACY

Student records are maintained consistent with the Family Educational Rights and Privacy Act (FERPA), California law, and applicable AFCS policies.

Parents/guardians generally have rights to inspect and review education records of their minor children, subject to applicable legal exceptions.

AFCS will protect student information and will disclose information only as permitted or required by law.

23. FOOD, NUTRITION, AND MEAL ACCESS

Students may participate in the school's meal program consistent with applicable eligibility and program rules.

California's state meal mandate requires public schools, including charter schools serving TK/K-12 students, to make a nutritionally adequate breakfast and lunch available to students who request a meal on each school day, subject to statutory requirements.

Students may not share food in a manner that violates school health, allergy, or safety requirements.

Families should notify AFCS of significant food allergies or medically necessary dietary accommodations.

24. PROHIBITED ITEMS

Students may not possess items that violate law or create an unreasonable safety risk.

Prohibited items may include:

- Firearms.
- Explosives.
- Dangerous weapons.
- Knives when prohibited by law or school policy.
- Items used as weapons.
- Illegal drugs.
- Alcohol.
- Cannabis products.
- Unauthorized controlled substances.
- Drug paraphernalia.
- Tobacco and nicotine products.
- Items designed or used to threaten or harm another person.

AFCS personnel will respond to prohibited items consistent with law, school policy, and student due-process requirements.

25. BEHAVIORAL EXPECTATIONS AND BEHAVIOR MATRIX

AFCS uses a graduated behavior-support system. Staff should begin with the least exclusionary intervention reasonably calculated to address the conduct, unless the nature of the conduct requires a more immediate response.

TYPE I — Classroom / Staff-Managed Behaviors

Examples:

- Minor disruption.
- Talking out of turn.
- Minor off-task behavior.
- Failure to follow a classroom routine.
- Minor inappropriate language.
- Minor misuse of technology.
- Minor tardiness.
- Leaving an assigned area without permission when there is no immediate safety concern.

Possible responses:

- Redirection.
- Re-teaching.
- Restorative conversation.
- Seat change.
- Structured break.
- Reflection.
- Loss of a classroom privilege.
- Parent/guardian contact.
- Student conference.
- MTSS intervention.

TYPE II — School-Managed Behaviors

Examples:

- Repeated Type I behavior.
- Significant disruption.
- Repeated harassment or bullying.
- Cheating or plagiarism.
- Deliberate property misuse.
- Minor theft.

- Repeated technology violations.
- Inappropriate physical contact.
- Possession of prohibited items.
- Trespassing.
- Forgery.

Possible responses:

- Restorative conference.
- Parent/guardian conference.
- Behavior support plan.
- Check-in/check-out.
- Loss of privilege.
- Counseling referral.
- Safety plan.
- No-contact agreement where appropriate.
- In-school intervention.
- Suspension when legally permitted.

TYPE III — Serious Behaviors

Examples:

- Serious fighting.
- Threats causing reasonable fear of harm.
- Major property damage.
- Serious harassment or bullying.
- Major technology misuse.
- Serious theft.
- False fire alarm.
- Major insubordination that creates a substantial safety or educational impact.
- Serious physical attack.
- Possession or use of dangerous items.
- Other conduct identified under California Education Code.

Possible responses:

- Immediate safety intervention.
- Parent/guardian notification.
- Behavioral safety assessment.
- Restorative process when appropriate.
- Counseling/support.
- Behavior intervention plan.
- Suspension when authorized by law.
- Expulsion recommendation when legally authorized.
- Law-enforcement notification when required by law or necessary for safety.

TYPE IV — Critical / Potentially Expellable Conduct

Examples include conduct identified by California law as potentially requiring or authorizing expulsion, including certain:

- Firearm violations.
- Brandishing a knife.
- Explosives.
- Serious physical injury.
- Sexual assault or sexual battery.
- Serious controlled-substance violations.
- Robbery or extortion.
- Serious assaults or batteries involving school employees.
- Other conduct identified in Education Code sections 48900 and 48915.

AFCS will follow the applicable statutory requirements rather than relying solely on this matrix.

26. ALCOHOL, CANNABIS, DRUGS, TOBACCO, AND NICOTINE

AFCS prohibits unlawful possession, use, sale, distribution, or transfer of alcohol, cannabis, controlled substances, tobacco, nicotine products, and drug paraphernalia.

Responses may include:

- Parent/guardian notification.
- Counseling.
- Substance-use intervention.
- Restorative practices.
- Safety planning.
- Loss of privileges.
- Suspension where authorized.
- Expulsion procedures where authorized.
- Referral to community resources.

AFCS will consider legally required accommodations for medications and medical needs.

27. SUSPENSION PROCEDURES

Suspension is an exclusionary disciplinary consequence and will be used only when permitted by California law and AFCS policy.

Before suspension, AFCS will generally consider:

- The nature of the conduct.
- Student age and developmental level.
- Disability and special-education status.
- Whether the conduct involved protected characteristics.
- Prior interventions.
- The student's willingness to repair harm.
- Safety considerations.
- Available alternatives.

- Whether the conduct is one for which suspension is legally authorized.

For suspensions of fewer than 10 days, AFCS will provide the student appropriate notice of the charges and, if the student denies the charges, an explanation of the evidence and an opportunity to provide the student's side of the story.

Students suspended for two or more school days may request homework/assignments as provided by California law.

28. EXPULSION AND DISCIPLINE HEARING PROCEDURES

Expulsion is a serious disciplinary action.

California law identifies specific conduct for which expulsion may be recommended or required, subject to statutory procedures and exceptions.

For serious discipline proceedings, AFCS will provide applicable due-process protections.

For suspensions of 10 days or more and other disciplinary expulsions, California charter-school law requires timely written notice and a hearing before a neutral officer, with an opportunity to present testimony, evidence, and witnesses and to bring legal counsel or an advocate, consistent with Education Code section 47605(c)(5)(J).

29. INVOLUNTARY REMOVAL / DISENROLLMENT DUE PROCESS

AFCS will comply with California charter-school law governing involuntary removal and disenrollment.

A California charter school may not involuntarily remove a student for a reason covered by Education Code section 47605 without following the statutory due-process requirements.

Except where the law provides otherwise, written notice of intent to remove a student must be provided at least five school days before the effective date of the action. The notice must be provided in the required language and must explain the basis for removal and applicable hearing rights. If the family timely initiates the applicable procedure, the student remains enrolled pending the final decision.

Involuntary removal includes, as defined by law, actions such as disenrollment, dismissal, transfer, or termination, but does not include suspensions governed by the statutory suspension procedures.

30. DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities are entitled to the protections of applicable federal and California law.

When disciplinary action may constitute a change in placement, AFCS will follow applicable IDEA and Section 504 procedures.

These may include:

- Manifestation Determination Review.
- IEP-team participation.
- Functional Behavior Assessment.
- Behavior Intervention Plan.
- Appropriate educational services during disciplinary removals.
- Procedural safeguards.
- Parent/guardian participation.

AFCS will not discriminate against a student because of disability.

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BOARD ADOPTION

This policy shall become effective upon approval by the America's Finest Charter School Board of Directors.

Date of Adoption: October 19, 2026

Secretary of the Board: _____

Board Meeting Date: October 19, 2026

31. BULLYING, CYBERBULLYING, HARASSMENT, AND BIAS INCIDENTS

Bullying includes conduct that meets the applicable California legal definition and may include:

- Physical conduct.
- Verbal conduct.
- Written conduct.
- Electronic conduct.
- Repeated intimidation.
- Threatening conduct.
- Social exclusion when it constitutes prohibited conduct.
- Cyberbullying.

Students should report concerns to any trusted AFCS employee.

Reports will be investigated or addressed according to applicable law and school procedures.

Retaliation for making a good-faith report is prohibited.

32. 2026 OFF-CAMPUS CYBERBULLYING POLICY

AFCS may address off-campus cyberbullying when the conduct falls within the scope authorized by California law and AFCS policy.

Examples may include severe or pervasive online conduct that:

- Creates a hostile educational environment.
- Substantially interferes with a student's educational participation.
- Creates a reasonably expected effect of intimidation or hostility at school.
- Results in significant school disruption.

AFCS will respect students' lawful off-campus speech and will not treat ordinary disagreement or protected expression as bullying merely because it is unpopular or offensive.

33. 2026 ALL-GENDER RESTROOM ACCESS

AFCS will provide access to the required all-gender restroom(s) and will not discriminate against students based on gender identity or gender expression.

Students must respect restroom privacy, safety, cleanliness, and appropriate-use expectations.

34. 2026 STUDENT IDENTIFICATION CARD SUICIDE-PREVENTION REQUIREMENT

If AFCS serves grades 7-12 and issues student identification cards, AFCS will comply with Education Code section 215.5.

Required resource information includes:

The Trevor Project LGBTQ+ crisis support
Phone: 866-488-7386
Text: START to 678-678

35. 2026 STUDENT SAFETY, ABUSE PREVENTION, AND PROFESSIONAL BOUNDARIES

AFCS will maintain appropriate professional boundaries between students and employees, volunteers, contractors, and other adults participating in school programs.

Students should report:

- Grooming behavior.
- Sexual misconduct.
- Inappropriate adult-student communications.
- Requests for secrecy concerning inappropriate conduct.
- Unwanted sexual communications.
- Inappropriate physical contact.
- Other conduct that makes a student feel unsafe.

School employees are mandated reporters when required by California law.

36. 2026 IMMIGRATION-ENFORCEMENT AND SAFE-SCHOOL PROTECTIONS

AFCS will follow its board-approved immigration-enforcement response policy and applicable California and federal law.

AFCS will not condition enrollment or access to public education on a student's or family's immigration status except where specifically required by law.

Families with questions about immigration related school procedures may contact:

School Contact: Dr. Esther Omogbehin
Email: eomogbehin@myafcs.org
Phone: (619) 694-4809

37. APPEALS AND COMPLAINT PROCEDURES

Students and families may have several complaint and appeal options depending on the nature of the concern.

These may include:

- Informal concern to a teacher.
- Meeting with the Executive Director.
- Written complaint.
- Discipline appeal.
- Title IX complaint.
- Uniform Complaint Procedure (UCP).
- Williams complaint.
- Special education due-process procedures.
- Section 504 grievance procedures.
- Civil-rights complaint procedures.

Discipline Appeals

AFCS will provide the student and family with the appeal rights applicable to the particular disciplinary action.

Uniform Complaint Procedures

AFCS will maintain a Uniform Complaint Procedures policy consistent with California requirements.

DEFINITIONS

For purposes of this handbook, terms such as "student," "parent," "guardian," "caregiver," "school employee," "school property," "school-sponsored activity," "bullying," "cyberbullying," "harassment," and "discipline" shall be interpreted consistent with applicable California and federal law and AFCS board policy.

ANNUAL NOTICES AND IMPORTANT RESOURCES

AFCS will provide legally required annual notices and maintain current information regarding applicable:

- Nondiscrimination protections.
- Title IX.

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- Uniform Complaint Procedures.
- Williams requirements.
- Special education rights.
- Section 504 rights.
- Student records and FERPA.
- Attendance requirements.
- Health and immunization requirements.
- Suicide prevention resources.
- Child abuse reporting requirements.
- Safe-school requirements.
- Other notices required by California or federal law.

FAMILY ACKNOWLEDGMENT

I acknowledge that I have received or been provided access to the America's Finest Charter School (AFCS) Student & Family Handbook for the 2026-2027 school year.

I understand that I am responsible for reviewing the handbook with my student and becoming familiar with the school's expectations, procedures, rights, and responsibilities.

Student Name: _____

Grade: _____

Parent/Guardian/Caregiver Name: _____

Signature: _____

Date: _____

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