

America's Finest Charter School

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
America's Finest Charter School	Tim Bagby, Executive Director/Superintendent	tbagby@afamericasfinestcharterschool.org (619) 694-4809

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

America's Finest Charter (AFC) is a WASC-accredited, direct funded TK-12 charter school, which was established in Fall 2011 serving the low-income, multicultural communities of City Heights and Chollas View. America's Finest Charter was approved by 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 modified calendar with instruction delivered in self-contained classrooms. AFC expanded to add high school in Fall 2017, and now serves 485 students in grades TK-12. AFC offers a rigorous academic program providing students with a high-quality education and families with school choice. AFC offers three unique features: (1) we are a K-12 school, so students can continue with AFC until graduation; (2) small class sizes and many opportunities for students to reach their potential; and (3) Arts in the Afternoon classes. AFC offers instrumental music, choir, piano, art, robotics, cheer, sports, cooking, Mad Science, etc. from 3:30 p.m. to 6:00 p.m. Monday through Friday at K-8 site. AFC also has a reading club and a running club that meet before school from 8:00 a.m. to 8:45 a.m. at the K-8 site. In addition, a tutoring program is offered to all students one hour, two days per week after school, and the tutoring is provided by certificated staff.

America's Finest Charter's mission will help our students achieve their American Dream. Our vision is to accelerate our students' academic achievement by developing 1) healthy students, 2) proficient readers and writers with 3) higher-order thinking skills who are capable of 4) problem solving and are 5) self-motivated, 6) competent, 7) lifelong learners, and 8) social interactors prepared for the workforce of the 21st Century. Our school will raise awareness and cultivate an appreciation for the American values and work ethics in order for all students to "Seize the American Dream." Our motto is "Work hard, learn everything you can, always do your very best, look to help others and your success will follow." Students engage in cross-curricular, inquiry-based, hands-on project-based learning that 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. AFCS students practice showing Respect, Responsibility and Community in all areas of their day. The Schoolwide Learner Outcomes (SLO) address how we effectively educate our students.

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America's Finest Charter School Graduates are:

Active global citizens who:

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Local successes:

Successful WASC Self-Study in Fall, 2022 (Rescheduled to September 26-28, 2022 due to staffing issues at WASC)

Making successful transfer of Directorship

Working with District to break ground for new building May of 2023

Continued slow but steady growth in student enrollment

Trauma Informed Professional Development has been well received by staff and implementation of work is occurring.

State Data Successes:

Goal 1 Conditions of Learning & Climate

Suspensions decreased - Not the case this year. The suspension rate will be higher due to students in middle school returning to school post-COVID not willing to abide by safety rules.

Expulsions remained at 0% - One so far this year. This number will remain at 1.

Staff morale has improved from last year. There is positive anticipation for the coming years with the beginning of a new administration.

A SARB team will be formed next year to address chronic absenteeism

Goal 2 English/Language Arts Achievement

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Goal 3 Math Achievement

TMP Grade 7 increased scores for cohort
New staff trained in Math materials
Plans for intervention being made for next year

Goal 4 English Learner Success

English learner progress on ELA Local assessment grades 3-8
The reclassification percentage of our 2022 students went up compared to 2021.

Goal 5 Secondary School Success

Small growth in enrollment
Addressing Equity Issues in a positive way
High percentage of graduates accepted to universities and colleges
First prom was held and the first graduating class to attend Grad Night

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas

Goal 1 Conditions of Learning & Climate

Chronic Absenteeism increased substantially due to the pandemic.
More SEL Support

Goal 2 English/Language Arts Achievement

ELA SBAC 2020-21 for Grades 3-8
Local assessment grades 3-8

Goal 3 Math Achievement

Local assessment grades 3-8
Math SBAC grades 3-8
Math SBAC Grade 11
CAST

Goal 4 English Learner Success

Goal 5 Secondary School Success
Need more growth in enrollment

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Funding: The response of the federal and state governments in providing funds to combat the long-term impacts of the pandemic, led to a change in thinking about what the AFCS LCAP should contain. For transparency and alignment, the 22-23 plan has now incorporated the use of funds for the following programs:

- ESSER III (Federal)
- Expanded Learning Opportunities Grant (Federal/State)
- Educator Effectiveness Block Grant (State)
- Expanded Learning Opportunities Program (State)
- A-G Completion Improvement (State)
- TK Planning & Implementation Grant (State)

Response to Data:
Analysis of local assessment and available state data, demonstrated a need to strategically address performance in mathematics for all students, and English Learner progress overall.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

America’s Finest Charter School was not identified for Comprehensive Support and Improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Students: Associated Study Body meetings

Parents:

School Site Council (scheduled for February 22, 2022 review midyear data/LCAP progress; May 10, 2022 review LCAP/actions targeted to low-income students)

DELAC (scheduled for February 22, 2022 reviewed midyear data/LCAP progress; April 28, 2022 review LCAP/actions targeted to English Learners)

Further engage with parents who speak a language other than English to share their student's successes and to learn more about the families so they can be more of assistance to their children.

Board of Directors: Presented Supplement & Midyear LCAP Progress on February 7, 2022; May 16, 2022 updated Board on community feedback for the LCAP; public hearing June 6, 2022; approval June 20, 2022

Teachers & Staff: Professional Development and staff meetings held on March 10, 2022 to review Midyear LCAP Progress; review draft of LCAP May 5, 2022

Leadership Team meetings

Prepared narratives/data for Supplement and Midyear LCAP Progress Report on February 3, 2022; Assessment of effectiveness based on available data March 7, 2022; redrafting of LCAP based on community engagement meetings April 28 and May 10, 2022; preparation for public hearing for Board on June 6, 2022.

SELPA: Contacted SELPA Director in April 2022 for potential revisions leading to public hearing.

A summary of the feedback provided by specific educational partners.

The parent feedback that has been received includes more opportunities for their children before and after school. They really like the field trips the students get to attend and the caring staff. Parents of languages other than English want to be more involved with helping their children at home but don't always know how.

Teaching staff want to be coached up in a positive manner and give more support in their efforts. As the year has gone on they are seeing that those types of support will be coming in the future. Staff has also been very interested in Trauma Informed practice which is our major PD push at this time.

Classified staff have asked for and received an hourly wage scale that is transparent and honors their years of service. Classified staff want to receive more training to be more effective in their work.

Students expressed the need for more learning opportunities with combined classes in elementary/middle grades, and across all grades an intervention process that works for all student's growth.

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A description of aspects of the LCAP that were influenced by specific input from educational partners.

Teaching staff and classified classroom staff expressed the need for more training in assisting children who come from challenging backgrounds. We have brought experts in Trauma Informed Practices to train all staff. This training will continue for the next two years. Parents of children with a language other than English need to have more support at home to know how to better assist their students. Parents of middle school students would like to see the middle school teachers build better relationships with students.

Goals and Actions

Goal 1. Conditions of Learning & Climate

Goal #	Description
1	<p>Maintain a learning community where all stakeholders are engaged and focused on providing a safe, nurturing learning environment for all students to attain high levels of achievement through the use of high-quality curricula and assessments, targeted interventions, and quality instructional materials/instruction for increased effectiveness and impact.</p> <p>[State Priorities Addressed: 1 Basic Services, 2 Implementation State Standards, 3 Parental Involvement, 5 Pupil Engagement, 6 School Climate]</p>

An explanation of why the LEA has developed this goal.

This goal was developed as a broad maintenance goal to address engagement, climate and the core components of the K-12 instructional program provided by AFCS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Facilities in Good Repair (Facility Inspection Tool – FIT)</p> <p>[State Priority 1 Basic Services – Local Indicator Self Reflection]</p>	100% Facilities in “Good Repair” as measured by the FIT	<p>100% Facilities in “Good Repair” as measured by the FIT</p> <p>(2021 SARC reported February 1, 2022 - FIT conducted December 2021)</p>			100% Facilities in “Good Repair” as measured by the FIT
<p>Fully Credentialed Teachers and Appropriately Assigned</p> <p>[State Priority 1 Basic Services – Local Indicator Self Reflection]</p>	100% teacher fully credentialed and appropriately assigned	<p>TBD% teachers fully credentialed and appropriately assigned</p> <p>(CA Dashboard Local Indicators Reporting for 2021-22, June 2022)</p> <p>*NOTE: As of May 31, 2022 the California Statewide Assignment Accountability</p>			100% teacher fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																														
		<i>System (CalSAAS) has not provided updated credentialing or assignment data</i>																																	
Access to standards-aligned curricular and instructional materials <small>[State Priority 1 Basic Services – Local Indicator Self Reflection]</small>	100% teachers/students provided standards-aligned instructional materials	100% teachers/students provided standards-aligned instructional materials <small>(2021 SARC reported February 1, 2022)</small>			100% teachers/students provided standards-aligned instructional materials																														
Implementation and sustainability of academic content standards <small>[State Priority 2 Implementation of State Standards – Local Indicator Self Reflection]</small>	2019 California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>HISTORY</td><td>5</td></tr> </table>	ELA	5	ELD	5	MATH	5	NGSS	4	HISTORY	5	2022 California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>HISTORY</td><td>5</td></tr> </table> <small>(CA Dashboard Local Indicators Reporting for 2021-22, June 2022)</small>	ELA	5	ELD	5	MATH	5	NGSS	4	HISTORY	5			California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>HISTORY</td><td>5</td></tr> </table>	ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	5
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Staff Surveys - Safety and Connectedness <small>[State Priority 6 School Climate – Local Indicator Self Reflection]</small>	Collaboration with colleagues based on staff survey was 66.7%	Collaboration with colleagues based on staff survey 72% rated as “positive” <small>(Local Staff LCAP Survey conducted May 2022)</small>			Collaboration with colleagues will be 90% based on the staff survey.																														
Student Access to Broad Course of Study (i.e., Spanish, Art, Physical Education)	100% of students have access to a broad course of study	100% of students have access to a broad course of study <small>(CA Dashboard Local Indicators Reporting for 2021-22, June 2022)</small>			100% of students have access to a broad course of study																														
Parent Involvement in Decision Making through Parent Advisory Committee <small>[State Priority 3 Parent Involvement – Local Indicator Self Reflection]</small>	Parent Advisory Committee formed in 2021	3 Parent Advisory Committee Meetings held for SY 2021-22			Conduct minimum of 5 Parent Advisory Committee Meetings																														
Parent Satisfaction Survey - Participation Rate (Spring) <small>[State Priority 6 School Climate – Local Indicator Self Reflection]</small>	75% of parents are overall satisfied.	69% Parent Participation Rate in Spring Satisfaction Survey <small>(Local LCAP Survey conducted May 2022)</small>			90% Parent Participation Rate in Spring Satisfaction Survey																														
Student Survey - Safety and Connectedness	Survey finds that 20% of students have a difficult time getting to	12% of students reported a difficult time			5% of students will have a difficult time																														

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
[State Priority 6 School Climate – Local Indicator Self Reflection]	school due to transportation issues.	getting to school due to transportation issues (Local LCAP Survey conducted May 2022)			getting to school due to transportation issues.
Attendance Rates [State Priority 5 Pupil Engagement]	94% Attendance Rate (2019-20)	91% Attendance Rate (Source: CDE P-2 Attendance Report)			96% Attendance Rate
Chronic Absenteeism Rate [State Priority 5 Pupil Engagement – CA Dashboard Indicator]	11.9% Chronic Absenteeism	26% Chronic Absenteeism (Source: CDE DataQuest, 2020-21)			2% Chronic Absenteeism
Dropout Rate [State Priority 5 Pupil Engagement]	0% Dropout Rate	0% Cohort Dropout Rate (Source: CDE DataQuest, 2020-21)			0% Dropout Rate
Cohort Graduation Rate [State Priority 5 Pupil Engagement]	100% Cohort Graduation Rate	90.9% Four-Year Adjusted Cohort Graduation Rate (Source: CDE DataQuest 2020-21) 100% Five-Year Cohort Graduation Rate (Source: CDE DataQuest 2020-21)			100% Cohort Graduation Rate
Suspension Rate [State Priority 6 School Climate]	2.5% Suspensions	0.2% Suspension Rate (Source: CDE DataQuest 2020-21)			1% Suspensions
Expulsion Rate [State Priority 6 School Climate]	0% Expulsions	0% Expulsions (Source: CDE DataQuest 2020-21)			0% Expulsions
Student Surveys - Attendance Struggles (4-12) [State Priority 6 School Climate – Local Indicator Self Reflection]	Survey finds that 30% of students struggle to come to school due to family problems	24% of students struggle to come to school due to family problems (Local LCAP Survey conducted May 2022)			10% of students struggle to come to school due to family problems

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Facility Lease	AFCS Prop 39 site-lease for K-8 with San Diego Unified School District which includes custodial and maintenance. The high school site is an AFCS private facility which houses grades 9-12.	230,640	No
1.02	Facility: Supplies/Maintenance	Cleaning supplies for two sites, and COVID mitigation measures (5601)	55,000	No
1.03	Facility Improvements - Classroom upgrades	Purchase of cameras and installation costs for AFCS high school site - (5500)	100,000	No

Action #	Title	Description	Total Funds	Contributing
1.04	Staffing: Certificated Administrators, Coaches & Counselors	Certificated staffing costs, including salaries and benefits, for the following employees: Executive Director, Dean, Counselor, High School Principal, TK-8 Principal, English Learner Coordinator	937,765	Yes
1.05	Staffing: Certificated Staffing - Core & Interventions	Certificated staffing costs, including salaries and benefits, for the following employees: (rest of 1000's).	2,509,341	Yes
1.06	Staffing: Special Education Supports	Certificated staffing costs, including salaries and benefits, for the following employees: 2 SpEd Teachers , SpEd Aide, SpEd Coordinator	360,660	No
1.07	Staffing: Classified Staffing	Classified staffing costs, including salaries and benefits.	1,743,837	Yes
1.08	SELPA Special Education Services (El Dorado)	AFCS is under the El Dorado Special Education Local Plan Authority. AFCS will provide services to all enrolled special education students according to their IEPs. <ul style="list-style-type: none"> - Speech/Language - Occupational Therapy - 		No
1.09	Contracted IT Support Services	IT services contracted with an outside vendor (Charter Tech Services). Contract includes hardware support for instructional programs, website and server maintenance, and troubleshooting.	70,000	No
1.10	Instructional Technology	Purchase of the technology for the K-12 program including Chromebooks, wireless access points: (4430)	120,000	Yes
1.11	Equipment Contracts	Contract printing and copier services (5605-5610)	41,600	No
1.12	Local Assessments [CA CDE State Verified Data/Assessment]	Change to iReady multiple year contract	20,200	Yes
1.13	Core & Supplemental Curricula	Core: Purchase consumables Supplemental: (4300)	75,000	No
1.14	Afterschool Academic Enrichment	Targeted Academic tutoring for struggling students Credit Recovery and Assistance for grades 9-12 Provide before school tutoring and academic clubs after school	262,513	No
1.15	Parent & Community Engagement	AFCS will conduct parent/community engagement meetings through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Coffee with the Principal, Parent Advisory Committee	41,000	No
1.16	Parent Education Workshops	Materials/food for the following parent/guardian education workshops: <ul style="list-style-type: none"> ● Understanding Common Core Standards & Assessment ● Supporting Your Child's Academic Success ● Understanding your student's state assessment scores ● Understanding your student's local assessment scores ● Purchase technology for parent center to support parents with completing online processes 	20,000	No
1.17	Student Climate Activities	Costs associated with the following events:	23,000	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ● High School Recognition Assemblies ● Sports Events (equipment, entrance fees, coach stipend) ● American Stars Assemblies ● Community Service - Downtown Homeless Shelter ● High School Dances ● High School Activities such as Movie/Game Night ● Compete in Engineering Competitions ● Summer Girls in Flight program ● Middle School Dances ● High School Clubs ● Community Service at all grades ● School Gardens and beautification activities 		
1.18	Translation Services	Onsite translator (written correspondence and live translation) for all non-English speaking families. Languages represented include Spanish, Somali, Vietnamese, Arabic	0	No
1.19	Targeted Services for Foster and Homeless Families	Foster/Homeless Liaison coordinates services to support families including food services, clothing/uniforms, support services, bus passes, etc.	0	No
1.20	Grade 6 Outdoor Education	Camp to expose students to outdoor learning experiences and build relationships (Lowered amount from \$6k to \$3k due to PY expenses)	3,000	No
1.21	Grade 8 Civic Education	Special trip for eight grade to Sacramento, CA to expose students to community/policy decisions-making (Lowered amount from \$6k to \$3k due to PY expenses)	3,000	No
1.22	Field Trips	Padres Games (9-12) Science Center (K-12) Malcolm X Library (K-8) Childrens' Nature Retreat - (K-8) Biztown San Diego Zoo Legoland Sea World Aquarium Balboa Park Fleet Center (K-8) Old Town (9-12) Golf Course (9-12) Torrey Pines Guided Hike Embarcadero (9-12) Disneyland (8th grade)	55,000	

Action #	Title	Description	Total Funds	Contributing
		Trip to Spain (10-12) (5830)		
1.23	End of Year Celebrations	Promotion realia (caps/gowns for Kinder and Grade 8) Graduation - Grade 12 - Gowns, caps, tassels and diplomas, decorations, honorarium for speaker and refreshments. (Lowered amount from \$10k to \$5k due to PY expenses)	5,000	No
1.24	COVID Related Expenses	Testing kits, masks (Lowered amount from \$57k to \$10k due to lighter restrictions)	10,000	No
1.25	Transportation Assistance	Two buses but no costs		Yes
1.26	Professional Development	Continue Trauma Informed Training for staff and families (partnership for two years) Professional Development NGSS (LCFF) NEW: Positive Behavior Intervention Supports for Staff Interventionist attend outside PD Writing PD for K-12	3,000	No
1.27	Teacher Collaboration	Release time, stipends	0	No
1.28	Teacher Induction/Mentoring Program	Costs for New Teacher Induction will be paid by AFCS as well as the stipends for the teacher mentors who will supervise up to 2 mentees	4,000	No
1.29	Memberships/Associations	CCSA, CSDC, WASC (5300)	10,000	No
1.30	Operational Costs	Back office, legal fees, insurance (5400, 5805, 5873)	140,500	No

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of the actions from the 21-22 LCAP were implemented as planned or modified slightly in response to the continuing pandemic. Action 19 Parent Education Workshops were not implemented due to COVID.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The overage was due to the increase in staffing (i.e., pay increases for certificated and classified staff, and minimum wage increase for hourly employees).

An explanation of how effective the actions were in making progress toward the goal.

An assessment of the effectiveness of the actions for this goal will require an additional year as our community was responding to COVID related issues between October 2021- February 2022. Additionally, receiving survey information from our families has been a challenge since parents were not allowed on campus this year until recently and have experienced issues with reconnecting.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practices.

We will return to offering on campus events for next year. including monthly meetings, Parent Teacher Conferences, and bimonthly meetings with EL families to discuss their children’s progress and to train them to assist their students in the home.

In reflecting on the surveys we administer, we will be changing the process for the 2022-23. Each group will receive a distinct link to the appropriate survey using an online survey platform to ensure we have a sufficient number of responses for analysis.

Goal 2. English/Language Arts Achievement

Goal #	Description
2	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and course grades. [State Priorities Addressed: 2 State Standards, 4 Pupil Achievement]

An explanation of why the LEA has developed this goal.

AFCS serves a diverse community of learners which have a wide variety of needs/challenges in meeting standards in English/language arts. As a K-12 program, we are afforded with the opportunity to ensure alignment of the language arts program over the academic careers of our students.

The most recent data available on the CA Dashboard combines the performance of all state-assessed grade levels. This goal and the accompanying metrics were developed to separate the performance of elementary/middle SBAC from high school grade 11 in order to increase the visibility of the difference in levels of performance between 3-8 and 11 graders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local Assessment (3-8): Track My Progress English/Language Arts [State Priority 4 Pupil Achievement]	20% Students at grade-level (blue) or above grade-level (green)	21% Students at grade-level (blue) or above grade-level (green) 19% Hispanic 20% African American 22% SED (Track My Progress conducted March 2022)			Track My Progress English/Language Arts (3-8) 70% Students at grade-level (blue) or above grade-level (green) 65% Hispanic 65% African American 60% SED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBAC ELA DFS [State Priority 4 Pupil Achievement]	-18.9 All Students -21.8 African American -21.3 SED -36 SWD (Source: CA Dashboard 2019)	N/A - CA School Dashboard Indicator was not published for 2020-21			Annually decrease DFS ELA schoolwide and for significant student groups
SBAC Grades 3-8 Meets/Exceeds English/Language Arts [State Priority 4 Pupil Achievement]	40.8% All Students 35.4% Hispanic 38.9% SED (Data from 2019 SBAC)	29.6% All Students 28.6% Hispanic 29.9% SED (Source: 2020-21 CAASPP SBAC English/Language Arts)			SBAC Grades 3-8 Meets/Exceeds English/Language Arts 65% All Students 60% Hispanic 55% SED
Local Assessment (9-12): iXL English/Language Arts [State Priority 4 Pupil Achievement]	38% Students “proficient” on skills [Note: Assessment will change to STAR Renaissance in 2021-22]	44% All Students 47% Hispanic 38% African American 32% SED (iXL conducted March 2022)			iXL English/Language Arts (9-12) 60% All Students 60% Hispanic 60% African American 55% SED
SBAC Grade 11 Meets/Exceeds English/Language Arts [State Priority 4 Pupil Achievement]	7.69% All Students 9.1% SED	46.7% All Students 46.6% SED (Source: 2020-21 CAASPP SBAC English/Language Arts)			SBAC Grade 11 Meets/Exceeds English/Language Arts 50% All Students 45% SED

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Literacy Nights	AFCS will host evening events for families to come to the school and learn about ELA standards with a focus on literacy and reading.	300	No
2.02	Supplemental Curriculum for Reading Intervention for K-6	Supplemental curriculum will be used for reading intervention and provide access to leveled reading materials	10,000	No
2.03	SIPPS Language & Reading Skills Intervention - Materials and Training	SIPPS Intervention activities for daily language skills materials	0	Yes
2.04	Literacy Assessments - Wonders Progress Monitoring	License for additional assessments for the literacy series purchased for grades 3-8.	2,750	No

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

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A description of any substantive differences in planned actions and actual implementation of these actions.

All actions from the 21-22 LCAP Goal 2 were implemented as planned except for Action 1. This will be implemented in the coming year, however due to the adjustments with returning to full in-person instruction and all of the local assessments being administered, we relied on these instruments to determine academic needs for students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a difference of \$21,350 primarily due to the reduced need for substitute teachers for professional release time.

An explanation of how effective the actions were in making progress toward the goal.

An assessment of the effectiveness of the actions for this goal will require an additional year as our community was responding to COVID related issues between October 2021- February 2022. Our high school students improved on their *Track My Progress* assessments, however K-8 students faced several challenges in reacclimating to full-day regular in-person instruction. We look forward to a more robust analysis of the effectiveness of these actions during the 2022-23 academic year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practices.

Metrics: The monitoring of progress on SBAC standards (Distance from Standard) has been added.

Goal 3. Mathematics Achievement

Goal #	Description
3	All students will demonstrate growth towards meeting or exceeding standards in mathematics and science, and growth in proficiency as demonstrated through local formative assessments and course grades. State Priorities Addressed: 2 State Standards, 4 Pupil Achievement

An explanation of why the LEA has developed this goal.

The schoolwide mathematics performance from the 2019 CA Dashboard was “yellow” with -16.1 DFS. This was a slight decline from the prior year. All significant student groups were also “yellow” for performance but the DF3 ranged from -18.7 to -24.7 points. It is important for AFCS to have a separate math goal since the 2019 performance showed declines between 3.6 to 15.5 points from the prior year. In the area of science, students are assessed in grades 5,8 and one level in high school. The CAST assessment is most likely to be waived for 2020-21 due to the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local Assessment (3-8): Track My Progress Mathematics	38% Students at grade-level (blue) or above grade-level (green)	35% Students at grade-level (blue) or above grade-level (green)			Track My Progress Mathematics (3-8) 70% Students at grade-level (blue) or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
[State Priority 4 Pupil Achievement]		37% Hispanic 30% African American 29% SED <i>(Track My Progress conducted March 2022)</i>			above grade-level (green) 65% Hispanic 65% African American 60% SED
SBAC Mathematics DFS [State Priority 4 Pupil Achievement]	-16.1 All Students (Yellow) -24.7 African American -24.1 Hispanic -18.9 SED -18.7 SWD <i>(Source: CA Dashboard 2019)</i>	N/A - CA School Dashboard Indicator was not published			Annually decrease DFS in Mathematics schoolwide and for significant student groups
SBAC Grades 3-8 Meets/Exceeds Mathematics [State Priority 4 Pupil Achievement]	44.6% All Students 41.1% Hispanic 42.8% SED	20% All Students 19.1% Hispanic 19.8% SED <i>(Source: 2020-21 CAASPP SBAC Mathematics)</i>			SBAC Grades 3-8 Meets/Exceeds Mathematics 70% All Students 65% Hispanic 60% SED
Local Assessment (9-12): iXL Mathematics [State Priority 4 Pupil Achievement]	34% Students “proficient” on skills [Note: Assessment will change to STAR Renaissance in 2021-22]	37% All Students 40% Hispanic 32% African American 29% SED <i>(iXL conducted March 2022)</i>			iXL Mathematics (9-12) 60% All Students 60% Hispanic 60% African American 55% SED
SBAC Grade 11 Meets/Exceeds Mathematics [State Priority 4 Pupil Achievement]	7.69% All Students 9.1% SED	6.67% All Students 6.67% SED <i>(Source: 2020-21 CAASPP SBAC Mathematics)</i>			SBAC Grade 11 Meets/Exceeds Mathematics 50% All Students 45% SED
CAST [State Priority 4 Pupil Achievement]	37% All Students 31.4% Hispanic 30.4% African American 36% SED	12.9% All Students 11.76% Hispanic 11.1% African American 12.79% SED <i>(Source: 2020-21 CAST)</i>			CAST Meeting/Exceeding 50% All Students 45% Hispanic 45% African American 50% SED

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Math Intervention Program	Purchase iReady diagnostic and Instruction	0	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Use results to pinpoint student Zone of Proximal Development • Use Math Prerequisite Report to vertically align curriculum and identify and pre-teach students the prior skills foundational to the specific grade level content during an intervention period • Use iReady Instructional materials (lessons and lesson plans) to aid in providing appropriate instruction to fill student gaps during the intervention period. 		
3.02	Lab equipment for experiments/investigations	Provide lab equipment to support access and mastery of NGSS (grades 6 through 12), and ensure high school students are being provided with proper resources/tools to meet the laboratory science requirement for A-G coursework.	?	No

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions from the 21-22 LCAP Goal 3 were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were a difference of \$4,900

An explanation of how effective the actions were in making progress toward the goal.

COVID appears to have impacted student math growth more than any other area. The grades 3-8 SBAC scores were highly impacted while the high school was relatively stable. A fuller assessment of the effectiveness of the actions will be necessary as the 2021-22 academic year was still subject to COVID disruptions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practices.

A Math intervention program will be developed to target student achievement by focusing on specific skills based on individual student need, and additional training will be provided to teachers to connect the content to real-world applications. For the 2022-23 academic year, more meetings with parents and provide guidance to parents on how to assist their child(ren) in the home.

Metrics: The monitoring of progress on SBAC standards (Distance from Standard) has been added.

Goal 4. English Learner Success

Goal #	Description
4	All English learners will demonstrate growth towards meeting/exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and course grades. AFCS will support English Learner achievement by providing increased access to interventions and instructional practices to facilitate annual progress toward English mastery. [State Priorities Addressed: 2 State Standards, 4 Pupil Achievement]

An explanation of why the LEA has developed this goal.

This focus goal was created to provide more focus on the needs of AFCS’s English learners. This goal, when using AFCS progress monitoring protocols, will allow more strategic alignment of instructional support needs to ensure annual progress in English language mastery as well as achievement in core subject areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Reclassification Rate [State Priority 4 Pupil Achievement]	9.7% Reclassification (Source: DataQuest, 2019-20)	4.9% Reclassification Rate for 2020-21 (Source: DataQuest, CA Department of Education)			>15% Reclassification English Learners
Summative ELPAC [State Priority 4 Pupil Achievement]	5.94% “Proficient” 30.59% Level 3 44.29% Level 2 19.18% Level 1 (Source: CDE Summative ELPAC, 2020-21)	N/A – Data will be available in Fall/Winter 2022			Annually decrease the percentage of English Learners at Levels 1 & 2 on ELPAC
English Learner Progress Indicator [State Priority 4 Pupil Achievement]	38.9% making progress towards English language proficiency “Low”	N/A - CA School Dashboard Indicator was not published			55% making progress towards English language proficiency “High” as measured by the CA School Dashboard
English Learners - Local Assessment (3-8): Track My Progress English/Language Arts [State Priority 4 Pupil Achievement]	17% Students at grade-level (blue) or above grade-level (green)	18% English learners at grade-level (blue) or above grade-level (green) (Track My Progress conducted March 2022)			Track My Progress English/Language Arts (English Learners grades 3-8) 50% English learners at grade-level (blue) or above grade-level (green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
English Learners - Local Assessment (9-12): iXL English/Language Arts [State Priority 4 Pupil Achievement]	30% Students “proficient” on skills [Note: Assessment will change to STAR Renaissance in 2021-22]	28% are at 50 points to indicate proficiency (Track My Progress conducted March 2022)			iXL English/Language Arts (English Learners grades 9-12) 50% are at 50 points to indicate proficiency.
English Learners - SBAC ELA DF3 [State Priority 4 Pupil Achievement]	-28.9 DF3 (Source: CA Dashboard 2019)	N/A - CA School Dashboard Indicator was not published			Annually decrease DFS in ELA for English Learners
English Learners - SBAC Meets/Exceeds English/Language Arts (Grades 3-8 and 11) [State Priority 4 Pupil Achievement]	18.6% Met/Exceeded 29.7% Nearly 51.7% Not Met	11.1% Met/Exceeded 34.2% Nearly 54.7% Not Met (Source: 2020-21 CAASPP EL Data)			English Learners meeting/exceeding standards as measured by CAST 40% Met/Exceeded 35% Nearly 25% Not Met
English Learners - Local Assessment (3-8): Track My Progress Mathematics [State Priority 4 Pupil Achievement]	28% Students at grade-level (blue) or above grade-level (green)	27% Students at grade-level (blue) or above grade-level (green) (Track My Progress conducted March 2022)			Track My Progress Mathematics (English Learners grades 3-8) 60% Students at grade-level (blue) or above grade-level (green)
English Learners - Local Assessment (9-12): iXL Mathematics [State Priority 4 Pupil Achievement]	28% Students “proficient” on skills [Note: Assessment will change to STAR Renaissance in 2021-22]	32% are at 50 points to indicate proficiency (Track My Progress conducted March 2022)			iXL Mathematics (English Learners grades 9-12) 50% are at 50 points of proficiency.
English Learners - SBAC Mathematics DF3 [State Priority 4 Pupil Achievement]	-20.6 DF3 (Source: CA Dashboard 2019)	N/A - CA School Dashboard Indicator was not published			Annually decrease DFS in Mathematics for English Learners
English Learners - SBAC Meets/Exceeds Mathematics (Grades 3-8 and 11) [State Priority 4 Pupil Achievement]	21.2% Met/Exceeded 46.6% Nearly 32.2% Not Met	11.1% Met/Exceeded 29.9% Nearly 58.97% Not Met (Source: 2020-21 CAASPP EL Data)			English Learners - SBAC Meets/Exceeds Mathematics 45% Met/Exceeded 25% Nearly 20% Not Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
English Learners - CAST [State Priority 4 Pupil Achievement]	0% Exceeded 20% Met 62.9% Nearly Met 17.4% Not Met	0% Exceeded 0% Met 67.57% Nearly Met 32.43% Not Met (Source: 2020-21 Results from CDE CAST Website)			English Learners - CAST 10% Exceeded 30% Met 50% Nearly Met 15% Not Met

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Professional Development EL Coordinator for staff on effective strategies (Title 2, Title 3)	The EL Coordinator will attend external professional development opportunities focused on English Learners and ELD. The Coordinator will be responsible for providing school-wide professional development on effective strategies for addressing the needs of English Learners, as well as instructional coaching for certificated staff members.	0	No
4.02	Supplemental curriculum for English Learners	Rosetta Stone Subscriptions Spanish and Somali reading materials	12,000	Yes
4.03	Ellevation Platform	Ellevation platform to assist teachers in addressing the needs of English Learners (ELs). The program builds the capacity of teachers to serve multilingual learners, and support students with the academic language necessary for success in school.	45,000	Yes
4.04	Targeted EL Parent Engagement & Education	To further develop/strengthen relationships with EL parents, AFCS will offer the following parent education events for parents: *Two meetings per month of families on non-English speakers to allow families to experience the English language acquisition *Build networks/community of parents for support	0	No
4.05	ELPI Aligned Targeted Instruction K-8	Using the ELPI indicator expectations in conjunction with the ELD standards, we have defined the skills needed at each ELPI level. ELD instruction will target these specific skills to ensure students make expected ELPI growth each year, and we decrease the number of LTELs	7,000	No

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions from the 21-22 LCAP Goal 4 were implemented as planned except for Action 2 Classes for Parents of ELs due to the pandemic.

America's Finest Charter School

Local Control and Accountability Plan 2022-23

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was an overage of \$30,346 due to the expanded professional development implemented in the 21-22 academic year on Trauma Informed Practices.

An explanation of how effective the actions were in making progress toward the goal.

Our efforts were fairly successful in that our visits to homes and on Zoom meetings seemed to help keep our families connected to school and their achievement did not dip too far. However, many of our students who may have passed their ELPAC tests struggled to do so because there was not enough practice and instruction for them.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practices.

More meetings with our EL parents through more parent teacher conferences, bi monthly evening meetings to address each student’s particular need and specific training for EL families will be a big part of our push next year to help more of our students be more successful on ELPAC next year.

Metrics: The monitoring of progress on SBAC standards (Distance from Standard) has been added.

Goal 5. Secondary Student Outcomes

Goal #	Description
5	All students will demonstrate annual progress toward college/career readiness standards. [State Priorities Addressed: 2 State Standards, 4 Pupil Achievement, 7 Course Access]

An explanation of why the LEA has developed this goal.

As an intentionally “small school”, we have a unique opportunity to work with our students from kindergarten through to graduation from high school. As such, ensuring our students are prepared for college and career upon graduation is crucial to gauging our success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Cohort Graduation Rate [State Priority 5 Pupil Engagement] (Source: CDE)	100% Graduation Rate	90.9% Four-Year Adjusted Cohort Graduation Rate (Source: CDE DataQuest 2020-21) 100% Five-Year Cohort Graduation Rate (Source: CDE DataQuest 2020-21)			100% Graduation Rate
Successful A-G Course Completion	100% Seniors successfully	100% Seniors successfully			100% Seniors successfully

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
[State Priority 4 Pupil Achievement – CA Dashboard College/Career Indicator]	completing A-G requirements <small>(Based on internal data. Current CDE information being displayed on website is incorrect due to a CALPADS reporting error)</small>	completing A-G requirements <small>(Source: Local Data 2020-21)</small>			completing A-G requirements
Graduates meeting CSU/UC requirements [State Priority 4 Pupil Achievement – CA Dashboard College/Career Indicator] <small>(Source: 2019-20 SARC)</small>	100% Graduates meeting CSU/UC requirements <small>(Based on internal data. Current CDE information being displayed on website is incorrect due to a CALPADS reporting error)</small>	50% Graduates meeting CSU/UC requirements for Four-Year AGCR <small>(Source: CDE DataQuest 2020-21)</small>			100% Graduates meeting CSU/UC requirements
“Prepared” for College/Career (EAP ELA & Math) [State Priority 4 Pupil Achievement – CA Dashboard College/Career Indicator] <small>(Source: CDE)</small>	16.7% “Prepared” for College/Career (EAP ELA & Math)	N/A EAP data was not provided for the 2020-21 assessments			35% “Prepared” for College/Career (EAP ELA & Math)
Students who pass an AP exam with score of 3 or better [State Priority 4 Pupil Achievement – CA Dashboard College/Career Indicator]	57% Students who pass an AP exam with score of 3 or better <small>(Based on internal data. Current CDE information being displayed on website is incorrect due to a CALPADS reporting error)</small>	33% Students who pass an AP exam with score of 3 or better for 2020-21 academic year			80% Students who pass an AP exam with score of 3 or better

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Credit Recovery for High School (ELO)	Opportunities will be provided to high school students to recover credits required for graduation during the summer. Through in-person summer instruction, students will be supported for successful passage of courses not previously passed with the grade of “C” or better	25,000	No
5.02	College Career Exploration	Naviance (middle and high school curriculum) will be used to expose middle school students to college and career paths, and for the high school it will be used as a portal for managing documents in preparation for the college application process.	10,000	No
5.03	Increase matriculation of students within AFCS	Scheduled school events starting in grades 5 and 8, to expose parents/students to the range of offerings in the middle and high school programs that prepare them for college/career.	?	No
5.04	College Awareness & Planning Engagement Events	The Counselor will host regular events for parents and students to ensure successful matriculation to a post-secondary educational institution. Events may include, but are not limited to:	500	No

Action #	Title	Description	Total Funds	Contributing
		College admissions testing, financing a college education, FAFSA night, A-G college requirements, etc.		
5.05	College Field Trips (LCFF)	Juniors and seniors will visit local colleges/universities for exposure to post-secondary institutions of higher learning.	2,000	No
5.06	After School Tutoring (ELO)	High school students have access to after school tutoring four days per week in all core course areas.	0	No
5.07	SDSU Mentorships/Internships (LCFF)	AFCS will continue its partnership under the MOU with SDSU to provide a mentoring program for high school students to improve graduation rates and matriculation to a 2 or 4-year college/university.	2,200	No
5.08	Department of Rehab Job Placement (LCFF)	This mentor partnership with the Department of Rehabilitation to train students with disabilities on successful transition to careers through high school and after graduation from AFCS.	1,000	No
5.09	Advanced Placement Teacher Professional Development (Title 2)	Teachers of Advanced Placement courses (Spanish, English) will attend summer professional development on effective strategies for AP instruction, and course content development.	5,000	No
5.10	Freshman Transition Program (LCFF)	AFCS will continue use of <i>Get Focused/Stay Focused</i> as the curriculum to assist grade 9 students with successful transition to high school. This is part of the required freshman elective.	27,000	No
5.11	Athletic Program	(5842) AFCS will be joining the Charter School Athletic League in Fall 2022 and will participate in two girls' and two boys' sports.	3,500	No

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions from the 21-22 LCAP Goal 5 were either implemented as planned or slightly modified in response to the pandemic, except for Action 4 SDSU Mentorships/Internships due to COVID.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

TBD

An explanation of how effective the actions were in making progress toward the goal.

Our actions were fairly successful in that our students stayed connected to school and have continued to earn their credits toward graduation. Our senior class has been accepted to many universities and colleges and school attendance has improved since the Fall 2021.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practices.

Actions: Add sustainable athletic program and effective internship program that successfully places students.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$876,612	\$13,412

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.78%	18.44%	\$722,880.82	39.22%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Students from these demographics are represented at DELAC meetings, staff meetings and grade level meetings. Since our students are more than 55% English Language Learners and 95% low-income students, we always look to plan to meet their needs first. Our Professional Development is geared towards how best to instruct and serve families of low-income, English Language Learners and foster youth students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Our percentage of students will be monitored on a monthly basis next year using data to show their growth. More SEL time is being added to next year’s schedule and designated English Learner instruction will be monitored with growth data.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We will be identifying each student’s academic needs in the areas of ELA and Math. We will find their current level of academic success and make individual plans for each student. Designated EL instruction will be on the schedule and provided as required by the state of California. EL and low-income student growth in Math and ELA will be monitored throughout the year and parents will be involved several times a year to engage their support in their child’s efforts.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	40/505
Staff-to-student ratio of certificated staff providing direct services to students	N/A	33/505