



America's Finest Charter School

Dashboard Local Performance Indicator Report

Self-Reflection 2021-22

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students (COE Only – LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster-Youth (COE Only – LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Teachers	Number	Percent
Misassignments of teachers of English learners	*	*
Total teacher misassignments	*	*
Vacant teacher positions	*	*

***NOTE:** As of May 31, 2022 the California Statewide Assignment Accountability System (CalSAAS) has not provided updated credentialing or assignment data

Access to Instructional Materials	Number	Percent
Students without access to their own copies of standards-aligned instructional materials for use at school and at home	0	0%

Facility Conditions	Number
Identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for English/Language Arts
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

[Respond Here]

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5

Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	

History-Social Science					5
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Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts			3		
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

[Respond Here]

Parent and Family Engagement (LCFF Priority 3)

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices: Building Relationships	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

At America’s Finest Charter School, technology is utilized to increase home-school communication. Teachers use Class Dojo to regularly stay in contact with families regarding academic progress, as well as social-emotional supports. To further engage families in the school’s program and strengthen relationships, we also have meetings, teachers and parents conferences, and activities include but are not limited to: Curriculum Night/Open House, Math Night, Parent-Teacher Conference, Flyers and School-Related Information, and Monthly Letters Communication. In the coming academic year, we also will be providing workshops and webinars to teach families how to use the Parent Portal for statewide testing and the school grading system.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the survey data for 2021-22, the families have requested more assistance with learning English and workshops to increase their capacity to help their child(ren) be successful in school. In response to these requests, in the coming year we will offer ESL classes to parents/guardians, increase the number of schoolwide parent conference events, and hold more workshops on supporting their children in the home.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

As mentioned previously, our community consists of Spanish, Amharic, Russian and Vietnamese speaking parents which creates a language barrier to the active participation of these families. To address this, AFCS offers live translation for non-English speaking parents for both one-on-one and schoolwide gatherings of parents.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Practices: Building Partnerships	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to	4

teachers and principals to improve a school's capacity to partner with families.	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

America's Finest Charter School (AFCS) is committed to building strong relationships with parents as partners in education. Parents have many opportunities to be involved at AFCS. AFCS has formed a group called "Friends of AFCS" including administrators, teachers, classified staff and parents to provide after school activities and fundraising events.

The school has an "open door" policy where school administrators meet regularly with parents (scheduled and unscheduled), and encourages feedback during our ELAC and other parent meetings. AFCS families also have opportunities to provide feedback when they complete the Annual LCAP Survey. Translation services are provided in all parents communications and events, including on-site translation, monthly newsletters in different languages, school messenger-an autodialer messages system to parents/guardians in English and Spanish. Parents fill out volunteer interest forms and are invited to help in the class and with outside class assignments.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the survey data for 2021-22, the families have requested more assistance workshops to increase their capacity to help their child(ren) be successful in school. In response to these requests, in the coming year we will increase the number of schoolwide parent conference events, and hold more workshops on supporting their children in the home. We also will be engaging in targeted outreach to our AAPI community to build relationships and increase their representation in the student body enrollment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes

According to our population data, we need to reach out more to the Asian families and communities in order to improve their engagement and representation by placing ads in cultural/ethnicity-specific newspapers and inviting more local businesses to our events.

Section 3: Seeking Input for Decision Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices: Seeking Input	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parent involvement has been at the core of decision-making processes for America's Finest Charter since its opening in 2011. The Board of Directors for America's Finest Charter is composed of several members of each of the following stakeholder groups: staff, parents and leaders from the community. The Board of Directors meets monthly to fulfill the goals of the Board and school leadership. America's Finest Charter School involves English speaking and non-English speaking parents. Involvement opportunities include: English Learner Advisory Committee (ELAC) parents meetings and School Site Council (SSC). Parents participated in school events: Curriculum Night/Open House, Math Night, International Fair, and Arts in the Afternoon Gala.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

AFCS needs to increase the capacity of parent leaders to engage in outreach and serve on various

school committees. The AFCS leadership will be seeking more opportunities to raise the profile of the school in the surrounding community, provide additional parent trainings to increase and sustain engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The 2022-23 academic year will mark a renewed commitment to targeted outreach for our underrepresented communities so they may become active participants in the decision-making structures currently in place.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

AFCS implemented a schoolwide Positive Behavior Intervention and Supports (PBIS) this school year. The three behavioral expectations are respect, responsibility and community. We have a matrix that is easy and explicit that has been posted on our campus including classrooms, lunch area, and outside areas for our students and families. The new system includes rewards for exhibiting these expectations campus wide. Field trips, frozen yogurt, and pizza parties are all a part of our new system that is in place. "Classroom Points" are recorded through Class Dojo. Any staff members can give students points when they are exhibiting these behavioral expectations.

America's Finest Charter School recently conducted a School Climate Survey as a local measure to evaluate students perceptions and school connectedness. The survey was sent to 103 students in grades 3-12. At AFCS, we place the highest value on school safety and ensuring that students feel connected to school. AFCS used Google Forms to conduct a comprehensive analysis of our recent student survey results. We are able to provide the following summaries for specific items which are most relevant to our student population and school mission:

- 1) *78% of students surveyed feel that "all teachers always treat students with respect"*
- 2) *75% of students surveyed feel that "the school always has clear rules for behavior"*
- 3) *75% of students surveyed feel that "the school always wants the students do well in education"*

One area that we are working on is that students treat each other well. Many activities and classroom lessons are helping our school with this area. We have Restorative Justice Circles to help students when they do not treat others respectfully. We will conduct this survey by the end of the school year to evaluate our PBIS system.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

Strengths: Committed teachers and staff

Growth: Improve the consistency of high-quality instruction focused on English learners; engaging families in the focus on continuous improvement

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

From the survey data and anecdotal feedback over the current academic year, our WASC Self-Study process demonstrated that there is a need to engage parents/guardians beyond the basics of the educational program offered by AFCS. Specifically, it was evident through the focus groups that while our families are very supportive of our program, an ongoing challenge is measuring just how well we are doing and focusing attention on students/student groups that are in need of more targeted, impactful interventions. For 2022-23, we will design a system of parent workshops that will always include presentations of data to maintain a focus on the cycle for continuous improvement. Additionally, we will incorporate the presentation of data and analysis at all meetings of the Board of Directors.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (Response limited to 1,500 characters)

America's Finest Charter uses AERIES Student Information System (SIS) to track all of the students' progress on their curriculum and assessment. We also conduct a review of the Master Schedule in order to examine the extent to which all students have access to and are enrolled in a broad course of study. All K-6 students are enrolled in self-contained classrooms where instruction in English/language arts, mathematics, science, and social studies. Students in our Special Education Program have access to all of the curriculum with modifications or accommodations based on their IEP. Our English learners are provided both Integrated and Designated English Language Development (ELD) daily, and are further supported by a recently purchased curriculum that scaffolds learning according to the students' level of English proficiency. We consistently monitor the progress of all of our special populations using available state and local assessments.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (Response limited to 1,500 characters)

We are WASC accredited. All students at America's Finest Charter School in Grades TK through 12 have access to a broad course of study. All curriculum is aligned to the Common Core State Standards (CCSS). All students in grades TK-8 are automatically enrolled in ELA, math, science, and social studies. Our curriculum provides scaffolding to address the needs of students requiring additional support and accelerating students that are proficient and advanced. All of the high school courses have been approved by University of California to meet A-G requirements for content and rigor. High school students are also provided with college awareness courses.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (Response limited to 1,500 characters)

At America's Finest Charter School, we are rich in diversity- linguistically, culturally and ethnically. Not all students are prepared adequately to engage in the rigorous curriculum that has been implemented. The biggest barrier to full implementation is time to provide the needed interventions and support academically while balancing the need to offer school activities similar to those of a traditional district school. Individual academic plans are developed to assure that all students with low achieving academically receive the additional support needed to succeed at America's Finest Charter School. Our high school offers AP classes as well as dual enrollment with San Diego City College to ensure that all high school students complete the A-G requirements needed to enter college. Our staff will track students in AP classes as well as dual enrollment to measure student participation and success in these courses.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (Response limited to 1,500 characters)

AFCS is determined that all students will have full access to the broad course of study. Additional special classes that are added will be made available at all times for the students. Proper staffing will be hired to assure that all students have access to the broad course of study.