ACS WASC/CDE Visiting Committee
Final Presentation
for
America’s Finest Charter School
Focus on Learning asks…

• How do you know that all students are achieving based on our schoolwide student goals and academic standards?
• Is the school doing everything possible to support high achievement for all its students?
Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Areas to Celebrate

• The degree of “community” among staff and students.
• A strong curriculum program.
• The low ratio of adults to students.
• The community support for the school’s families.

Areas for Focus

• Improve school campus safety
• Improve communication between administration and teachers
• Better define expectations and roles on campus
• Improve parental involvement
Curriculum

Areas to Celebrate

• The school provides a researched based CCSS curriculum.
• There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, and the expectations for our students.
• There is integration and alignment among academic and career technical disciplines at the high school.
• The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.
• All students are able to make appropriate choices and pursue a full range of educational options.

Areas for Focus

• The staff of the school and the parents need to collaborate more in developing and monitoring the student’s personal learning plan.
• Strengthen the integration and alignment among academic and career technical disciplines at the middle school level.
• Increase the choices and pursue a full range of realistic college and career internships for all high school juniors and seniors.
• Implementing strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.
• Consistent vertical alignment and usage of the adopted curriculum throughout the school’s teachers.
Learning and Teaching

Areas to Celebrate

• Staff, as a whole at AFCS, go above and beyond in creating equitable lesson plans with supplied inquiry based curriculum.
• Teachers work to develop safe-learning environments.
• School provides support for pull-out and push-in services to help assist students meet their goals.
• Variety of training for staff (including tech-tools to combat pandemic-age pedagogy, trauma-informed education, resource usage on campus, etc.)

Areas for Focus

• Use of a support system to better help students with understanding of learning expectations, strategies for organized success, and create better exposure to advanced schooling.
• Use SMART goal setting for student self-regulation and individualized learning plans for the purpose of helping students’ learning experience and understand their personal growth goals.
• Develop more Project-Based Learning experiences for students to foster enhanced applied critical and creative thinking skills.
• Implement enrichment experiences such as Advanced Placement and GATE for additional opportunity to further student achievement.
Assessment and Accountability

Areas to Celebrate

• Use of consistent benchmark assessments and curriculum across grade levels that coincides with meaningful discussions of data at PLC and staff meetings.
• Student opportunities for intervention, academic support, and language support such as tutoring, SIPPS, designated ELD instruction, pull-out interventions and push-in group services.
• Testing modifications and accommodations are used well to support ELL students and students with IEPs.

Areas for Focus

• Using assessment data to better refine instructional practices through a formalized process in PLC time.
• Add more meaningful opportunities to teach students and families to better understand assessment student ELPAC and SBAC assessment data.
• Implement HS level benchmarking assessments to better track HS student growth during the year.
• Implement time for students to reflect on their learning experiences in comparison with the SLOs.
School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Areas to Celebrate

- The school views the classrooms as a community. Staff have a priority to make sure students feel “at home” and are safe in the classroom.
- Targeted after-school and Saturday-School tutoring sessions to support students who are receiving specialized accommodations or are in need of extra support based on benchmarking assessment data or formative and summative assessments.
- Enrichment opportunities for students via the X period, elective wheel, and the ASES program.
- AFCS has their own school buses which is an advantage over other schools in the area by being able to offer more educational field trips for all learners.
- AFCS partners with community groups to help students and families with goods and services.

Areas for Focus

- Additional staff training for Trauma Informed Practices to better inform staff how to address behavioral issues in class.
- Increased administrative-lead support and professional development for tier-2 level intervention students.
- Provide additional training for staff supporting learning for English Language Learners.
- Implement resource classes and extended tutoring opportunities for students.
- Implement clubs or club-like activities at the K-8 site to encourage students to develop ownership of interest-based ideas, planning skills, and activity implementation.
The visiting committee identified the following areas of strengths:

• **The community partnerships that support the learning and school culture environment**

• **The engineering pathway via PLTW at the high school level**

• **The designation of instructional aides or classroom aides at the K-8 campus**

*These areas are critical for student development, academic and personal success as they strive, as AFCS puts it, “to pursue their American Dream”.*
The self-study identified and work should continue on:

**Areas for Focus**

- Design and implement an English Language Learner program that will help students make growth more quickly.
- Design and implement a Reading and Math Intervention program that supports improved student achievement needs.
- Design and implement an organized, intentional plan to include educational partners on the journey of their students.

**As you plan and implement your work, include:**

- Implement safeguards to assure daily standards-based, grade-level, rigorous bell-to-bell instruction.
- Ensure alignment of professional development needs of teachers and instructional aides to directly match up with specific identified learning needs of students.
- Ensure a consistent use of School-wide Learner Objectives in classrooms.
Making It Happen: Ongoing Work

• Design and implement an English Language Learner program that will help students make more growth more quickly.
• Design and implement a Reading and Math Intervention program that supports improved student achievement needs.
• Design and implement an organized, intentional plan to include educational partners on the journey of their students.
Schoolwide Action Plan/SPSA

Visualize what will be different for students....

– One year from now?
– Two years from now?
– Three years from now?