ALLEGIANCE STEAM ACADEMY
REGULAR MEETING OF THE BOARD OF DIRECTORS

June 6, 2022

5:00 pm

Meeting Location:

5862 C St.,
Chino, CA 91710

View Online: https://zoom.us/j/95111983982

Telephone: (669) 900-6833; Meeting ID: 951 1198 3982

AGENDA

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

Allegiance STEAM Academy- Thrive charter school ("Allegiance STEAM Academy"), also known as ASA Thrive, is a direct-funded, independent, public charter school operated by the Allegiance STEAM Academy nonprofit public benefit corporation and governed by Allegiance STEAM Academy, Incorporated corporate Board of Directors ("Board"). The purpose of a public meeting of the Board, is to conduct the affairs of Allegiance STEAM Academy in public. We are pleased that you are in attendance and hope you will visit these meetings often. Your participation assures us of continuing community interest in our school.

1. Agendas are available to all audience members at the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact Allegiance at: info@asathrive.org

2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Public Comments."

3. "Public Comments" are set aside for members of the audience to comment. However, due to public meeting laws, the Board can only listen to your issue, not take action. The public is invited to address the Board regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Please turn in comment cards to the Board Secretary prior to the item you wish to speak on. These presentations are limited to three (3) minutes.

4. In compliance with the Americans with Disabilities Act (ADA) and upon request, Allegiance STEAM Academy may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Allegiance STEAM Academy.

I. Preliminary

A. Call to Order

The meeting was called to order by the Board Chair at _____.

B. Roll Call

	Present	Absent
Samantha Odo, President	_____	_____
Marcilyn Jones, Secretary	_____	_____
Troy Stevens, Member	_____	_____
Claudia Reynolds, Member	_____	_____

C. Approval of Agenda for the Regular Board Meeting for June 6, 2022

It is recommended that the Board of Directors approve the Agenda for Regular Board Meeting for June 6, 2022.

Motion: _____Second: _____ Roll Call: _____

II. Public Announcement for Reason for Closed Session:

A. Public Comments on Closed Session Items

Comments related to closed session items shall be limited to no more than three minutes. If you wish to speak on an item that will be discussed in a closed session, please turn in a comment card to the Board Secretary.

B. Closed Session - For Discussion/Possible Action

Potential Litigation: One Matter

Real Estate Negotiations: One Matter

Public Employee Performance Evaluation (Gov. Code 54957(b)) Title: CEO

Open Session:

A. Pledge of Allegiance

B. Student Celebrations

C. Public Comments- Items not on the Agenda

No individual presentations shall be for more than three (3) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

D. ITEMS SCHEDULED FOR INFORMATION:

1. **Update from Parents and Community for Kids**
2. **School Site Council Report** (Suspended during summer)

3. **PAL Report** (Suspended during summer)
4. **Staff Report**
5. **CEO's Report**
6. **ASA Thrive - Fontana Updates**
7. **School Safety**

B. ITEMS SCHEDULED FOR CONSENT:

1. **Minutes for the Regular Meeting of the Board of Directors May 2, 2022**
2. **Check Register for April, 2022**

Motion: _____ Second: _____ Roll Call: _____

C. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

1. **Financial Update for April, 2022**
   (see attached)

   It is recommended the Board of Directors:

   Adopt and approve the Financial Update for April, 2022

   Motion: _____ Second: _____ Roll Call: _____

2. **Revised FY22 Budget**
   (see attached)

   It is recommended the Board of Directors:

   Adopt and approve the Revised FY22 Budget

   Motion: _____ Second: _____ Roll Call: _____

3. **Public Hearing regarding the Local Control Accountability Plan for Allegiance STEAM Academy - Thrive, Chino**

   (see attached)

   It is recommended the Board of Directors:

   Hold a Public Hearing regarding the Local Control Accountability Plan for Allegiance STEAM Academy - Thrive, Chino.

   The public hearing was opened by the Board President at _____ and closed at _____.

4. **Public Hearing regarding the Proposed Allegiance STEAM Academy - Thrive, Chino FY2022-23 Budget**

   (see attached)

It is recommended the Board of Directors:

Hold a Public Hearing regarding the Allegiance STEAM Academy - Thrive Chino FY2022-23 Budget

The public hearing was opened by the Board President at _____ and closed at _____.

5. **Public Hearing regarding the Proposed Allegiance STEAM Academy - Thrive, Fontana FY2022-23 Budget**

(see attached)

It is recommended the Board of Directors:

Hold a Public Hearing regarding the Allegiance STEAM Academy - Thrive Fontana FY2022-23 Budget

The public hearing was opened by the Board President at _____ and closed at _____.

6. **Revised Dress Code**

(see attached)

It is recommended the Board of Directors:

Adopt and approve the Revised Dress Code

Motion: _____ Second: _____ Roll Call: _____

7. **Revised Middle School Course Descriptions**

(see attached)

It is recommended the Board of Directors:

Adopt and approve the Revised Middle School Course Descriptions

Motion: _____ Second: _____ Roll Call: _____

8. **Curriculum Quote: Great Minds**

(see attached)

It is recommended the Board of Directors:

Approve and adopt the Great Minds math curriculum proposal in the amount of: $48,469.10

Motion: _____ Second: _____ Roll Call: _____

9. **Curriculum Quote: Discovery Education**

(see attached)

It is recommended the Board of Directors:

Approve and adopt the Discovery Education curriculum proposal in the amount of: $168,552

Motion: _____ Second: _____ Roll Call: _____

10. <u>Job Description: Behavior Intervention Assistant</u>

(see attached)

It is recommended the Board of Directors:

Adopt and approve the Job Description: Behavior Intervention Assistant

Motion: _____ Second: _____ Roll Call: _____

11. <u>Job Description: Occupational Therapist</u>

(see attached)

It is recommended the Board of Directors:

Adopt and approve the Job Description: Occupational Therapist

Motion: _____ Second: _____ Roll Call: _____

12. <u>Nomination and Election of Board Member</u>

Allegiance STEAM Academy Bylaws state in Article 7, Section 3 "the number of Directors shall be no less than three (3) and no more than five (5).

It is recommended the Board of Directors:

Nominate Mrs. Samantha Odo and approve as a Director of the Allegiance STEAM Academy Board of Directors with a 3 year term beginning in July, 2022 and ending in June, 2025.

Motion: _____ Second: _____ Roll Call: _____

13. <u>Nomination and Election of Board Member</u>

Allegiance STEAM Academy Bylaws state in Article 7, Section 3 "the number of Directors shall be no less than three (3) and no more than five (5).

It is recommended the Board of Directors:

Nominate Mr. Troy Stevens and approve as a Director of the Allegiance STEAM Academy Board of Directors with a 3 year term beginning in July, 2022 and ending in June, 2025.

Motion: _____ Second: _____ Roll Call: _____

14. <u>Nomination and Election of Board President</u>

Allegiance STEAM Academy Bylaws state in Article8, Section 1 "the officers of this corporation shall be a President, a Secretary and a Treasurer.

It is recommended the Board of Directors:

Nominate _____ and approve as a President of the Allegiance STEAM Academy Board of Directors.

Motion: _____ Second: _____ Roll Call: _____

15. <u>Nomination and Election of Board Treasurer</u>

Allegiance STEAM Academy Bylaws state in Article8, Section 1 "the officers of this corporation shall be a President, a Secretary and a Treasurer.

It is recommended the Board of Directors:

Nominate _____ and approve as a Treasurer of the Allegiance STEAM Academy Board of Directors.

Motion: _____ Second: _____ Roll Call: _____

16. <u>Nomination and Election of Board Secretary</u>

Allegiance STEAM Academy Bylaws state in Article8, Section 1 "the officers of this corporation shall be a President, a Secretary and a Treasurer.

It is recommended the Board of Directors:

Nominate _____ and approve as a Secretary of the Allegiance STEAM Academy Board of Directors.

Motion: _____ Second: _____ Roll Call: _____

D. COMMUNICATIONS

1. Comments from Board of Directors

E. ADJOURNMENT

1. It is recommended the Board of Directors:

Adjourn the Regular Meeting of the Board of Directors for June 6, 2022

Motion: _____ Second: _____Roll Call: _____

ALLEGIANCE STEAM ACADEMY

REGULAR MEETING OF THE BOARD OF DIRECTORS

STAFF NOTES PREPARED BY OMAR MACIEL

May 2, 2022
5:00 pm
Meeting Minutes

I. Preliminary

A. Call to Order

The meeting was called to order by the Board Chair.

B. Roll Call

	Present	Absent
Samantha Odo, Chairperson	____X__	_____
Marcilyn Jones, Secretary	____X___	_____
Troy Stevens, Member	____X__	_____
Claudia Reynolds, Member	____X__	_____

C. Approval of Agenda for the Regular Board Meeting for May 2, 2022

It is recommended that the Board of Directors approve the Agenda for Regular Board Meeting for May 2, 2022.

Motion: _____Second: _____ Roll Call: Approved 4-0

II. Public Announcement for Reason for Closed Session:

A. Public Comments on Closed Session Items

Comments related to closed session items shall be limited to no more than three minutes. If you wish to speak on an item that will be discussed in a closed session, please turn in a comment card to the Board Secretary.

B. Closed Session - For Discussion/Possible Action

Potential Litigation: One Matter

Real Estate Negotiations: One Matter

Public Employee Performance Evaluation (Gov. Code 54957(b)) Title: CEO

Open Session:

A. Pledge of Allegiance

i. Malcolm Englos led the Pledge of Allegiance.

B. Student Celebrations

i. Callie Moreno Introduced our two students Malcolm Engols

ii. Malcolm shared he enjoys Mandarin, STEAM lab projects, Music class learning rhythms, P.E. and Ms. Okamoto's class because he learns something new every day.

iii. Callie Moreno introduced Everett Scott next.

iv. Everett shared how much he likes all of his teachers and his goals such as going to college and achieving his career goals.

v. Wolves on the run video presented by Tammy Lohoff

Daughter and someone special event overview /slideshow of pictures of staff/parents/ and kids having fun at the event.

Son and Someone special bowling slideshow overview of event pictures of staff/parents/and students having fun at the event.

Middle School Dance slideshow overview of event pictures of staff/parents/and students having fun at the event.

Thank you to everyone for providing the opportunity for our wolves to howl with their friends.

C. Public Comments- Items not on the Agenda

No individual presentations shall be for more than three (3) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

i. One comment- Vanessa Okamoto, did not have intentions to speak tonight. Reflecting on the school year. Feels this year, has been one for the books. Shared teaching after a pandemic has been an experience and the finish line is coming into view.

D. ITEMS SCHEDULED FOR INFORMATION:

1. Update from Parents and Community for Kids

i. Crystalinda Gonzales shared- Highlight of Jr. High Dance. Thanks to all volunteers and thanks to everyone involved.

ii. PACK in contact with teachers and staff appreciation week students encouraged to write a note of appreciation to teachers.

iii. 8th grade promotion purchasing decor and other treats. Last event is the tailgate event celebration to close out the year. Purchasing of plastic spirit fence.

2. **School Site Council Report**

Paul A.-Buddy Bench PAL applications information regarding budget

i. more informed about the surveys and get more parent involvement and make it more impactful and useful in the future.

3. **PAL Report**

4. **Staff Report**

i. Omar shared- Currently implementing state testing. Shared that Education Specialists are collaborating with staff to close out the school year and to prepare for ESY.

5. **CEO's Report**

i. Dr. Cognetta thanked everyone for participating in today's meeting and shared the appreciation for PACK and staff.

ii. Reflected on last two years 4 years to complete 2 normal years of school.

iii. Reflected on growth of ASA and quality of programs forging unprecedented partnerships.

iv. Enrollment growth to 893

v. Strong connection with Chino Unified

vi.Competitive grant for Fontana May 11th

vii. STEAM live events May 18th and 19th

viii. Desert Mountain SELPA May 30th vote will occur SELPA for Fontana

6. **ASA Thrive - Chino Website**

i. Dr. Cognetta shared- ASA thrive Chino website is Live now but the Weekly Wolf updates need to be updated.

ii. It needs to be updated with recent photos.

iii. Most recent Board agenda will be posted on site and most recent events and admissions, charter petitions, About section reorganized with mission and vision and core values.

iv. The donation page will direct to sources organized by PACK. Timeline on the landing page for the website could be done in a week's time.

7. **ASA Thrive - Fontana Updates**

i. Dr. Cognetta shared- Conversation with associate superintendent proctor request.

ii. 300 students currently for new Fontana Campus.

iii. Responsibilities fill a seat with a fontana parent.

iv. Board seat does not guarantee you admission into school.

v. Need of Treasurer. Going over factors which may require a treasurer seat to be filled.

vi. STEM showcase attended at a Fontana school

vii. Hosting picnic in the park, inviting families and staff.

viii. Troy Stevens: Questions related to budget and asked when positions begin to be filled out in terms of staff. Asked which faculty from ASA chino may be interested in the Fontana school site.

ix. Dr. Cognetta Shared that a staffing model is being used and June Meeting will have a better understanding of staffing.

x. Troy Stevens: what will the hiring process be and if new schools need new positions to be flown by publicly.

B. ITEMS SCHEDULED FOR CONSENT:

1. **Minutes for the Regular Meeting of the Board of Directors April 11, 2022**
2. **Check Register for March, 2022**

Motion: Troy Stevens Second: Marcilyn Jones Roll Call: 4-0

C. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

1. **<u>Financial Update for March, 2022</u>**
   (see attached)

i. M. Felix-reviewing financial bylines for month of march positive forecast 1.23 million

ii. revenue 10.1 M Expenses 8.8 million

iii. Cash Ended month 3.35M

iv. Annual information survey in late May

It is recommended the Board of Directors:

Adopt and approve the Financial Update for March, 2022

Motion: Troy Stevens Second: Claudia Reynolds Roll Call: 4-0

2. **Revised FY22 Budget**
(see attached)

It is recommended the Board of Directors:

Adopt and approve the Revised FY22 Budget

Motion: Marcilyn Jones Second: Samantha Odo Roll Call: 4-0

3. **ASA Form 990 Income Tax Return for Year Ended June 30, 2021**

(see attached)

It is recommended the Board of Directors:

Adopt and approve the ASA Form 990 Income Tax Return for Year Ended June 30, 2021
Motion: Troy Stevens Second: Claudia Reynolds Roll Call: 4-0

4. **Quote for UCLA Center X Adaptive Schools Foundation Seminar in the amount of $25,987.50 for the 2022-2023 School Year**
(see attached)

i. Dr. Cognetta shared- Recommending the approval of this quote Dr. Moreno and Cyndi Valenta attended sessions of UCLA Center X Adaptive Schools Foundation Seminar. Dr. Cognetta shared the importance of collaboration.

ii. Dr. Moreno and Cyndi Valenta shared that the program is a 4 day on site seminar. They found it incredible in building the collaborative nature of our work. Have seen pockets of cohesion and want to build relationships with our staff and stakeholders and bring everyone to get on the same page to support all of our students. Shared the book The Adaptive School a sourcebook for developing collaborative groups by Robert J. Garnston and Bruce M. Wellman.

iii. Cyndi Valenta shared Penny Payout activity.

iv. Cyndi Valenta modeled the penny payout activity.

v. The three focus areas are facilitating groups, developing groups, and becoming a more skillful group member. The next step would be a discussion of where those 100 pennies will be distributed in which areas. The reflection piece focuses on the process of explaining why which choices were made.

vi. Proposed calendar dates for training days have been brainstormed.

vii. Troy Steven asked what tangible items are taken from trainings such as this. Dr. Moreno shared the different qualitative and quantitative ways to see the growth from professional development training programs.

It is recommended the Board of Directors:

Adopt and approve the Quote for UCLA Center X Adaptive Schools Foundation Seminar in the amount of $25,987.50 for the 2022-2023 School Year

Motion: Marcilyn Jones Second: Samantha Odo Roll Call: 4-0

5. **Revised 2022-2023 School Calendar**
   (see attached)

   Dr. Cognetta shared-

   i. V1 calendar has been adjusted to the start date of the school year of a Tuesday instead of a Monday.

   ii. September has two days of Center X trainings for Halloween October 31st and November 1st two days for Center X training.

   iii. First week of Feb. Student led conferences 176 days of instruction

   iv. V2- Does not support the contract of adaptive schools training.

   Dr. Cognetta

   It is recommended the Board of Directors:

   Adopt and approve the Revised 2022-2023 School Calendar

   Motion: Marcilyn Jones Second: Claudia Reynolds Roll Call: 4-0

6. **Revised Student Dress Code Policy**
   (see attached)
   i. Dr. Cognetta shared there has been a revision of dress code policy because it has become laxed.
   ii. Samantha Odo/Marcilyn Jones shared concerns with dress code policy that it is not clear enough for what is acceptable and unacceptable to wear.
   iii. changes for monday through thursday
   iv. Friday dress university t-shirt of class that they are with.
   v. Dress code compliant bottoms jeans are ok on fridays but not torn/stressed/worn on fridays
   vi. ASA classroom university

   It is recommended the Board of Directors:

   Adopt and approve the Revised Student Dress Code Policy to be implemented in the 2022-2023 School
   Motion: Troy Stevens Second: Samantha Odo Roll Call: 1-3

7. **Revised ASA Uniform Complaint Procedure**
   (see attached)

   i. Dr. Cognetta shared that uniform complaint procedures have been updated:

   Mediation is a new addition

It is recommended the Board of Directors:

Adopt and approve the Revised ASA Uniform Complaint Procedure

Motion: Marcilyn Jones Second: Samantha Odo Roll Call: 4-0

D. COMMUNICATIONS

1. Comments from Board of Directors

i. Claudia Reynolds: shared thank you to PACK, has seen kids being happy and ending in a somewhat normal year and thanking PACK for making all the events happen for the kids. Also shared that teachers enjoy their week and thanks the teachers for their hard work and dedication.

ii. Troy Stevens: asked Dr. Cognetta if the board meetings can be more streamlined for both campuses.

Also shared his thanks for all the speakers tonight, thanks Vanessa Okamoto for her speech, thanked PACK for all the activities they have organized this year. Thanked the paraprofessionals for all their hard work. Thanked all the teachers as well. Congratulated all the 8th graders who are moving on to high school as well.

iii. Marcilyn Jones: Thanked Pack for all the events that were organized this year, thanked teachers and staff as well. Shared that students try hard on their state tests. Shared she enjoyed Vanessa Okamoto's speech. Shared excitement of center x program.

Samantha Odo: Thanked PACK for all the events this year. Thanked all the volunteers as well. Thanked all of the paraprofessionals, all the teachers in all of the clubs and thanked PACK for all the club T-shirts. Thanked PAL as well for doing an amazing job on campus. Shared students try their best on state testing.

E. ADJOURNMENT

1. It is recommended the Board of Directors:

Adjourn the Regular Meeting of the Board of Directors for May 2, 2022

Motion: Marcilyn Jones Second: Claudia Reynolds Roll Call: 4-0
Adjourned at 8:02 PM

Allegiance STEAM Academy - Chino

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
21509	San Bernardino County	STRS 03/2022	4/6/2022	$ 98,040.04
21510	Ricardo Moreno	Event DJ - 04/08/22	4/7/2022	350.00
21511	AdminPartners	Admin Fee	4/13/2022	100.00
21512	Allegiance STEAM Academy Thrive II	Internal Loan from ASA Chino to ASA Fontana	4/13/2022	928,083.00
21513	Associated Health Professionals Inc	Nursing Svcs - 01/22	4/13/2022	2,621.25
21514	Best Buy Business Advantage Account	Google Chrome OS (70)	4/13/2022	2,100.00
21515	Braille Abilities, LLC	SpEd Svcs - 02/22	4/13/2022	1,484.84
21516	California State Disbursement Unit	Confidential	4/13/2022	393.72
21517	Cintas Corporation #150	Janitorial Supplies	4/13/2022	238.61
21518	Classtime Inc.	License - 04/01/22-06/30/22	4/13/2022	100.00
21519	Franchise Tax Board	Confidential	4/13/2022	154.49
21520	Graphic Details Inc	Priting svcs - 03/22	4/13/2022	79.69
21521	Marcia Brenner Associates	Software Subscription (900) - One Time Fee	4/13/2022	3,000.00
21522	Maxim Healthcare Staffing Services, Inc	Nursing Svcs - 02/22	4/13/2022	8,832.50
21523	McGraw Hill LLC	License - 10/16/21-10/16/22	4/13/2022	13,641.77
21524	Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs - 03/31/22	4/13/2022	158.00
21525	San Joaquin County Office of Education	EDJOIN 1 Year term	4/13/2022	1,200.00
21526	School Health Corporation	Nursing Supplies	4/13/2022	43.99
21527	Sterling Administration	Cobra Set Up Fees	4/13/2022	495.00
21528	Sunny Kids Therapy Inc	SpEd Svcs - 03/22	4/13/2022	11,366.30
21529	Swing Education Inc	Sub Svcs - 03/19/22-03/25/22	4/13/2022	1,744.00
21530	Visser Bus Service	Field Trip - 03/23/22	4/13/2022	646.74
21531	Charter Impact	Payroll Processing Fee - 03/22	4/15/2022	850.76
21532	Celeste C. Cardenas	ASA APS041522 BZ	4/15/2022	1,110.41
21533	Chino Valley Chamber of Commerce	Membership - 2022	4/22/2022	265.00
21534	Maranda Claro	Reimb. - 04/08/22	4/22/2022	181.56
21535	Joy Jennings	Reimb - 09/05/21-04/08/22	4/22/2022	152.63
21536	Kids First Pediatric Therapy, Inc.	SpEd svcs - 12/21	4/22/2022	270.00
21537	Mobile Ed Productions, Inc.	Field Trip - 03/24/22	4/22/2022	4,290.00
21538	NWEA	Subscription - 07/31/22-06/30/23	4/22/2022	3,750.00
21539	Point Quest Pediatric Therapies, LLC	SpEd Svcs - 03/22	4/22/2022	9,090.00
21540	Rancho Janitorial Supplies	Janitorial Supplies	4/22/2022	2,737.45
21541	Kristen Stevens	Reimb. - 04/07/22-04/08/22	4/22/2022	37.80
21542	Swing Education Inc	Sub Svcs - 04/02/22-04/08/22	4/22/2022	2,210.00
21543	Chapparral 300 Bowling	Bowling Event	4/27/2022	4,700.00
21544	German Pinedo	Mama That Bakes - B2998051267	4/27/2022	660.00
21545	Daniel Sutliff	Catering -	4/27/2022	2,000.00
21546	Best Buy Business Advantage Account	Surface (4)	4/28/2022	646.46
21547	Blue Shield of California	Health Ins - 05/22	4/28/2022	16,008.08
21548	Bureau of Education & Research	Seminar - 04/27/22	4/28/2022	279.00
21549	Charter Impact	Business Mgmt svcs - 04/22	4/28/2022	23,626.55
21550	ChromebookParts.com	IT Supplies	4/28/2022	112.04
21551	Cintas Corporation #150	Janitorial Supplies	4/28/2022	164.30
21552	Gayle Hinazumi	SpEd Svcs - 03/22	4/28/2022	2,500.00
21553	Sara Lopez	ASUS Chromebook (200), Surface Pro(4)	4/28/2022	67,657.46
21554	MetLife Small Business Center	Health Ins - 05/22	4/28/2022	2,838.70
21555	NCS Pearson Inc	Textbooks	4/28/2022	9.43
21556	School Health Corporation	Nursing Supplies	4/28/2022	59.84
21557	Swing Education Inc	Sub Svcs - 04/09/22-04/15/22	4/28/2022	1,488.00
21558	Waxie Sanitary Supply	Janitorial Supplies	4/28/2022	887.26
21559	Allegiance STEAM Academy	Petty Cash	4/29/2022	500.00
21560	California State Disbursement Unit	Confidential	4/29/2022	150.00
21561	California State Disbursement Unit	Confidential	4/29/2022	393.72
21562	Franchise Tax Board	Confidential	4/29/2022	125.05
ACH	California Department of Tax and Fee Administration	Use Tax Pmt 2021	4/4/2022	64.00
ACH	Internal Revenue Services	Federal Tax Payment PPE040822	4/11/2022	8,160.38
ACH	Employment Development Department	State Tax Pmt SDI & CA PIT PPE040822	4/11/2022	933.33
ACH	Employment Development Department	State Tax Pmt SUI PPE040822	4/11/2022	743.00

Allegiance STEAM Academy - Chino

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	American Express	CC Payment - AMEX	4/12/2022	39,751.66
ACH	CharterSafe	Package Premium & Workers Comp Ins - 04/22	4/14/2022	11,973.00
ACH	Citizens Business Bank	Returned Deposits	4/21/2022	57,441.24
ACH	CalPERS	PERS PEPRA Pmt 04/22	4/21/2022	26,493.79
ACH	CalPERS	PERS Classic Pmt 04/22	4/21/2022	5,024.35
ACH	Internal Revenue Services	Federal Tax Payment PPE042022S	4/25/2022	943.66
ACH	Employment Development Department	State Tax Pmt SDI & CA PIT PPE042022S	4/25/2022	236.99
ACH	Internal Revenue Services	Federal Tax Payment PPE042222S	4/26/2022	139.80
ACH	Employment Development Department	State Tax Pmt SUI PPE042222S	4/26/2022	26.50
ACH	Employment Development Department	State Tax Pmt SDI & CA PIT PPE042222S	4/26/2022	20.07
ACH	Internal Revenue Services	Federal Tax Payment PPE042522	4/27/2022	53,888.76
ACH	Employment Development Department	State Tax Pmt SDI & CA PIT PPE042522	4/27/2022	17,246.02
ACH	Employment Development Department	State Tax Pmt SUI PPE042522	4/27/2022	827.33
ACH	Employment Development Department	1st Quarter 2022 ETT Pmt	4/29/2022	646.96
ACH	Internal Revenue Services	Federal Tax Payment PPE042722S	4/29/2022	112.40
ACH	Employment Development Department	State Tax Pmt SUI PPE042722S	4/29/2022	21.31
ACH	Employment Development Department	State Tax Pmt SDI & CA PIT PPE042722S	4/29/2022	13.96
			Total Disbursements Issued in April	**$ 1,449,333.95**

Allegiance STEAM Academy - Chino

Check Register - greater than $2,000

For the period ended April 30, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Employee Benefits				
21509	San Bernardino County	3101/9513 - STRS	4/6/2022	98,040.04
ACH	Internal Revenue Services	3301/3311/9512 - Payroll taxes	4/11/2022	8,160.38
ACH	CharterSafe	3601 - Workers Compensation	4/14/2022	11,973.00
ACH	CalPERS	3202/9514 - PERS	4/21/2022	26,493.79
ACH	CalPERS	3202/9514 - PERS	4/21/2022	5,024.35
ACH	Employment Development Department	3301/3311/9512 - Payroll taxes	4/27/2022	17,246.02
ACH	Internal Revenue Services	3301/3311/9512 - Payroll taxes	4/27/2022	53,888.76
21547	Blue Shield of California	3401 - Health and Welfare	4/28/2022	16,008.08
21554	MetLife Small Business Center	3401 - Health and Welfare	4/28/2022	2,838.70
				239,673.12
Books and Supplies				
ACH	American Express	4305 - Shool Supplies	4/12/2022	39,751.66
21514	Best Buy Business Advantage Account	4400 - Noncapitalized Equipment	4/13/2022	2,100.00
21521	Marcia Brenner Associates	4305 - Software	4/13/2022	3,000.00
21523	McGraw Hill LLC	4100 - Textbooks and Core Materials	4/13/2022	13,641.77
21540	Rancho Janitorial Supplies	4310 - Office Expenses	4/22/2022	2,737.45
21538	NWEA	4305 - Software	4/22/2022	3,750.00
21553	Sara Lopez	4400 - Noncapitalized Equipment	4/28/2022	67,657.46
				132,638.34
Subagreement Services				
21513	Associated Health Professionals Inc	5101 - Nursing	4/13/2022	2,621.25
21522	Maxim Healthcare Staffing Services, Inc	5101 - Nursing	4/13/2022	8,832.50
21528	Sunny Kids Therapy Inc	5102 - Special Education	4/13/2022	11,366.30
21539	Point Quest Pediatric Therapies, LLC	5102 - Special Education	4/22/2022	9,090.00
21542	Swing Education Inc	5102 - Special Education	4/22/2022	2,210.00
21552	Gayle Hinazumi	5102 - Special Education	4/28/2022	2,500.00
				36,620.05
Professional/Consulting Services				
21537	Mobile Ed Productions, Inc.	8506 - Special Activities	4/22/2022	4,290.00
21549	Charter Impact	5811 - Management Services	4/28/2022	23,626.55
				27,916.55
Cash Operating				
21512	Allegiance STEAM Academy Thrive II	9002 - Cash Operating	4/13/2022	928,083.00
				928,083.00
			Total Disbursement over $2,000	**$ 1,364,931.06**

Allegiance STEAM Academy - Fontana

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
80000	iHeartMedia	Public Relations - 01/31/22-02/27/22	4/22/2022	$ 64,249.99
80001	Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs - 02/28/22	4/22/2022	25,371.13
80002	Uplift + Empower	Website Creation	4/22/2022	6,000.00
80003	Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs - 09/30/21	4/28/2022	3,300.00
			Total Disbursements Issued in April	**$ 98,921.12**

Allegiance STEAM Academy - Fontana

Check Register - greater than $2,000

For the period ended April 30, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Books and Supplies				
80002	Uplift + Empower	4310 - Office Expense	4/22/2022	6,000.00
				6,000.00
Professional/Consulting Services				
80000	iHeartMedia	5815 Public Relations	4/22/2022	64,249.99
80001	Procopio, Cory, Hargreaves & Savitch LLP	5803 - Legal	4/22/2022	25,371.13
80003	Procopio, Cory, Hargreaves & Savitch LLP	5803 - Legal	4/28/2022	3,300.00
				92,921.12
			Total Disbursement over $2,000	**$ 98,921.12**

CHARTER IMPACT

Allegiance STEAM Academy Schools

Monthly Financial Presentation – April 2022

April Highlights

Highlights

Chino Forecast

- Forecast maintains a **$1.03M** surplus.
- Revenue close to budget at **$10.1M**.
- Expenses are **$9.07M**, a **($297K)** below budget due to changes in staffing and one-time funding.
- Cash ended month **$2.4M**, 97 days expenses.

Fontana Forecast

- Forecast a **($197K)** deficit. Expenses slightly above budget.
- Cash supported through intraorganizational loan, ended month **$829k**.

Compliance and Reporting

- Certification of Second Principal Apportionment in June
- LCAP Plan due by June 30
- Submit Preliminary budget to Authorizer by June
- Pre-Kinder planning and implementation plan by June

Enrollment and Revenues

- Forecasted enrollment reduced from 990 to 880.
- P2 attendance at budget.

CHARTER IMPACT

Allegiance STEAM Academy -Thrive

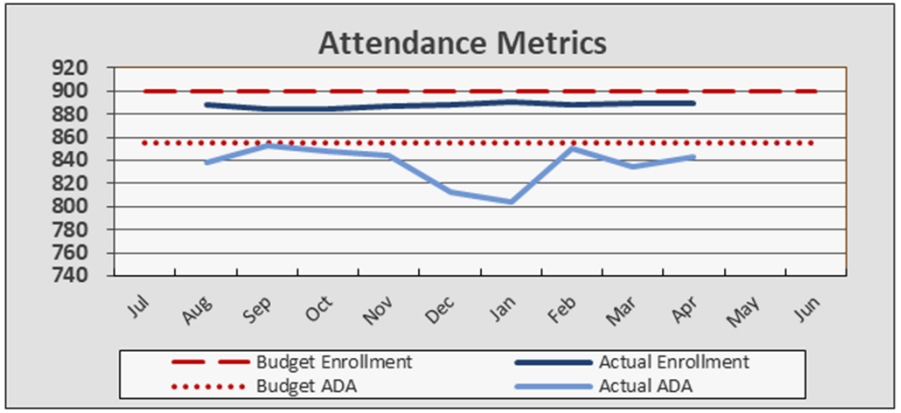
Monthly Financial Presentation – April 2022

Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*888*	*880*	*900*
ADA	*836*	*840*	*855*
Attendance Rate	*94.2%*	*95.4%*	*95.0%*
Unduplicated %	*34.5%*	*34.5%*	*34.5%*
Revenue per ADA		*$12,044*	*$11,838*
Expenses per ADA		*$10,807*	*$10,274*

Attendance Metrics



Average attendance below forecast by 4.
Forecast enrollment reduced from 900 to 880.
Forecast 880 enrollment, 95%, P-1 ADA (840) and UPP 34.4%.
LCFF is calculated at $9,236 per ADA

Revenue

- **April Updates**
  - **Year-to-Date variance due to timing of receipts.**
  - **Forecast revenue**
    - **Reduced ADA cuts revenue ($183K) from the budget.**
    - **Increased participation in nutrition compared to plan +$156K Fed/State combined.**
    - **Other State Revenue – reduction includes one-time funding deferred.**
    - **Local revenue included is the Booster Funding.**

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 5,587,623	$ 5,695,078	$ (107,455)	$ 7,730,396	$ 7,891,290	$ (160,894)
Federal Revenue	639,584	571,323	68,261	1,021,160	902,431	118,730
Other State Revenue	752,013	1,072,572	(320,559)	1,264,150	1,325,881	(61,732)
Other Local Revenue	98,702	1,796	96,906	98,702	1,796	96,906
Total Revenue	**$ 7,077,922**	**$ 7,340,769**	**$ (262,847)**	**$ 10,114,408**	**$ 10,121,398**	**$ (6,990)**

Expenses

- **April Updates**
  - **Expense increase- due to changes in staffing and one-time funding.**

One-Time Funding Spending Plan			
	2021/22	2022/23	2023/24
Expanded Learning Opportunities Grant	$ 372,205	$ -	$ -
In-Person Instruction	261,285	-	-
ESSER II	193,754	-	-
ESSER III	175,894	259,562	-
Educator Effectiveness Block Grant	42,000	66,000	49,329
Expanded Learning Opportunities Program	90,000	62,694	
	$ 1,135,138	$ 388,256	$ 49,329

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 3,397,238	$ 3,467,732	$ 70,494	$ 4,176,248	$ 4,222,653	$ 46,405
Classified Salaries	993,485	836,376	(157,110)	1,202,885	1,013,329	(189,556)
Benefits	1,214,801	1,274,796	59,994	1,496,555	1,540,976	44,421
Books and Supplies	813,950	542,980	(270,970)	933,307	591,595	(341,712)
Subagreement Services	205,311	137,003	(68,308)	236,753	167,448	(69,305)
Operations	249,463	375,339	125,876	282,920	590,053	307,133
Facilities	16,849	11,864	(4,985)	21,610	14,500	(7,110)
Professional Services	583,632	513,200	(70,432)	723,179	644,123	(79,055)
Total Expenses	**$ 7,476,906**	**$ 7,159,289**	**$ (317,617)**	**$ 9,075,634**	**$ 8,784,677**	**$ (290,957)**

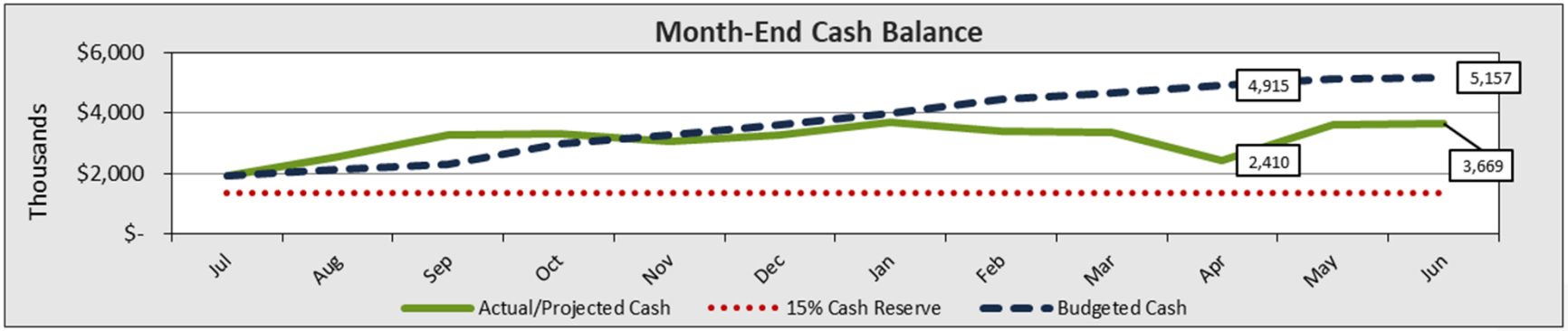
Surplus / (Deficit) & Fund Balance

- Forecast surplus **$1.03M** slightly below budget due to one-time funding deferred.
- Fund balance forecast **$5.4 million (59.6%)**, 218-day expenses.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (398,984)**	**$ 181,481**	**$ (580,464)**	**$ 1,038,774**	**$ 1,336,721**	**$ (297,946)**
Beginning Fund Balance	4,374,046	4,374,046		4,374,046	4,374,046	
Ending Fund Balance	**$ 3,975,062**	**$ 4,555,527**		**$ 5,412,820**	**$ 5,710,767**	
As a % of Annual Expenses	*43.8%*	*51.9%*		*59.6%*	*65.0%*	

Cash Balance

- Current cash **$2.4 million,** 97 days.
- Cash surplus is forecast to increase to $3.6M. Cash increase due to AR of $1.2M of one-time funds.



CHARTER IMPACT

Allegiance STEAM Academy -Fontana

Monthly Financial Presentation – April 2022

Expenses

- **April Updates**
  - **Total forecasted expenses slightly above budget.**

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Books and Supplies	6,000	5,000	(1,000)	15,000	15,000	-
Professional Services	92,921	67,294	(25,627)	154,754	154,754	0
Interest	773	-	(773)	773	-	(773)
Total Expenses	**$ 99,695**	**$ 72,294**	**$ (27,401)**	**$ 170,527**	**$ 169,754**	**$ (773)**

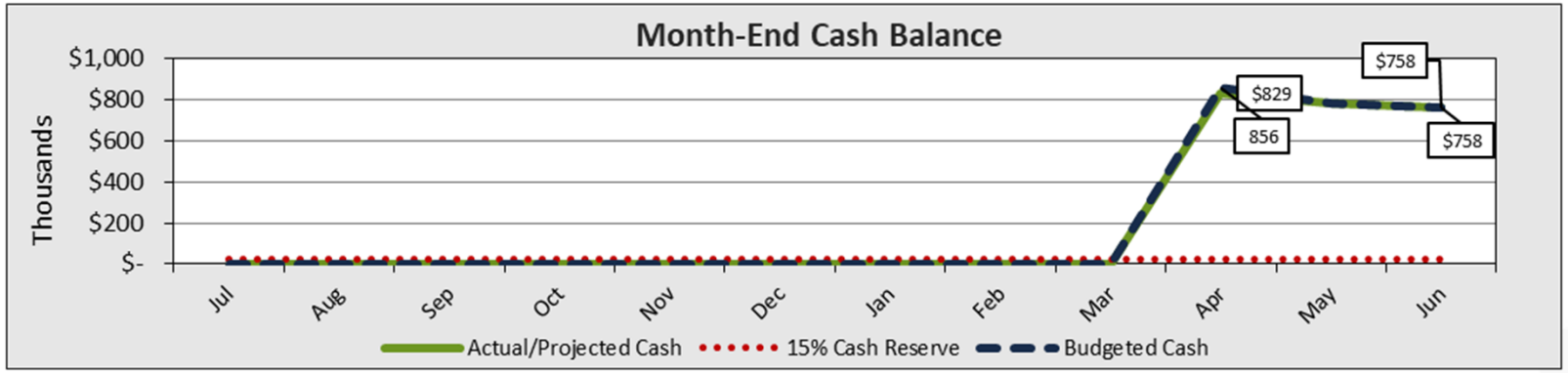
Surplus / (Deficit) & Fund Balance

- Forecast surplus **($170K)** slightly above budget due to interest expenses.
- Fund balance forecast **($170k) (100%)**.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (99,695)**	**$ (72,294)**	**$ (27,401)**	**$ (170,527)**	**$ (169,754)**	**$ (773)**
Beginning Fund Balance	-	-		-	-	
Ending Fund Balance	**$ (99,695)**	**$ (72,294)**		**$ (170,527)**	**$ (169,754)**	
As a % of Annual Expenses	*-58.5%*	*-42.6%*		*-100.0%*	*-100.0%*	

Cash Balance

- Current cash **$829k,** 1,775 days.
- Cash surplus is forecast to decrease to $758k.



Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-01	**Executive School Leadership Review Evaluation –** The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	ASA	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
FINANCE	Jun-25	**Certification of the 2020-21 Second Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jun-30	**Local Control and Accountability Plan -** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2022-2023 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Supplement to the Annual Update to the 2021-22 LCAP Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions **The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	ASA with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Jun-30	**Submit Preliminary Budget Plan to Authorizer -** Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. **The budget must be presented at the same public meeting as the LCAP, following the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar22district.asp

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-30	**Pre-Kindergarten Planning and Implementation Grant Plan - S**tate law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5). Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022	Charter Impact	Yes	No	https://www.cde.ca.gov/ci/gs/em/
OPERATIONS	Jun-30	**Approve school calendar and instructional minutes -** 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	ASA with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp
GOVERNANCE	Jun-30	**Review your Parental Involvement Policy -** Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	ASA	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
GOVERNANCE	Jun-30	**Review your Homeless Education Policy -** A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	ASA	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
FINANCE	Jun-30	**School Nutrition Application Due to CDE -** Funding supports five school meal and milk programs to assist schools, districts, and other nonprofit agencies in providing nutritious meals and milk to children at reasonable prices or free to qualified applicants. The five programs are the National School Lunch Program (NSLP), School Breakfast Program (SBP), Seamless Summer Feeding Option (SSFO), Special Milk Program (SMP), and State Meal Program (STMP)	ASA	No	No	https://www.cde.ca.gov/ls/nu/sn/eligmaterials.asp
DATA	Jun-30	**Principal Apportionment Data Collection** - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30, 2022 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with ASA support			https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	**English Language Proficiency Assessment** - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30/2022 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	Charter Impact with ASA support	No	No	https://www.cde.ca.gov/sp/el/rd/
FINANCE	Jul-15	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period April 1, 2022- June 30, 2022.	Charter Impact with ASA support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jul-15	**Final Federal Expenditure and ERMHS Report (Special Education)** - Financial reporting for year-end actuals are due for El Dorado Charter SELPA members.	Charter Impact	No	No	https://charterselpa.org/fiscal/
FINANCE	Jul-31	**Federal Cash Management - Period 1 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
GOVERNANCE	Jul-31	**Annual review of organization's Fiscal Policies** - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with ASA support	Yes	No	
FINANCE	Jul-31	**Complete Consolidated Application reporting - Spring -** The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with ASA support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp

Appendices

As of April 30, 2022

- Cash Flow – Monthly and Annual Forecast
- Statement of Financial Position (Balance Sheet)
- Statement of Cash Flows
- Detailed Month and YTD Budget vs. Actual
- Accounts Payable Aging
- Check Register
- Checks issued over $2K – additional details

Allegiance STEAM Academy - Thrive

Financial Package

April 30, 2022

Presented by:

CHARTER IMPACT

Allegiance STEAm Academy - Thrive

Monthly Cash Flow/Forecast FY21-22

Revised 05/18/22

ADA = 839.79

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Revised Budget Total	Favorable / (Unfav.)
Revenues															ADA = 839.79	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	261,533	261,533	470,760	470,760	470,760	470,760	470,760	541,789	541,789	542,730	542,730	539,907	**5,585,811**	**5,760,673**	(174,862)
8012 Education Protection Account	-	-	-	38,680	-	-	38,680	-	-	48,525	-	-	42,073	**167,958**	**171,000**	(3,042)
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	(12,800)	(12,800)	-	-	-	**(25,600)**	-	(25,600)
8096 In Lieu of Property Taxes	-	123,867	212,766	141,844	141,844	141,844	141,844	147,553	316,888	158,444	158,444	158,444	158,445	**2,002,227**	**1,959,617**	42,610
	-	385,400	474,299	651,284	612,604	612,604	651,284	618,313	845,877	735,958	701,174	701,174	740,425	**7,730,396**	**7,891,290**	**(160,894)**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	21,061	21,061	63,182	**105,303**	**110,023**	(4,720)
8220 Federal Child Nutrition	-	-	-	57,117	-	51,006	18,905	23,666	25,463	24,852	7,996	7,996	15,992	**232,993**	**84,949**	148,045
8290 Title I, Part A - Basic Low Income	-	-	20,218	-	-	18,137	-	-	-	-	-	-	41,764	**80,119**	**56,581**	23,538
8291 Title II, Part A - Teacher Quality	-	-	-	-	4,174	-	-	4,427	-	-	-	-	8,160	**16,761**	**12,581**	4,180
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**10,000**	(10,000)
8296 Other Federal Revenue	-	-	61,238	41,821	2,500	74,492	93,813	-	120,558	-	-	194,365	-	**588,786**	**628,297**	(39,511)
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	(2,802)	-	-	-	**(2,802)**	-	(2,802)
	-	-	81,456	98,937	6,674	143,635	112,718	28,093	146,021	22,050	29,057	223,422	129,098	**1,021,160**	**902,431**	**118,730**
Other State Revenue																
8311 State Special Education	-	-	92,404	-	43,768	43,768	-	-	87,536	46,571	60,313	60,313	46,832	**481,505**	**476,097**	5,408
8520 Child Nutrition	-	-	-	3,861	-	3,286	1,196	1,510	1,611	1,580	757	757	1,514	**16,073**	**8,041**	8,032
8550 Mandated Cost	-	-	-	-	-	13,314	-	-	-	-	-	-	-	**13,314**	**13,314**	0
8560 State Lottery	-	-	-	-	-	-	57,157	-	-	50,353	-	-	83,962	**191,472**	**194,940**	(3,468)
8598 Prior Year Revenue	-	-	-	-	-	-	5,434	-	-	-	-	-	-	**5,434**	-	5,434
8599 Other State Revenue	-	-	-	123,773	-	-	254,695	-	(79,805)	-	-	257,689	-	**556,352**	**633,490**	(77,138)
	-	-	92,404	127,634	43,768	60,368	318,482	1,510	9,342	98,504	61,070	318,759	132,308	**1,264,150**	**1,325,881**	**(61,732)**
Other Local Revenue																
8634 Food Service Sales	-	3,792	-	-	-	-	-	-	-	-	-	-	-	**3,792**	-	3,792
8689 Other Fees and Contracts	-	980	-	467	-	-	470	-	-	313	-	-	-	**2,231**	-	2,231
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	79,090	-	-	-	**79,090**	-	79,090
8699 School Fundraising	-	980	-	4,950	-	4,850	20	-	77,292	(77,072)	-	-	-	**11,020**	-	11,020
8980 Contributions, Unrestricted	1,796	-	-	-	-	-	-	-	-	-	-	-	-	**1,796**	**1,796**	-
	1,796	5,752	-	5,417	-	4,850	490	-	77,292	3,105	-	-	-	**98,702**	**1,796**	**96,906**
Total Revenue	**1,796**	**391,152**	**648,159**	**883,273**	**663,046**	**821,457**	**1,082,974**	**647,916**	**1,078,532**	**859,617**	**791,301**	**1,243,355**	**1,001,831**	**10,114,408**	**10,121,398**	**(6,990)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	24,988	300,412	304,688	300,867	287,452	288,216	276,973	280,272	281,452	280,493	301,228	301,228	-	**3,228,269**	**3,167,303**	(60,966)
1170 Teachers' Substitute Hours	-	360	373	4,165	5,979	3,921	5,570	12,916	7,559	10,185	6,275	6,275	-	**63,578**	**69,029**	5,451
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	2,540	1,000	18,275	14,100	5,000	10,889	10,889	-	**62,692**	**30,600**	(32,092)
1200 Pupil Support Salaries	-	21,441	25,446	25,446	25,446	25,446	25,776	25,502	24,127	20,593	25,446	25,446	-	**270,115**	**352,042**	81,927
1300 Administrators' Salaries	42,417	42,417	42,417	42,917	42,917	42,917	42,917	42,917	42,917	42,917	42,417	42,417	-	**512,500**	**509,000**	(3,500)
1900 Other Certificated Salaries	3,183	3,467	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,194	3,250	3,250	-	**39,094**	**94,679**	55,585
	70,588	368,096	376,174	376,644	365,044	366,289	355,485	383,132	373,405	362,381	389,505	389,505	-	**4,176,248**	**4,222,653**	**46,405**
Classified Salaries																
2100 Instructional Salaries	1,708	48,912	52,257	51,480	42,465	31,759	49,630	58,488	60,997	62,880	48,531	48,531	-	**557,638**	**461,433**	(96,205)
2200 Support Salaries	16,788	26,532	26,535	26,171	26,011	25,887	26,370	25,991	26,531	29,374	27,480	27,480	-	**311,151**	**243,098**	(68,054)
2300 Classified Administrators'	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	-	**80,000**	**80,000**	(0)
2400 Clerical and Office Staff Salaries	13,977	14,888	18,310	16,433	18,262	18,834	21,884	20,417	20,817	20,417	19,242	19,242	-	**222,723**	**176,477**	(46,246)
2900 Other Classified Salaries	945	6,268	2,055	2,250	3,525	1,815	3,240	1,455	2,100	2,160	2,780	2,780	-	**31,373**	**52,321**	20,948
	40,085	103,267	105,824	103,000	96,931	84,962	107,791	113,017	117,112	121,497	104,700	104,700	-	**1,202,885**	**1,013,329**	**(189,556)**
Benefits																
3101 STRS	10,721	61,085	63,649	63,028	61,708	57,372	59,778	63,256	59,931	60,630	67,715	67,715	-	**696,589**	**721,594**	25,005
3202 PERS	9,184	22,450	23,642	22,903	21,120	18,905	23,242	24,285	24,098	26,011	22,659	22,659	-	**261,158**	**228,851**	(32,308)
3301 OASDI	2,400	6,284	6,408	6,232	5,890	5,123	6,582	6,908	6,519	7,590	6,132	6,132	-	**72,199**	**61,847**	(10,352)
3311 Medicare	1,560	6,737	6,810	6,795	6,552	6,384	6,558	7,036	6,953	6,860	7,230	7,230	-	**76,704**	**76,375**	(328)
3401 Health and Welfare	36,072	29,086	22,789	22,603	13,467	24,482	24,833	27,219	25,439	24,714	30,333	30,333	-	**311,370**	**364,605**	53,235
3501 State Unemployment	163	4,946	1,728	1,003	748	937	12,568	4,520	1,930	2,235	1,820	1,820	-	**34,416**	**33,080**	(1,336)
3601 Workers' Compensation	3,027	3,027	6,905	3,027	3,027	3,027	3,027	3,027	3,027	3,026	4,986	4,986	-	**44,119**	**54,624**	10,505
	63,125	133,614	131,929	125,591	112,513	116,229	136,587	136,250	127,897	131,065	140,877	140,877	-	**1,496,555**	**1,540,976**	**44,421**

Allegiance STEAm Academy - Thrive

Monthly Cash Flow/Forecast FY21-22

Revised 05/18/22

ADA = 839.79

		Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Revised Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	1,117	21,210	2,177	4,703	36,215	30,302	26,029	1,911	1,911	5,858	15,888	15,888	-	**163,206**	**163,206**	(0)
4200	Books and Reference Materials	415	752	202	696	12,328	-	2,379	781	52	4,113	1,238	1,238	-	**24,192**	**10,200**	(13,992)
4302	School Supplies	1,980	11,903	3,860	4,922	6,373	3,411	5,132	3,095	1,170	7,935	9,709	9,709	-	**69,200**	**39,900**	(29,300)
4305	Software	4,447	5,915	9,349	6,528	10,439	14,300	8,690	7,131	8,487	12,179	8,917	8,917	-	**105,300**	**70,600**	(34,700)
4310	Office Expense	3,351	5,991	9,164	24,768	14,323	1,585	10,770	23,555	2,550	22,080	2,090	2,090	-	**122,316**	**68,500**	(53,816)
4311	Business Meals	324	1,533	-	196	1,476	-	1,992	48	-	1,154	38	38	-	**6,800**	**5,500**	(1,300)
4400	Noncapitalized Equipment	4,000	31,430	293	16,351	5,820	20,506	7,249	3,613	21,611	73,769	4,293	4,293	-	**193,227**	**140,700**	(52,527)
4700	Food Services	-	-	-	60,978	-	54,292	20,101	25,176	27,074	26,432	17,506	17,506	-	**249,066**	**92,989**	(156,077)
		15,633	78,733	25,045	119,143	86,974	124,397	82,341	65,311	62,854	153,520	59,679	59,679	-	**933,307**	**591,595**	**(341,712)**
Subagreement Services																	
5101	Nursing	-	1,519	5,389	2,160	979	1,676	-	1,463	-	11,454	4,467	4,467	-	**33,572**	**53,600**	20,028
5102	Special Education	-	-	6,998	20,910	21,170	12,943	11,569	10,998	27,125	24,711	11,188	11,188	-	**158,800**	**113,048**	(45,752)
5103	Substitute Teacher	-	122	1,220	2,318	5,446	7,084	4,044	11,266	7,306	5,442	-	-	-	**44,248**	-	(44,248)
5105	Security	-	-	-	-	-	-	-	-	-	-	67	67	-	**133**	**800**	667
		-	1,641	13,606	25,388	27,595	21,703	15,613	23,727	34,431	41,607	15,721	15,721	-	**236,753**	**167,448**	**(69,305)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	860	314	-	1,815	33	33	-	**3,056**	**400**	(2,656)
5300	Dues & Memberships	751	751	751	768	1,308	768	220	3,220	1,720	1,985	782	782	-	**13,805**	**9,012**	(4,793)
5400	Insurance	8,946	8,946	8,946	8,946	8,946	8,946	8,946	8,946	8,946	8,947	8,938	8,938	-	**107,337**	**107,352**	16
5501	Utilities	6,807	6,807	6,807	6,807	6,807	49,830	11,168	8,565	4,448	8,565	5,870	6,027	-	**128,507**	**109,400**	(19,107)
5502	Janitorial Services	339	339	339	339	339	528	363	501	501	501	305	305	-	**4,700**	**4,800**	100
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**347,489**	347,489
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	13,749	-	-	-	**13,749**	-	(13,749)
5900	Communications	591	1,485	591	681	681	675	772	693	603	783	472	472	-	**8,500**	**8,600**	100
5901	Postage and Shipping	90	73	44	244	236	-	1,429	167	197	286	250	250	-	**3,266**	**3,000**	(266)
		17,524	18,401	17,478	17,786	18,316	60,747	23,758	22,406	16,416	36,631	16,650	16,807	-	**282,920**	**590,053**	**307,133**
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	1,880	1,492	-	1,546	3,465	1,426	1,406	1,708	-	1,922	1,922	-	**16,768**	**8,900**	(7,868)
5610	Repairs and Maintenance	-	200	-	-	-	-	-	-	3,725	-	458	458	-	**4,842**	**5,600**	758
		-	2,080	1,492	-	1,546	3,465	1,426	1,406	5,433	-	2,381	2,381	-	**21,610**	**14,500**	**(7,110)**
Professional/Consulting Services																	
5801	IT	5,830	5,850	6,571	6,420	6,420	6,400	6,440	6,420	6,400	6,440	6,301	6,301	-	**75,792**	**77,000**	1,208
5802	Audit & Taxes	-	-	-	5,880	-	4,778	-	-	-	-	-	-	-	**10,658**	**19,700**	9,043
5803	Legal	-	6,225	825	-	30	6,845	-	5,325	909	158	104	104	-	**20,525**	**11,400**	(9,125)
5804	Professional Development	-	2,653	100	50	4,608	-	1,254	2,525	-	1,995	28,414	28,414	-	**70,013**	**30,000**	(40,013)
5805	General Consulting	-	-	-	-	15,000	450	8,300	-	-	-	145	145	-	**24,040**	**8,800**	(15,240)
5806	Special Activities/Field Trips	-	-	(328)	100	-	-	4	930	6,846	7,666	942	942	-	**17,102**	**11,500**	(5,602)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	-	92	92	-	**183**	**1,100**	917
5808	Printing	-	249	-	522	198	-	1,464	13	647	156	400	400	-	**4,048**	**4,900**	852
5809	Other taxes and fees	-	764	-	-	39	-	50	39	800	1,898	133	133	-	**3,857**	**1,700**	(2,157)
5810	Payroll Service Fee	814	835	-	1,200	760	683	1,619	884	725	871	797	797	-	**9,984**	**9,768**	(215)
5811	Management Fee	18,018	20,651	20,326	18,018	20,864	22,619	23,626	23,342	22,940	23,557	17,968	17,968	-	**249,894**	**216,216**	(33,677)
5812	District Oversight Fee	-	11,037	48,175	20,699	18,378	18,378	20,699	18,549	25,789	23,753	21,035	21,035	(15,615)	**231,912**	**236,739**	4,827
5815	Public Relations/Recruitment	-	-	-	-	-	-	230	2,383	-	60	1,250	1,250	-	**5,173**	**15,300**	10,128
		24,662	48,264	75,668	52,888	66,296	60,152	63,686	60,409	65,054	66,554	77,581	77,581	(15,615)	**723,179**	**644,123**	**(79,055)**
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	238	238	238	-	-	-	**714**	-	(714)
		-	-	-	-	-	-	-	238	238	238	-	-	-	**714**	-	**(714)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	328	-	1,135	-	-	-	**1,463**	-	(1,463)
		-	-	-	-	-	-	-	328	-	1,135	-	-	-	**1,463**	-	**(1,463)**
Total Expenses		**231,618**	**754,097**	**747,216**	**820,440**	**775,214**	**837,944**	**786,686**	**806,224**	**802,840**	**914,627**	**807,093**	**807,250**	**(15,615)**	**9,075,634**	**8,784,677**	**(290,957)**
Monthly Surplus (Deficit)		**(229,822)**	**(362,944)**	**(99,057)**	**62,833**	**(112,168)**	**(16,487)**	**296,287**	**(158,308)**	**275,692**	**(55,010)**	**(15,793)**	**436,105**	**1,017,446**	**1,038,775**	**1,336,721**	**(297,947)**

Allegiance STEAm Academy - Thrive

Monthly Cash Flow/Forecast FY21-22

Revised 05/18/22

ADA = 839.79

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Revised Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(229,822)	(362,944)	(99,057)	62,833	(112,168)	(16,487)	296,287	(158,308)	275,692	(55,010)	(15,793)	436,105	1,017,446	**1,038,775**		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	238	238	238	-	-	-	**714**		
Public Funding Receivables	138,545	857,536	1,097,785	200,013	(185,375)	367,598	(145,291)	(129,416)	(363,585)	(56,834)	1,201,393	-	(1,001,831)	**1,980,540**		
Grants and Contributions Rec.	-	(350)	-	120	-	-	350	-	-	-	-	-	-	**120**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	(928,856)	-	-	-	**(928,856)**		
Prepaid Expenses	(16,316)	22,494	(66,495)	31,214	(47,585)	(28,584)	54,037	(29,513)	3,717	11,511	-	-	-	**(65,522)**		
Accounts Payable	(4,249)	9,608	(9,608)	20	(20)	-	-	-	-	-	-	-	(15,615)	**(19,864)**		
Accrued Expenses	(148,974)	114,598	(196,157)	(130,518)	35,621	(72,385)	86,679	41,607	(28,238)	69,020	-		-	**(228,749)**		
Deferred Revenues	-	-	12,781	(158,517)	83,982	(26,606)	107,235	-	63,453	13,741	-	(363,016)	-	**(266,947)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	(9,520)	-	-	-	-	-	**(9,520)**		
Total Change in Cash	(260,816)	640,941	739,248	5,165	(225,546)	223,536	399,298	(284,913)	(48,723)	(946,191)	1,185,601	73,089				
Cash, Beginning of Month	2,167,861	1,907,044	2,547,986	3,287,234	3,292,399	3,066,853	3,290,389	3,689,687	3,404,774	3,356,051	2,409,860	3,595,460				
Cash, End of Month	**1,907,044**	**2,547,986**	**3,287,234**	**3,292,399**	**3,066,853**	**3,290,389**	**3,689,687**	**3,404,774**	**3,356,051**	**2,409,860**	**3,595,460**	**3,668,550**				

Allegiance STEAM Academy - Fontana

Monthly Cash Flow/Forecast FY21-22

Revised 5/24/2022

ADA = 0.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Expenses																
Books and Supplies																
4310 Office Expense	-	-	-	-	-	-	-	-	-	6,000	4,500	4,500	-	**15,000**	15,000	-
	-	-	-	-	-	-	-	-	-	6,000	4,500	4,500	-	**15,000**	**15,000**	**-**
Professional/Consulting Services																
5803 Legal	-	-	-	-	-	-	-	-	-	28,671	15,664	15,664	-	**60,000**	60,000	0
5807 Bank Charges	-	-	-	-	-	-	-	-	-	-	250	250	-	**500**	500	-
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	64,250	30,004	-	-	**94,254**	94,254	0
	-	-	-	-	-	-	-	-	-	92,921	45,918	15,914	-	**154,754**	**154,754**	**0**
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	773	-	-	-	**773**	-	(773)
	-	-	-	-	-	-	-	-	-	773	-	-	-	**773**	-	**(773)**
Total Expenses	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**99,695**	**50,418**	**20,414**	**-**	**170,527**	**169,754**	**(773)**
Monthly Surplus (Deficit)	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**(99,695)**	**(50,418)**	**(20,414)**	**-**	**(170,527)**	**(169,754)**	**(773)**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	-	-	-	-	-	-	-	-	-	(99,695)	(50,418)	(20,414)	-	**(170,527)**		
Cash flows from operating activities																
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	928,856	-	-	-	**928,856**		
Total Change in Cash	-	-	-	-	-	-	-	-	-	829,162	(50,418)	(20,414)				
Cash, Beginning of Month	-	-	-	-	-	-	-	-	-	-	829,162	778,744				
Cash, End of Month	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**829,162**	**778,744**	**758,329**				

Allegiance STEAM Academy - Thrive

Statement of Financial Position

April 30, 2022

	Allegiance STEAM Academy - Chino	Allegiance STEAM Academy - Fontana	Combined
Assets			
Current Assets			
Unrestricted Cash	$ 2,046,844	$ 829,162	$ 2,876,006
Restricted Cash	363,016	-	363,016
Total Cash & Cash Equivalents	2,409,860	829,162	3,239,022
Accounts Receivable	220	-	220
Public Funding Receivables	1,201,393	-	1,201,393
Due To/From Related Parties	928,856	(928,856)	-
Prepaid Expenses	160,587	-	160,587
Total Current Assets	**4,700,917**	**(99,695)**	**4,601,222**
Long-Term Assets			
Property & Equipment, Net	8,806	-	8,806
Total Long Term Assets	**8,806**	**-**	**8,806**
Total Assets	**$ 4,709,723**	**$ (99,695)**	**$ 4,610,028**
Liabilities			
Current Liabilities			
Accrued Liabilities	$ 371,645	$ -	$ 371,645
Deferred Revenue	363,016	-	363,016
Total Current Liabilities	**734,661**	**-**	**734,661**
Total Liabilities	**734,661**	**-**	**734,661**
Total Net Assets	3,975,062	(99,695)	3,875,368
Total Liabilities and Net Assets	**$ 4,709,723**	**$ (99,695)**	**$ 4,610,028**

Allegiance STEAM Academy - Thrive

Statement of Cash Flows

For the period ended April 30, 2022

	Allegiance STEAM Academy - Chino	Allegiance STEAM Academy - Fontana	Month Ended 04/30/22
Cash Flows from Operating Activities			
Change in Net Assets	$ (55,010)	$ (99,695)	$ (154,705)
Adjustments to reconcile change in net assets to net cash flows from operating activities:			
Depreciation	238	-	238
Public Funding Receivables	(56,834)	-	(56,834)
Due from Related Parties	(928,856)	928,856	-
Prepaid Expenses	11,511	-	11,511
Accrued Expenses	69,020	-	69,020
Deferred Revenue	13,741	-	13,741
Total Cash Flows from Operating Activities	**(946,191)**	**829,162**	**(117,029)**
Change in Cash & Cash Equivalents	(946,191)	829,162	(117,029)
Cash & Cash Equivalents, Beginning of Period	3,356,051	-	3,356,051
Cash and Cash Equivalents, End of Period	**$ 2,409,860**	**$ 829,162**	**$ 3,239,022**

Allegiance STEAM Academy - Chino

Budget vs Actual

For the period ended April 30, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 541,789	$ 576,609	$ (34,820)	$ 3,960,444	$4,030,084	$ (69,640)	$ 5,760,673
Education Protection Account	48,525	16,280	32,245	125,885	171,000	(45,115)	171,000
State Aid - Prior Year	(12,800)	-	(12,800)	(25,600)	-	(25,600)	-
In Lieu of Property Taxes	158,444	155,208	3,236	1,526,894	1,493,994	32,900	1,959,617
Total State Aid - Revenue Limit	735,958	748,097	(12,139)	5,587,623	5,695,078	(107,455)	7,891,290
Federal Revenue							
Special Education - Entitlement	-	11,054	(11,054)	-	76,860	(76,860)	110,023
Federal Child Nutrition	24,852	8,070	16,782	201,008	52,668	148,340	84,949
Title I, Part A - Basic Low Income	-	-	-	38,355	56,581	(18,226)	56,581
Title II, Part A - Teacher Quality	-	-	-	8,601	12,581	(3,980)	12,581
Title V, Part B - PCSGP	-	-	-	-	10,000	(10,000)	10,000
Other Federal Revenue	-	217,181	(217,181)	394,421	362,633	31,789	628,297
Prior Year Federal Revenue	(2,802)	-	(2,802)	(2,802)	-	(2,802)	-
Total Federal Revenue	22,050	236,305	(214,254)	639,584	571,323	68,261	902,431
Other State Revenue							
State Special Education	46,571	47,835	(1,264)	314,047	332,593	(18,546)	476,097
State Child Nutrition	1,580	764	816	13,045	4,985	8,060	8,041
Mandated Cost	-	-	-	13,314	13,314	0	13,314
State Lottery	50,353	44,095	6,258	107,510	88,190	19,320	194,940
Prior Year Revenue	-	-	-	5,434	-	5,434	-
Other State Revenue	-	-	-	298,663	633,490	(334,827)	633,490
Total Other State Revenue	98,504	92,694	5,810	752,013	1,072,572	(320,559)	1,325,881
Other Local Revenue							
Food Service Sales	-	-	-	3,792	-	3,792	-
Interest Revenue	773	-	773	773	-	773	-
Other Fees and Contracts	313	-	313	2,231	-	2,231	-
ASB Fundraising	79,090	-	79,090	79,090	-	79,090	-
School Fundraising	(77,072)	-	(77,072)	11,020	-	11,020	-
Contributions, Unrestricted	-	-	-	1,796	1,796	-	1,796
Total Other Local Revenue	3,105	-	3,105	98,702	1,796	96,906	1,796
Total Revenues	**859,617**	**1,077,095**	**(217,478)**	**7,077,922**	**7,340,769**	**(262,847)**	**10,121,398**
Expenses							
Certificated Salaries							
Teachers' Salaries	280,493	285,665	5,172	2,625,812	2,595,973	(29,839)	3,167,303
Teachers' Substitute Hours	10,185	6,275	(3,909)	51,028	56,478	5,451	69,029
Teachers' Extra Duty/Stipends	5,000	2,782	(2,218)	40,915	25,036	(15,879)	30,600
Pupil Support Salaries	20,593	32,004	11,411	219,223	288,034	68,812	352,042
Administrators' Salaries	42,917	42,417	(500)	427,667	424,167	(3,500)	509,000
Other Certificated Salaries	3,194	8,318	5,124	32,594	78,043	45,449	94,679
Total Certificated Salaries	362,381	377,460	15,080	3,397,238	3,467,732	70,494	4,222,653
Classified Salaries							
Instructional Salaries	62,880	41,793	(21,087)	460,575	377,846	(82,728)	461,433
Support Salaries	29,374	20,574	(8,800)	256,191	201,950	(54,240)	243,098
Supervisors' and Administrators' Salaries	6,667	6,667	-	66,667	66,667	-	80,000
Clerical and Office Staff Salaries	20,417	14,773	(5,644)	184,239	146,932	(37,308)	176,477
Other Classified Salaries	2,160	4,671	2,511	25,814	42,980	17,167	52,322
Total Classified Salaries	121,497	88,477	(33,021)	993,485	836,376	(157,110)	1,013,329
Benefits							
State Teachers' Retirement System, certificated positions	60,630	64,625	3,995	561,158	592,344	31,187	721,594
Public Employees' Retirement System, classified positions	26,011	19,970	(6,041)	215,840	188,911	(26,929)	228,851
OASDI/Medicare/Alternative, certificated positions	7,590	5,404	(2,186)	59,935	51,038	(8,897)	61,847
Medicare/Alternative, certificated positions	6,860	6,801	(58)	62,243	62,773	529	76,375
Health and Welfare Benefits, certificated positions	24,714	29,867	5,153	250,703	304,872	54,168	364,605
State Unemployment Insurance, certificated positions	2,235	1,733	(502)	30,776	29,615	(1,161)	33,080
Workers' Compensation Insurance, certificated positions	3,026	4,691	1,665	34,146	45,242	11,096	54,624
Total Benefits	131,065	133,090	2,025	1,214,801	1,274,796	59,994	1,540,976

Allegiance STEAM Academy - Chino

Budget vs Actual

For the period ended April 30, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	5,858	-	(5,858)	131,431	163,206	31,775	163,206
Books and Reference Materials	4,113	-	(4,113)	21,717	10,200	(11,517)	10,200
School Supplies	7,935	3,447	(4,487)	49,781	33,005	(16,776)	39,900
Software	12,179	6,014	(6,165)	87,465	58,572	(28,893)	70,600
Office Expense	22,080	5,923	(16,158)	118,136	56,655	(61,482)	68,500
Business Meals	1,154	471	(683)	6,723	4,559	(2,164)	5,500
Noncapitalized Equipment	73,769	-	(73,769)	184,642	140,700	(43,942)	140,700
Food Services	26,432	8,454	(17,979)	214,054	76,082	(137,972)	92,989
Total Books & Supplies	153,520	24,308	(129,212)	813,950	542,980	(270,970)	591,596
Subagreement Services							
Nursing	11,454	4,873	(6,581)	24,639	43,855	19,216	53,600
Special Education	24,711	10,277	(14,434)	136,424	92,494	(43,930)	113,048
Substitute Teacher	5,442	-	(5,442)	44,248	-	(44,248)	-
Security	-	73	73	-	655	655	800
Total Subagreement Services	41,607	15,223	(26,384)	205,311	137,003	(68,308)	167,448
Operations & Housekeeping							
Auto and Travel	1,815	36	(1,779)	2,989	327	(2,662)	400
Dues & Memberships	1,985	751	(1,234)	12,242	7,510	(4,732)	9,012
Insurance	8,947	8,946	(1)	89,461	89,460	(1)	107,352
Utilities	8,565	9,327	762	116,610	90,747	(25,864)	109,400
Janitorial Services	501	406	(95)	4,090	3,989	(101)	4,800
Miscellaneous Expense	-	86,872	86,872	-	173,745	173,745	347,489
ASB Fundraising Expense	13,749	-	(13,749)	13,749	-	(13,749)	-
Communications	783	728	(55)	7,555	7,144	(411)	8,600
Postage and Shipping	286	291	5	2,766	2,418	(348)	3,000
Total Operations & Housekeeping	36,631	107,357	70,726	249,463	375,339	125,876	590,053
Facilities, Repairs & Other Leases							
Equipment Leases	-	809	809	12,924	7,282	(5,642)	8,900
Repairs and Maintenance	-	509	509	3,925	4,582	657	5,600
Total Facilities, Repairs & Other Leases	-	1,318	1,318	16,849	11,864	(4,985)	14,500
Professional/Consulting Services							
IT	6,440	6,470	30	63,191	64,060	869	77,000
Audit & Taxes	-	-	-	10,658	19,700	9,043	19,700
Legal	158	1,036	878	20,317	9,327	(10,989)	11,400
Professional Development	1,995	3,000	1,005	13,185	24,000	10,815	30,000
General Consulting	-	880	880	23,750	7,040	(16,710)	8,800
Special Activities/Field Trips	7,666	-	(7,666)	15,218	11,500	(3,718)	11,500
Bank Charges	-	110	110	-	880	880	1,100
Printing	156	490	334	3,248	3,920	672	4,900
Other Taxes and Fees	1,898	170	(1,728)	3,590	1,360	(2,230)	1,700
Payroll Service Fee	871	814	(57)	8,389	8,140	(249)	9,768
Management Fee	23,557	18,018	(5,539)	213,958	180,180	(33,778)	216,216
District Oversight Fee	23,753	22,443	(1,310)	205,457	170,852	(34,604)	236,739
Public Relations/Recruitment	60	1,530	1,470	2,673	12,240	9,568	15,300
Total Professional/Consulting Services	66,554	54,961	(11,592)	583,632	513,200	(70,432)	644,123
Depreciation							
Depreciation Expense	238	-	(238)	714	-	(714)	-
Total Depreciation	238	-	(238)	714	-	(714)	-
Interest							
Interest Expense	1,135	-	(1,135)	1,463	-	(1,463)	-
Total Interest	1,135	-	(1,135)	1,463	-	(1,463)	-
Total Expenses	**914,627**	**802,194**	**(112,433)**	**7,476,906**	**7,159,289**	**(317,617)**	**8,784,677**
Change in Net Assets	**(55,010)**	**274,901**	**(329,911)**	**(398,984)**	**181,480**	**(580,464)**	**1,336,721**
Net Assets, Beginning of Period	4,030,072			4,374,046			
Net Assets, End of Period	**$ 3,975,062**			**$ 3,975,062**			

Allegiance STEAM Academy - Fontana

Budget vs Actual

For the period ended April 30, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
Total Revenues	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Expenses							
Books & Supplies							
Office Expense	6,000	5,000	(1,000)	6,000	5,000	(1,000)	15,000
Total Books & Supplies	6,000	5,000	(1,000)	6,000	5,000	(1,000)	15,000
Professional/Consulting Services							
Legal	28,671	20,000	(8,671)	28,671	20,000	(8,671)	60,000
Bank Charges	-	167	167	-	167	167	500
Public Relations/Recruitment	64,250	47,127	(17,123)	64,250	47,127	(17,123)	94,254
Total Professional/Consulting Services	92,921	67,294	(25,627)	92,921	67,294	(25,627)	154,754
Interest							
Interest Expense	773	-	(773)	773	-	(773)	-
Total Interest	773	-	(773)	773	-	(773)	-
Total Expenses	**99,695**	**72,294**	**(27,401)**	**99,695**	**72,294**	**(27,401)**	**169,754**
Change in Net Assets	**(99,695)**	**(72,294)**	**(27,401)**	**(99,695)**	**(72,294)**	**(27,401)**	**(169,754)**
Net Assets, Beginning of Period	-			-			
Net Assets, End of Period	**$ (99,695)**			**$ (99,695)**			

Allegiance STEAM Academy - Chino

Accounts Payable Aging

April 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
				$ -	$ -	$ -	$ -	$ -	$ -
			Total Outstanding Invoices	$ -	$ -	$ -	$ -	$ -	$ -

Allegiance STEAM Academy - Fontana

Accounts Payable Aging

April 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
				$ -	$ -	$ -	$ -	$ -	$ -
			Total Outstanding Invoices	$ -	$ -	$ -	$ -	$ -	$ -

Allegiance STEAM Academy - Chino

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
21509	San Bernardino County	STRS 03/2022	4/6/2022	$ 98,040.04
21510	Ricardo Moreno	Event DJ - 04/08/22	4/7/2022	350.00
21511	AdminPartners	Admin Fee	4/13/2022	100.00
21512	Allegiance STEAM Academy Thrive II	Internal Loan from ASA Chino to ASA Fontana	4/13/2022	928,083.00
21513	Associated Health Professionals Inc	Nursing Svcs - 01/22	4/13/2022	2,621.25
21514	Best Buy Business Advantage Account	Google Chrome OS (70)	4/13/2022	2,100.00
21515	Braille Abilities, LLC	SpEd Svcs - 02/22	4/13/2022	1,484.84
21516	California State Disbursement Unit	Confidential	4/13/2022	393.72
21517	Cintas Corporation #150	Janitorial Supplies	4/13/2022	238.61
21518	Classtime Inc.	License - 04/01/22-06/30/22	4/13/2022	100.00
21519	Franchise Tax Board	Confidential	4/13/2022	154.49
21520	Graphic Details Inc	Priting svcs - 03/22	4/13/2022	79.69
21521	Marcia Brenner Associates	Software Subscription (900) - One Time Fee	4/13/2022	3,000.00
21522	Maxim Healthcare Staffing Services, Inc	Nursing Svcs - 02/22	4/13/2022	8,832.50
21523	McGraw Hill LLC	License - 10/16/21-10/16/22	4/13/2022	13,641.77
21524	Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs - 03/31/22	4/13/2022	158.00
21525	San Joaquin County Office of Education	EDJOIN 1 Year term	4/13/2022	1,200.00
21526	School Health Corporation	Nursing Supplies	4/13/2022	43.99
21527	Sterling Administration	Cobra Set Up Fees	4/13/2022	495.00
21528	Sunny Kids Therapy Inc	SpEd Svcs - 03/22	4/13/2022	11,366.30
21529	Swing Education Inc	Sub Svcs - 03/19/22-03/25/22	4/13/2022	1,744.00
21530	Visser Bus Service	Field Trip - 03/23/22	4/13/2022	646.74
21531	Charter Impact	Payroll Processing Fee - 03/22	4/15/2022	850.76
21532	Celeste C. Cardenas	ASA APS041522 BZ	4/15/2022	1,110.41
21533	Chino Valley Chamber of Commerce	Membership - 2022	4/22/2022	265.00
21534	Maranda Claro	Reimb. - 04/08/22	4/22/2022	181.56
21535	Joy Jennings	Reimb - 09/05/21-04/08/22	4/22/2022	152.63
21536	Kids First Pediatric Therapy, Inc.	SpEd svcs - 12/21	4/22/2022	270.00
21537	Mobile Ed Productions, Inc.	Field Trip - 03/24/22	4/22/2022	4,290.00
21538	NWEA	Subscription - 07/31/22-06/30/23	4/22/2022	3,750.00
21539	Point Quest Pediatric Therapies, LLC	SpEd Svcs - 03/22	4/22/2022	9,090.00
21540	Rancho Janitorial Supplies	Janitorial Supplies	4/22/2022	2,737.45
21541	Kristen Stevens	Reimb. - 04/07/22-04/08/22	4/22/2022	37.80
21542	Swing Education Inc	Sub Svcs - 04/02/22-04/08/22	4/22/2022	2,210.00
21543	Chapparral 300 Bowling	Bowling Event	4/27/2022	4,700.00
21544	German Pinedo	Mama That Bakes - B2998051267	4/27/2022	660.00
21545	Daniel Sutliff	Catering -	4/27/2022	2,000.00
21546	Best Buy Business Advantage Account	Surface (4)	4/28/2022	646.46
21547	Blue Shield of California	Health Ins - 05/22	4/28/2022	16,008.08
21548	Bureau of Education & Research	Seminar - 04/27/22	4/28/2022	279.00
21549	Charter Impact	Business Mgmt svcs - 04/22	4/28/2022	23,626.55
21550	ChromebookParts.com	IT Supplies	4/28/2022	112.04
21551	Cintas Corporation #150	Janitorial Supplies	4/28/2022	164.30
21552	Gayle Hinazumi	SpEd Svcs - 03/22	4/28/2022	2,500.00
21553	Sara Lopez	ASUS Chromebook (200), Surface Pro(4)	4/28/2022	67,657.46
21554	MetLife Small Business Center	Health Ins - 05/22	4/28/2022	2,838.70
21555	NCS Pearson Inc	Textbooks	4/28/2022	9.43
21556	School Health Corporation	Nursing Supplies	4/28/2022	59.84
21557	Swing Education Inc	Sub Svcs - 04/09/22-04/15/22	4/28/2022	1,488.00
21558	Waxie Sanitary Supply	Janitorial Supplies	4/28/2022	887.26
21559	Allegiance STEAM Academy	Petty Cash	4/29/2022	500.00
21560	California State Disbursement Unit	Confidential	4/29/2022	150.00
21561	California State Disbursement Unit	Confidential	4/29/2022	393.72
21562	Franchise Tax Board	Confidential	4/29/2022	125.05
ACH	California Department of Tax and Fee Administration	Use Tax Pmt 2021	4/4/2022	64.00
ACH	Internal Revenue Services	Federal Tax Payment PPE040822	4/11/2022	8,160.38
ACH	Employment Development Department	State Tax Pmt SDI & CA PIT PPE040822	4/11/2022	933.33
ACH	Employment Development Department	State Tax Pmt SUI PPE040822	4/11/2022	743.00

Allegiance STEAM Academy - Chino

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	American Express	CC Payment - AMEX	4/12/2022	39,751.66
ACH	CharterSafe	Package Premium & Workers Comp Ins - 04/22	4/14/2022	11,973.00
ACH	Citizens Business Bank	Returned Deposits	4/21/2022	57,441.24
ACH	CalPERS	PERS PEPRA Pmt 04/22	4/21/2022	26,493.79
ACH	CalPERS	PERS Classic Pmt 04/22	4/21/2022	5,024.35
ACH	Internal Revenue Services	Federal Tax Payment PPE042022S	4/25/2022	943.66
ACH	Employment Development Department	State Tax Pmt SDI & CA PIT PPE042022S	4/25/2022	236.99
ACH	Internal Revenue Services	Federal Tax Payment PPE042222S	4/26/2022	139.80
ACH	Employment Development Department	State Tax Pmt SUI PPE042222S	4/26/2022	26.50
ACH	Employment Development Department	State Tax Pmt SDI & CA PIT PPE042222S	4/26/2022	20.07
ACH	Internal Revenue Services	Federal Tax Payment PPE042522	4/27/2022	53,888.76
ACH	Employment Development Department	State Tax Pmt SDI & CA PIT PPE042522	4/27/2022	17,246.02
ACH	Employment Development Department	State Tax Pmt SUI PPE042522	4/27/2022	827.33
ACH	Employment Development Department	1st Quarter 2022 ETT Pmt	4/29/2022	646.96
ACH	Internal Revenue Services	Federal Tax Payment PPE042722S	4/29/2022	112.40
ACH	Employment Development Department	State Tax Pmt SUI PPE042722S	4/29/2022	21.31
ACH	Employment Development Department	State Tax Pmt SDI & CA PIT PPE042722S	4/29/2022	13.96
			Total Disbursements Issued in April	**$ 1,449,333.95**

Allegiance STEAM Academy - Chino

Check Register - greater than $2,000

For the period ended April 30, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Employee Benefits				
21509	San Bernardino County	3101/9513 - STRS	4/6/2022	98,040.04
ACH	Internal Revenue Services	3301/3311/9512 - Payroll taxes	4/11/2022	8,160.38
ACH	CharterSafe	3601 - Workers Compensation	4/14/2022	11,973.00
ACH	CalPERS	3202/9514 - PERS	4/21/2022	26,493.79
ACH	CalPERS	3202/9514 - PERS	4/21/2022	5,024.35
ACH	Employment Development Department	3301/3311/9512 - Payroll taxes	4/27/2022	17,246.02
ACH	Internal Revenue Services	3301/3311/9512 - Payroll taxes	4/27/2022	53,888.76
21547	Blue Shield of California	3401 - Health and Welfare	4/28/2022	16,008.08
21554	MetLife Small Business Center	3401 - Health and Welfare	4/28/2022	2,838.70
				239,673.12
Books and Supplies				
ACH	American Express	4305 - Shool Supplies	4/12/2022	39,751.66
21514	Best Buy Business Advantage Account	4400 - Noncapitalized Equipment	4/13/2022	2,100.00
21521	Marcia Brenner Associates	4305 - Software	4/13/2022	3,000.00
21523	McGraw Hill LLC	4100 - Textbooks and Core Materials	4/13/2022	13,641.77
21540	Rancho Janitorial Supplies	4310 - Office Expenses	4/22/2022	2,737.45
21538	NWEA	4305 - Software	4/22/2022	3,750.00
21553	Sara Lopez	4400 - Noncapitalized Equipment	4/28/2022	67,657.46
				132,638.34
Subagreement Services				
21513	Associated Health Professionals Inc	5101 - Nursing	4/13/2022	2,621.25
21522	Maxim Healthcare Staffing Services, Inc	5101 - Nursing	4/13/2022	8,832.50
21528	Sunny Kids Therapy Inc	5102 - Special Education	4/13/2022	11,366.30
21539	Point Quest Pediatric Therapies, LLC	5102 - Special Education	4/22/2022	9,090.00
21542	Swing Education Inc	5102 - Special Education	4/22/2022	2,210.00
21552	Gayle Hinazumi	5102 - Special Education	4/28/2022	2,500.00
				36,620.05
Professional/Consulting Services				
21537	Mobile Ed Productions, Inc.	8506 - Special Activities	4/22/2022	4,290.00
21549	Charter Impact	5811 - Management Services	4/28/2022	23,626.55
				27,916.55
Cash Operating				
21512	Allegiance STEAM Academy Thrive II	9002 - Cash Operating	4/13/2022	928,083.00
				928,083.00
			Total Disbursement over $2,000	**$ 1,364,931.06**

Allegiance STEAM Academy - Fontana

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
80000	iHeartMedia	Public Relations - 01/31/22-02/27/22	4/22/2022	$ 64,249.99
80001	Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs - 02/28/22	4/22/2022	25,371.13
80002	Uplift + Empower	Website Creation	4/22/2022	6,000.00
80003	Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs - 09/30/21	4/28/2022	3,300.00
			Total Disbursements Issued in April	**$ 98,921.12**

Allegiance STEAM Academy - Fontana

Check Register - greater than $2,000

For the period ended April 30, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Books and Supplies				
80002	Uplift + Empower	4310 - Office Expense	4/22/2022	6,000.00
				6,000.00
Professional/Consulting Services				
80000	iHeartMedia	5815 Public Relations	4/22/2022	64,249.99
80001	Procopio, Cory, Hargreaves & Savitch LLP	5803 - Legal	4/22/2022	25,371.13
80003	Procopio, Cory, Hargreaves & Savitch LLP	5803 - Legal	4/28/2022	3,300.00
				92,921.12
			Total Disbursement over $2,000	**$ 98,921.12**

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
Allegiance STEAM Academy - Thrive	Sebastian Cognetta CEO	sebastian.cognetta@asathrive.org 909-465-5405

Plan Summary [2022-2023]

General Information

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

Allegiance STEAM Academy Thrive (ASA Thrive) was established in 2018 for students in grades Transitional Kindergarten through 8th grade in the Chino Valley and surrounding communities by a group of parents desiring school choice in their community. ASA Thrive operates under the authority of the Chino Valley Unified School District and is a STEAM-focused school complemented with World Languages, including Spanish and Mandarin.

The mission is to teach students the academic, social-emotional, and character skills needed to be college and career ready. ASA Thrive students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond. The vision of ASA Thrive is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. Allegiance STEAM Academy Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators in the decision-making processes. By providing a school based on best practices, Allegiance STEAM Academy Thrive will be a change agent in the community.

ASA Thrive's students are as diverse as the community we serve. Enrollment by ethnicity for the 2021-22 students included 892 students, as follows: African American: 5.5%; Asian: 16.7%; Hispanic: 58.8%; White: 13.5%, Two or More Races: 2.9%; Not Reported: 2.6%.

We are ASA Thrive. We are part of the fabric of public education in the Chino Valley. We believe a STEAM-focused education provides students the competitive edge in future STEAM-related careers as well as those careers outside of the expanding STEAM umbrella. We take pride in providing a high-quality education for every child.

Reflections: Successes

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

SB 98 and AB 130 suspended the reporting of performance indicators in the California Dashboard for 2020-21 and 2021-22, therefore the following information is based on our local and state data and input from our educational partners.

Based on local assessment data, ASA Thrive students continued to grow in proficiency in Math and English Language Arts and outperform similar schools across the county and state. ASA Thrive prioritized academic intervention and mental health support in 2021-2022 in anticipation of increased needs in these areas due to the disruptions brought upon by school closures dating back to March, 2020. These interventions and supports were largely successful and appropriately timed.

ASA Thrive, in a year where California schools experienced a drop in enrollment of approximately more than 3% from 2020-21 to 2021-22, ASA Thrive's enrollment increased 10.3% in the same time period.

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.

Evaluating the 2021-22 school year relative to the LCAP goals, ASA Thrive has identified the following areas of need:

1. academically challenging high performing students in all content areas

In addition to ASA Thrive's established effective interventions for students requiring additional academic, social emotional, and behavioral support, ASA Thrive will emphasize support for students who are high performing.

2. supporting students' mental health needs

The impact of the past few years continues to weigh on students and continued mental health support will be provided and improved upon.

3. strengthening internal and external communication and collaboration

Both the growth of our organization and the toll that the past two years have had on staff require investing in improved internal and external communication and collaboration for the sake of providing optimal support for our students.

LCAP Highlights

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

ASA Thrive's LCAP is grounded in the charter petition and organized around three goals:

1. All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.

2. ASA Thrive will provide stakeholders access to real-time relevant information regarding school operations, finances, governance and student learning.

3. ASA Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.

The 2022-2023 LCAP highlights include an emphasis on staff collaboration to optimize student learning, increasing rigor in order to challenge all students with an emphasis on high performing students, attracting and retaining high performing teachers, and a balance in school-wide directed and employee-led professional development.

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.

ASA Thrive is not identified for CSI.

Support for Identified Schools

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

ASA Thrive is not identified for CSI.

Monitoring and Evaluating Effectiveness

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

ASA Thrive is not identified for CSI.

Engaging Educational Partners

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

The annual and ongoing engagement of educational partners is a key component of ASA Thrive's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The educational partner engagement process for the 2022-23 LCAP has built upon the foundation established by the input informing the 2021-22 LCAP, the ESSER III Expenditure Plan, the Educator Effectiveness Block Grant Plan, and the Extended Learning Opportunities Program plans.

During the summer and fall of 2021, educational partner engagement efforts focused on development of the ESSER III Expenditure Plan. These efforts are described in detail in the ESSER III Expenditure Plan adopted by the board on October 4, 2021. During the fall of 2021, educational partner efforts focused on the development of the Educator Effectiveness Expenditure Plan adopted by the board on December 6, 2021 Additionally, during the fall of 2021, educational partner efforts focused on the development of the Extended Learning Opportunities Program plan.

A range of educational partner engagement activities occurred throughout 2021-22 including School Site Council meetings, English Learner Advisory Council (ELAC) meetings, Conversations with the Community, Regular and Special Board Meetings, and Educational Partner Surveys. The input received from these activities helped to further articulate the community's priorities for ASA Thrive and to inform the annual development of the LCAP.

- School Site Council: September 29, 2021; October 27, 2021; November 16, 2021; January 26, 2022; May 11, 2022
- ELAC: September 8, 2021; December 9, 2021
- Conversations with the Community: July 26, 2021; August 23, 2021; November 16, 2021; February 16, 2022
- Regular and Special Board Meetings: Regular Meetings are held monthly; Special Meetings were held on November 10, 2021, January 22, 2021, and February 23, 2021
- Surveys: 375 parent responses

A summary of the feedback provided by specific educational partners.

The following themes listed under their respective Goals were prevalent as priorities:

<u>Goal 1: Conditions of Learning</u>

Ensure that the music program is as rigorous and engaging as other enrichment programs (STEAM, World Languages)

Offer Honors and Gate designations

Support students who are high performing with the same intensity as students who require intensive academic support

Continue to attract and retain highly-effective teachers

Goal 2: Engagement

Continue providing Educational Partners real-time information on operations, finance and governance

Improve communication to parents in the area of student learning

Streamline internal communication

Goal 3: Culture and Climate

Implement effective practices regarding school culture and climate, conduct and expectations

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

Revisions to existing goals, measurable outcomes, and actions are annually influenced by educational partner input. Notable examples from this year's engagement efforts include:

- Increased academic support for students who are high performing
- Continued prioritization of intervention and mental health supports
- Professional Development in collaboration
- Residency Program Pilot Program

Goals and Actions

Goal

Goal #	Description
Goal 1	All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.

An explanation of why the LEA has developed this goal.

This goal synthesizes the educational partners' priorities (i.e., rigorous academic programs and highly-qualified staff) with the educational program articulated in ASA Thrive's charter petition. The goal also encompasses State Priorities 1: Basic Services, 2: Implementation of State Standards, 4: Student Achievement, 7: Course Access, and 8: Student Performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FullyCredentialed Staff per Credential Status per the California Commission on Teacher Credentialing	100% of General and Special Education teachers credentialed. 33% of Enrichment/Non Core Teachers credentialed.	100% of General and Special Education teachers credentialed. 75% of Enrichment/Non Core Teachers credentialed.	[Intentionally left blank]	[Intentionally left blank]	100% of General and Special Education teachers credentialed. 100% of Enrichment/Non Core Teachers credentialed.
Students will perform at or above the performance levels of comparison schools per CAASPP.	2018-19: ELA: 65.5% met or exceeded standard for ELA Math: 53.84% met or exceeded standard for Math	CAASPP waived in 2020-21; NWEA MAP administered	[Intentionally left blank]	[Intentionally left blank]	ELA: 85% meet or exceed standard for ELA Math: 80% meet or exceed standard for Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading, and Language Usage.	Spring 2021 Mean RIT Scores: Math: 3rd Grade: 193.6 4th Grade: 203.9 5th Grade:213.8 6th Grade: 219.4 7th Grade: 223.4 8th Grade: 232.4 Reading: 3rd Grade: 192.2 4th Grade: 203.4 5th Grade: 211.7 6th Grade: 218.5 7th Grade: 219.9 8th Grade: 226.1 Language Usage: 3rd Grade: 191.5 4th Grade: 202.6 5th Grade: 209.4 6th Grade: 216.2 7th Grade: 215.3 8th Grade: 221.8	Winter 2022 Mean RIT Scores: Math: 3rd Grade: 196.7 4th Grade: 201.9 5th Grade:209.6 6th Grade: 215.6 7th Grade: 220.8 8th Grade: 223.2 Reading: 3rd Grade: 195.7 4th Grade: 199.8 5th Grade: 205.9 6th Grade: 214.2 7th Grade: 219.8 8th Grade: 218.4 Language Usage: 3rd Grade: 196.2 4th Grade: 199.8 5th Grade: 207.6 6th Grade: 213 7th Grade: 218.6 8th Grade: 219	[Intentionally left blank]	[Intentionally left blank]	Spring 2024 Mean RIT Scores: Math: 3rd Grade: 202 4th Grade: 213 5th Grade: 220 6th Grade: 225 7th Grade: 229 8th Grade: 233 Reading: 3rd Grade: 200 4th Grade: 207 5th Grade: 213 6th Grade: 218 7th Grade: 221 8th Grade: 224 Language Usage: 3rd Grade: 201 4th Grade: 208 5th Grade: 213 6th Grade: 217 7th Grade: 219 8th Grade: 221
English Learners progress towards proficiency as measured by the ELPAC.	2018-19: 9.52% of English Learners designated as Fluent English Proficient.	2020-21: 29.41% of English Learners designated as Fluent English Proficient.	[Intentionally left blank]	[Intentionally left blank]	2023-24: 50% of English Learners designated as Fluent English Proficient.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	**Staff Retention** A comprehensive hiring process that results in highly-qualified educators prepared to meet the rigorous expectations placed on them at ASA Thrive.	Staff will prioritize attracting and retaining highly-qualified teachers and staff by offering competitive compensation and benefits and thoroughly vetting applicants. Furthermore, ASA Thrive is exploring a Teacher Residency program designed to promote employees from within the organization.	$5,181,018.00	Y
1.2	**Instructional Materials** Evidence-based instructional materials to provide STEAM-aligned and Standards based teaching and learning to all students.	Staff will recommend and procure evidence-based instructional materials that align to the ASA charter and programs with an emphasis on challenging students who are performing at and above grade level.	$271,900.00	Y
1.3	**Intervention** Interventionists and ELD Instructor(s) provide targeted intervention to students not meeting grade level benchmarks and those having experienced significant disruption to learning in the 2020-21 school year.	ASA Thrive will provide targeted intensive interventions for English Learners, Foster Youth, Low Income, and students performing below grade level.	$319,309.00	Y
1.4	**Professional Development** Professional Development opportunities: - STEAM: All teachers provide rigorous and interdisciplinary STEAM experiences through the Engineering Design Process. - Instructional Materials: All teachers implement adopted instructional materials to fidelity.	Staff will participate in Professional Development designed to further the implementation of ASA Thrive's rigorous STEAM-aligned model, including Engineering Design Process, Understanding by Design, and Instructional Technology. Professional development, tailored specifically to enrichment programs such as Music, is also included.	$75,700.00	Y
1.5	**Expanded Learning- Summer School** Through the Expanded Learning Opportunities Grant Plan, ASA Thrive will provide a summer school program prioritizing	ASA Thrive will provide expanding learning opportunities through a summer school program to support English Learners and other students requiring additional support.	$52,694.00	Y

Action #	Title	Description	Total Funds	Contributing
	students with disabilities, English Learners, and those who were identified as having experienced the most disruption to their learning due to the pandemic.			

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.

ASA Thrive's implementation of the actions within Goal 1 closely matched the plan despite the uncertainties and disruptions brought upon by COVID-19. While all actions were implemented, Action 1.3, Intervention, was the most impacted by the uncertainties and disruptions experienced in 2021-22. Due to staffing shortages and required quarantining/isolating of staff members across the year, the 5 member intervention team was reduced to 2 members to address regular staffing shortages.

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 no material difference between Budgeted Expenditures and Estimated Actual Expenditures of Improved Services within Goal 1.

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

The implementation of actions within Goal 1 have furthered ASA Thrive's efforts to achieve the goal, "all students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments."

1.1 Hiring Protocol: ASA Thrive, despite state-wide staffing shortages, was able to staff all general and special education positions with certificated educators.

1.2 Instructional Materials: All students had access to both digital or hard copy instructional materials aligned to CCSS and ASA Thrive's STEAM-aligned instructional program.

1.3 Intervention: An intervention team of certificated staff members provided targeted academic interventions to students performing below grade level in reading and mathematics.

1.4 Professional Development: All teachers participated in professional development focused on STEAM-aligned instruction, the Engineering Design Process, and implementation of instructional materials.

1.5 Expanded Learning- Summer School: Summer School was provided for students identified as having experienced the greatest amount of disruption to their learning prior to the start of the 2021-2022 school 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 practice.

1.3 Originally designed as a 5 member team, the intervention team was reduced to 2 individuals due to ongoing staffing shortages and frequent quarantining or isolating of staff members due to CDPH requirements.

Goal

Goal #	Description
Goal 2	Allegiance STEAM Academy Thrive will provide stakeholders access to real time relevant information regarding school operations, finances, governance and student learning.

An explanation of why the LEA has developed this goal.

This goal aligns to State Priority 3: Parental Involvement as well as the local priority articulated in our charter petition to provide high quality community engagement and involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Host a minimum of one virtual and/or in-person educational partner events per trimester.	In 2020-21, monthly stakeholder events were held virtually.	In 2021-22, educational partner events were held in 8 of the 10 months of the school year.	[Intentionally left blank]	[Intentionally left blank]	2023-24: ASA Thrive will hold monthly virtual and/or in-person educational partner events throughout the school year.
Provide a minimum of one academically centered parent information meeting per trimester.	In 2020-21, the first and second trimesters included academically centered information meetings for parents with 90% of parents or guardians attending.	In 2021-22, one academically centered parent information meeting per trimester with over 90% of parents or guardians attending either virtually or in person.	[Intentionally left blank]	[Intentionally left blank]	2023-24: ASA Thrive will hold a minimum of one academically centered parent information meeting per trimester with over 95% of parents or guardians attending.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Solicit educational partner input once per semester via survey.	In 2020-21, surveys were conducted at least once per trimester with 40% educational partner participation.	In 2021-22, surveys were conducted in two of the three trimesters with 42% educational partner participation.	[Intentionally left blank]	[Intentionally left blank]	2023-24: Solicit educational partner input once per trimester via a survey with over 90% educational partner participation.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	**Survey Data** Provide intuitive surveys that lead to direct and observable actions for stakeholders.	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	$1,000.00	Y
2.2	**School Site Council** Hold School Site Council Meetings in order to inform proposed expenditures of funds allocated through the Consolidated Application.	Hold School Site Council Meetings six times in the school year in order to inform proposed expenditures allocated through the Consolidated Application as well as to solicit input.	$2,000.00	Y
2.3	**Parent Portal** Provide parents access to real-time attendance and performance data through Student Information System.	Provide parents access to real-time attendance and performance data through Student Information System and inform parents six times in the school year to access the Parent Portal.	$8,611.89	Y
2.4	**Parent Events** Schedule monthly parent events to update stakeholders and showcase student learning and achievement.	Schedule in person monthly parent events to provide updates and showcase student learning and achievement.	$1,500.00	Y

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.

ASA Thrive's implementation of the actions within Goal 2 closely matched the plan with some insubstantial differences. While all actions were implemented, Actions 2.1 and 2.4 differed in respects to planned versus actual implementation.

2.1: Survey Data: Educational Partner Survey participation remained lower than anticipated at approximately 42% of parents/guardians.

2.4: Monthly educational partner events were not held monthly due to CDPH requirements to limit visitors and gatherings on campus.

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.

Differences between Budgeted Expenditures and Estimated Actual Expenditures of Improved Services within Goal 2 were a result of the disruptions and uncertainties associated with COVID-19.

2.1: Survey data was performed using the Google Forms application rather than a fee-based tool such as SurveyMonkey.

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

The implementation of actions within Goal 2 have furthered ASA Thrive's efforts to achieve the goal, "Allegiance STEAM Academy Thrive will provide stakeholders access to real time relevant information regarding school operations, finances, governance and student learning."

2.1: Survey Data: 95% of parent survey respondents strongly agree or agree that ASA keeps the community updated on school-related topics, including finances, operations, governance and learning. ASA Thrive's continued prioritization of transparency for educational partners is effective in making progress towards Goal 2.

2.2: School Site Council: School Site Council (SSC) continues to be instrumental in helping ASA Thrive make progress towards Goal 2 as SSC consists of engaged staff members, students, and parents who volunteer their own time to advance the goals of the school and its mission.

2.3: Parent Portal: Parent Portal provides parents real time access to student grades, assignments, and attendance.

2.4: Parent Events: Both in-person and virtual events have helped ASA Thrive progress towards goal 2 by providing opportunities for educational partners to come together to discuss the business of the school. These events are essential in building community and strengthening communication.

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 practice.

2.1: Survey Data: Increasing participation in educational partner surveys will be a focus in 2022-23. ASA Thrive will provide varied opportunities for input as well as provide the surveys in multiple languages.

2.3: Parent Portal: ASA Thrive will provide parents progress reports through the Parent Portal and prompt them to access the portal on a frequent basis.

2.4: Parent Events: ASA Thrive anticipates holding more in-person events than in 2021-22.

Goal

Goal #	Description
3	Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.

An explanation of why the LEA has developed this goal.

The goal was developed to articulate the local priorities evident in our charter petition to provide a safe school environment as well as the State Priorities 5: Pupil Engagement and 6: School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate of 96% or greater.	Attendance rate in 2020-21 was 95.5%.	Attendance rate in 2021-22 was 95.8%.			Attendance rate of 96% or greater.
Percentage of students that feel safe at school.	2020-21 Stakeholder survey indicated that 94% of respondents agree that ASA	2021-22 Stakeholder survey indicated that 94.3% of respondents agree that ASA			100% of respondents indicate that ASA provides a safe learning environment for all students

	prioritized the wellbeing of its Students during the 2020-21 school year.	prioritized the wellbeing of its Students during the 2021-22 school year.			
Percentage of students that feel supported at school.	2020-21 Stakeholder survey indicated that 92% of respondents feel their student is supported at school.	2021-22: Stakeholder survey indicated that 89% of respondents feel their student is supported at school.			100% of respondents indicate that ASA provides appropriate support to students.
Suspension Rate less than 1%	Suspension Rate 2018- 19:0.6% 2019-20: 1% 2020-21:0.8%	Suspension Rate 2021-22: 1.6%			Suspension Rate of less than 1%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	**Attendance Notification**	Implement an attendance notification practice including home contact, excessive absences/tardies, and ARB process	$72,512.00	Y
3.2	**SchoolClimate Survey- Students**	Conduct a Fall and Spring School Climate Survey for students	$1,000.00	Y
3.3	**Mental Health and Social Emotional Learning Support**	Provide school-wide and targeted mental health and social emotional learning support for students aligned to the American School Counselor Association's National Model.	$1,119,741.00	Y
3.4	**Basic Services**	Provide adequate instructional materials, including web-enabled devices for students.	$152,100.00	Y

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.

ASA Thrive's implementation of the actions within Goal 3 closely matched the plan with the exception of 3.2: School Climate Survey - Students and 3.4 Basic Services. All actions were implemented and helped ASA Thrive progress towards meeting Goal 3.

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.

Differences between Budgeted Expenditures and Estimated Actual Expenditures of Improved Services within Goal 3 were a result of a combination of considerably higher than anticipated PPE purchases as well as the significant increase in costs of PPE.

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

The implementation of actions within Goal 3 have furthered ASA Thrive's efforts to achieve the goal, "Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields."

3:1 Attendance Notification: Attendance notification processes helped ASA Thrive achieve an attendance rate of nearly 96% in a year when many schools experienced 10% declines in attendance.

3.3: Mental Health and Social Emotional Learning Support: Intensive mental health supports were provided to students by a full time school psychologist and full time counselor.

3.4: Basic Services: ASA Thrive maintained a minimum of three months worth of PPE and was able to remain open to in-person instruction in all classes for the entire school 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 practice.

3.2: School Climate Survey - Students: Surveys specifically designed to collect data on students' perceptions of school climate will be administered twice yearly.

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 [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$[Insert dollar amount here]	$[Insert dollar amount here]

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
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

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.

[Provide description here]

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

[Provide description here]

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.

[Provide description here]

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	[Provide ratio here]	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Allegiance STEAM Academy Thrive
CDS Code:	36-67678-0137547
LEA Contact Information:	Name: Sebastian Cognetta Position: Chief Executive Officer Email: Sebastian.cognetta@asathrive.org Phone: (909) 465-5405
Coming School Year:	2022-23
Current School Year:	2021-22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022-23 School Year	**Amount**
Total LCFF Funds	$9,231,796
LCFF Supplemental & Concentration Grants	$595,555
All Other State Funds	$1,029,024
All Local Funds	$0
All federal funds	$563,233
Total Projected Revenue	$10,824,053

Total Budgeted Expenditures for the 2022-23 School Year	**Amount**
Total Budgeted General Fund Expenditures	$10,406,531
Total Budgeted Expenditures in the LCAP	$7,259,086
Total Budgeted Expenditures for High Needs Students in the LCAP	$595,555
Expenditures not in the LCAP	$3,147,445

Expenditures for High Needs Students in the 2021-22 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$509,638
Actual Expenditures for High Needs Students in LCAP	$509,638

Funds for High Needs Students	**Amount**
2022-23 Difference in Projected Funds and Budgeted Expenditures	$0
2021-22 Difference in Budgeted and Actual Expenditures	$0

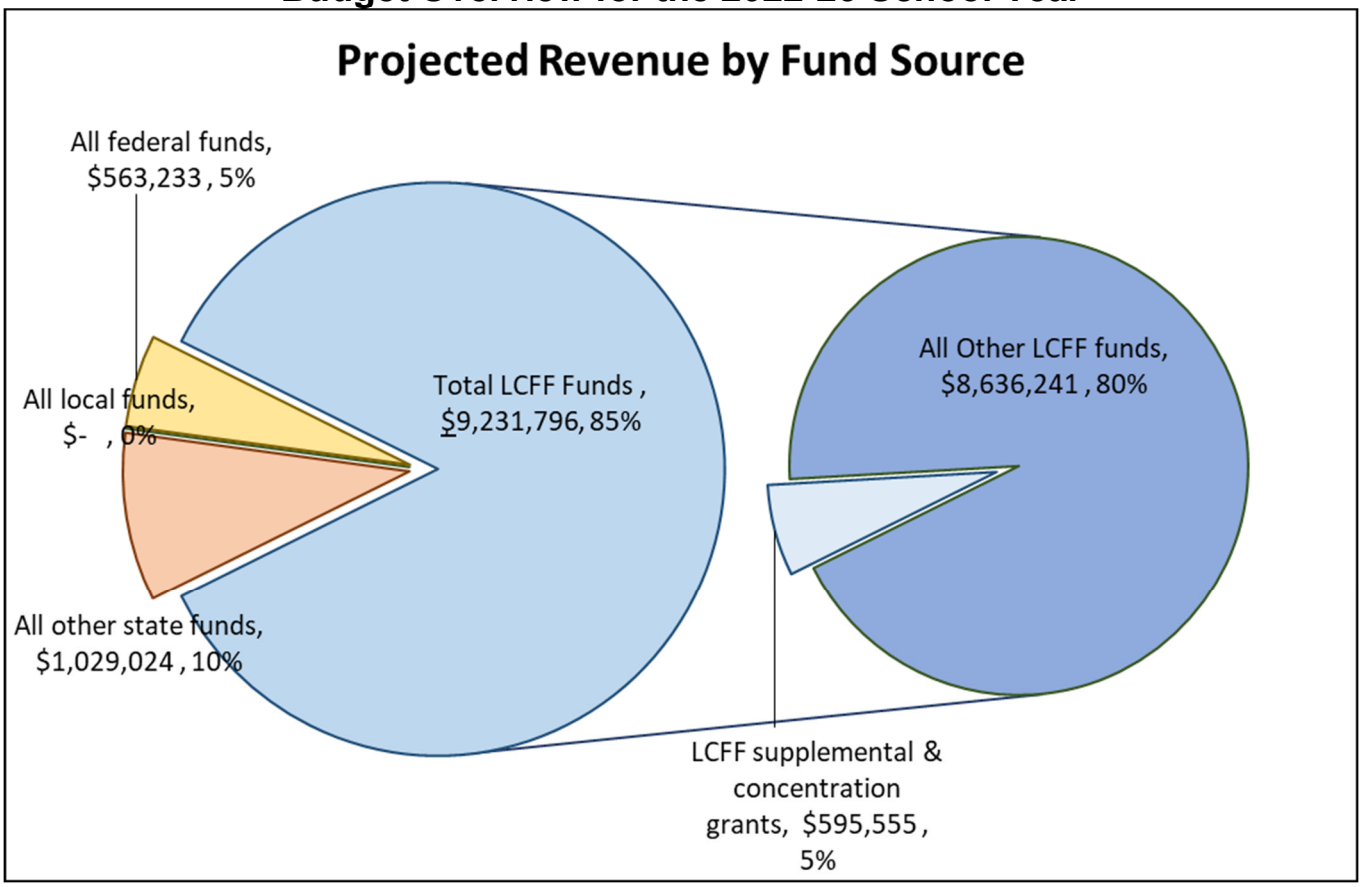
Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Budgeted General Fund Expenditures not included in the 2022-23 Local Control and Accountability Plan include facility rent, operating costs, and administrative expenses.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Allegiance STEAM Academy Thrive
CDS Code: 36-67678-0137547
School Year: 2022-23
LEA contact information: Sebastian Cognetta Chief Executive Officer Sebastian.cognetta@asathrive.org (909) 465-5405

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

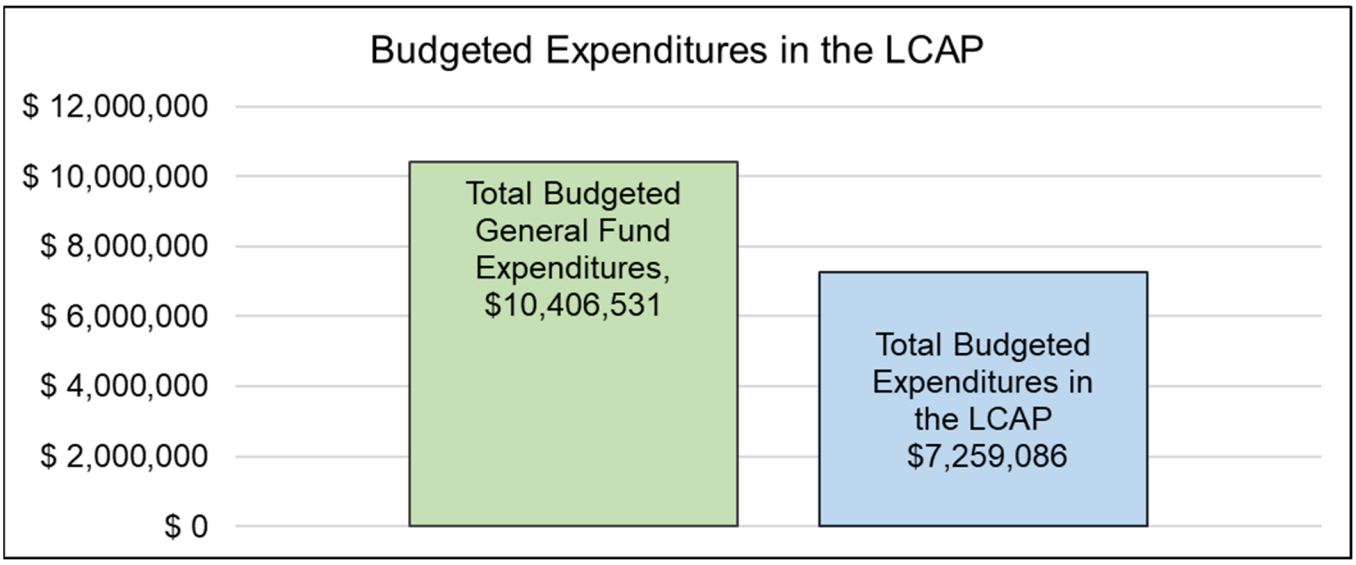


This chart shows the total general purpose revenue Allegiance STEAM Academy-Thrive expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Allegiance STEAM Academy Thrive is $10,824,053, of which $9,231,796 is Local Control Funding Formula (LCFF), $1,029,024 is other state funds, $0 is local funds, and $563,233 federal funds. Of the $9,231,796 in LCFF Funds, $595,555 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Allegiance STEAM Academy Thrive plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Allegiance STEAM Academy Thrive plans to spend $10,406,531 for the 2022-23 school year. Of that amount, $7,259,086 is tied to actions/services in the LCAP and $3,147,445 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

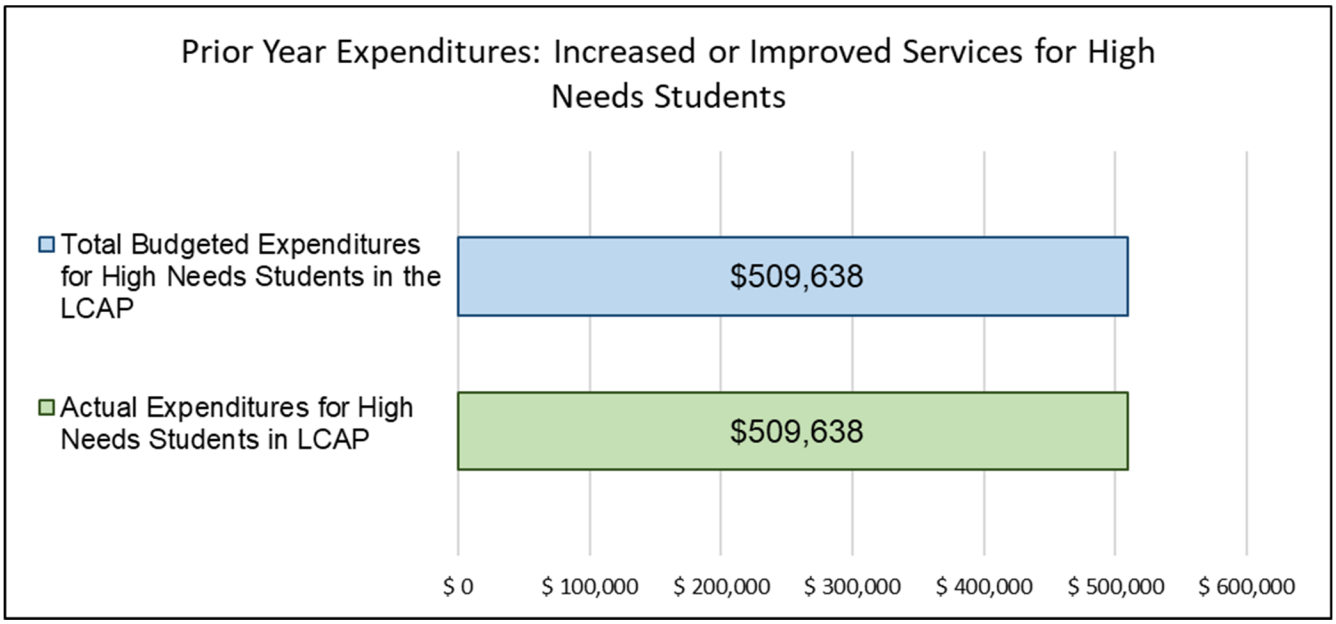
Budgeted General Fund Expenditures not included in the 2021-22 Local Control and Accountability Plan include facility rent, operating costs, and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Allegiance STEAM Academy Thrive is projecting it will receive $595,555 based on the enrollment of foster youth, English learner, and low-income students. Allegiance STEAM Academy Thrive must describe how it intends to increase or improve services for high needs students in the LCAP. Allegiance STEAM Academy Thrive plans to spend $595,555 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Allegiance STEAM Academy Thrive budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Allegiance STEAM Academy Thrive estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Allegiance STEAM Academy Thrive LCAP budgeted $509,638 for planned actions to increase or improve services for high needs students. Allegiance STEAM Academy actually spent $509,638 for actions to increase or improve services for high needs students in 2021-22.

LCFF Budget Overview for Parents

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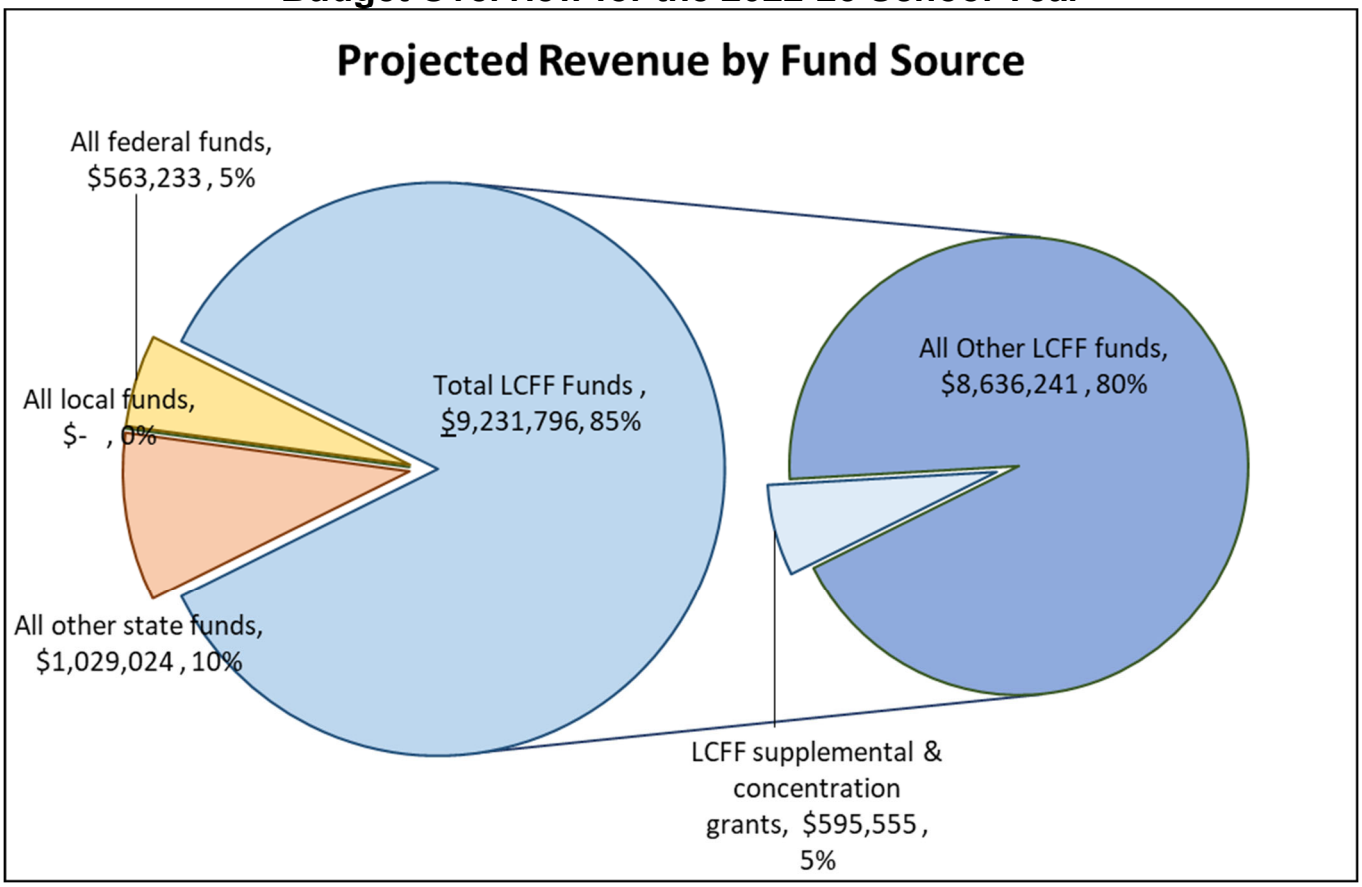
Budget Overview for the 2022-23 School Year



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LCFF Budget Overview for Parents

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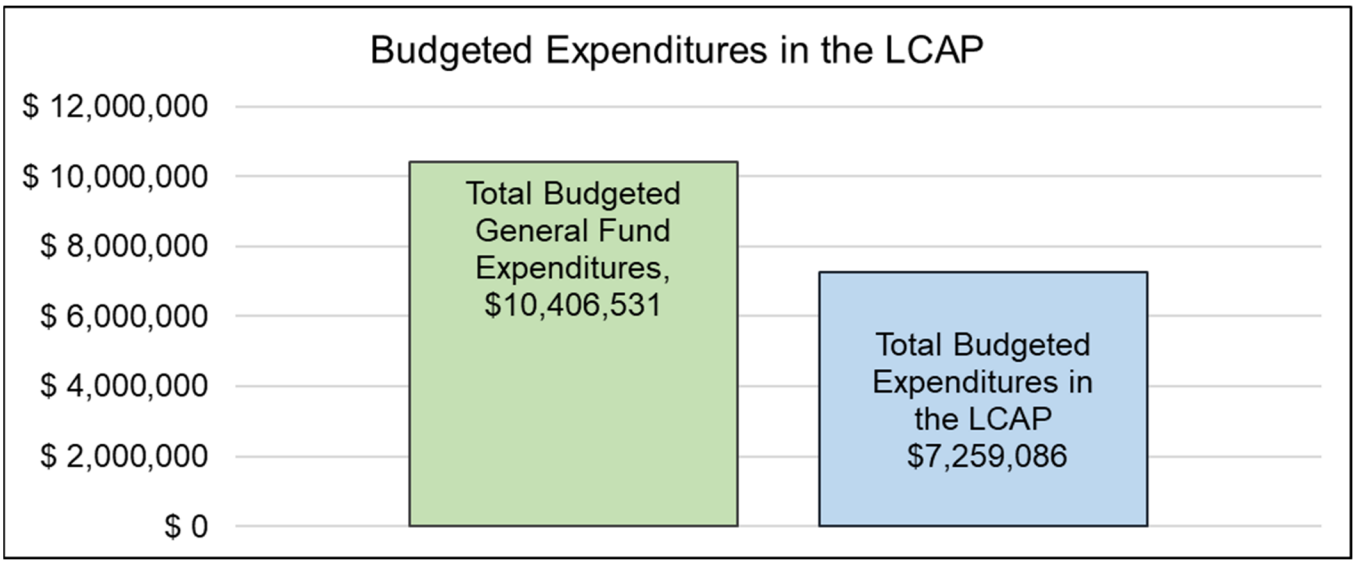

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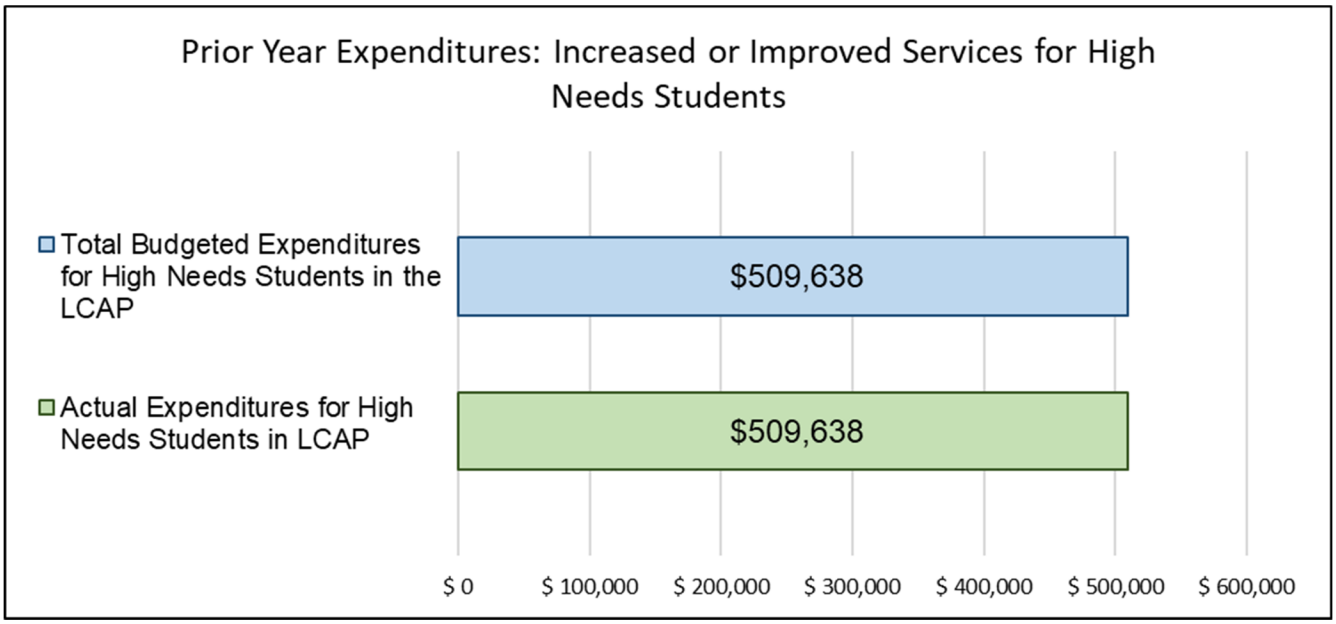
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Allegiance STEAM Academy Thrive budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Allegiance STEAM Academy Thrive estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

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2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,244,615.89	$1,512,869.00		$501,601	$7,259,085.89	$6,623,274	$635,811.89

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Hiring Protocol	All	$4,631,883.00	$327,954.00		$221,181.00	$5,181,018.00
1	1.2	Instructional Materials	All	$197,100.00	$68,480.00		$6,320.00	$271,900.00
1	1.3	Intervention	English Learners Foster Youth Low Income	$319,309.00				$319,309.00
1	1.4	Professional Development	English Learners Foster Youth Low Income	$9,700.00	$66,000.00			$75,700.00
1	1.5	Expanded Learning-Summer School	English Learners		$52,694.00			$52,694.00
2	2.1	Survey Data	All	$1,000.00				$1,000.00
2	2.2	School Site Council	English Learners Foster Youth Low Income	$2,000.00				$2,000.00
2	2.3	Parent Portal	All	$8,611.89				$8,611.89
2	2.4	Parent Events	All	$1,500.00				$1,500.00
3	3.1	Attendance Notification	English Learners Foster Youth Low Income	$72,512.00				$72,512.00
3	3.2	School Climate Survey-Students	All	$1,000.00				$1,000.00
3	3.3	Mental Health and Social Emotional Learning Support	English Learners Foster Youth Low Income		$997,741.00		$122,000.00	$1,119,741.00
3	3.4	Basic Services PPE	All				$152,100.00	$152,100.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$9,231,796	$595,555	6.45%	46.83%	53.28%	$5,244,615.89	56.81%	113.62 %	**Total:**	$5,244,615.89
								LEA-wide Total:	$0.00
								Limited Total:	$393,821.00
								Schoolwide Total:	$4,850,794.89

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Hiring Protocol	Yes	Schoolwide	All	ASA Thrive	$4,631,883.00	50.17%
1	1.2	Instructional Materials	Yes	Schoolwide	All	ASA Thrive	$197,100.000	2.14%
1	1.3	Intervention	Yes	Limited	English Learners Foster Youth, Free/Reduced Lunch Eligible	ASA Thrive	$319,309.00	3.46%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Professional Development	Yes	Schoolwide	English Learners Foster Youth, Free/Reduced Lunch Eligible	ASA Thrive	$9,700.00	0.11%
1	1.5	Expanded Learning - Summer School	Yes	Limited	English Learners	ASA Thrive	$0.00	0.00%
2	2.1	Survey Data	Yes	Schoolwide	All	ASA Thrive	$1,000.00	0.01%
2	2.2	School Site Council	Yes	Limited	English Learners Foster Youth, Free/Reduced Lunch Eligible	ASA Thrive	$2,000.00	0.02%
2	2.3	Parent Portal	Yes	Schoolwide	All	ASA Thrive	$8,611.89	0.09%
2	2.4	Parent Events	Yes	Schoolwide	All	ASA Thrive	$1,500.00	0.02%
3	3.1	Attendance Notification	Yes	Limited	English Learners Foster Youth, Free/Reduced Lunch Eligible	ASA Thrive	$72,512.00	0.79%
3	3.2	School Climate Survey Students	Yes	Schoolwide	All	ASA Thrive	$1,000.00	0.01%
3	3.3	Mental Health and Social Emotional Learning Support	Yes	Schoolwide	English Learners Foster Youth, Free/Reduced Lunch Eligible	ASA Thrive	$0.00	0.00%
3	3.4	Basic Services PPE	Yes	Schoolwide	English Learners Foster Youth, Free/Reduced Lunch Eligible	ASA Thrive	$0.00	0.00%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,956,345.00	$6,162,611.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Hiring Protocol	Yes	$3,149,348.00	$3,940,800.88
1	**1.2**	Instructional Materials	Yes	$376,836.00	$200,118.42
1	**1.3**	Intervention	Yes	$564,211.00	$445,212.79
1	**1.4**	Professional Development	Yes	$30,000.00	$15,048.97
1	**1.5**	Expanded Learning Summer School	Yes	$140,387.00	$186,720.03
2	**2.1**	Survey Data	Yes	$2,500.00	$0.00
2	**2.2**	School Site Council	Yes	$500.00	$1,984.94
2	**2.3**	Parent Portal	Yes	$10,000.00	$8,611.89
2	**2.4**	Parent Event	Yes	$8,000.00	$1,107.14
3	**3.1**	Attendance Notification	Yes	$48,397.00	$23,208.18
3	**3.2**	School Climate Survey-Students	Yes	$3,000.00	$0.00
3	**3.3**	Mental Health and Social Emotional Learning Support	Yes	$1,585,827.00	$1,052,473.88
3	**3.4**	Basic Services PPE	Yes	$37,339.00	$287,324.56

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$509,638	$4,344,216.00	$3,699,081.57	$645,134.43	63.79%	54.32%	(9.47%)

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Hiring Protocol	Yes	$3,149,348.00	$3,532,765.96	46.24%	51.87%
1	1.2	Instructional Material	Yes	$13,152.00	$128,633.46	0.19%	1.89%
1	1.3	Intervention	Yes	$564,211.00	$0.00	8.28%	0.00%
1	1.4	Professional Development	Yes	$0.00	$2,525.00	0.00%	0.04%
1	1.5	Expanded Learning-Summer School	Yes	$0.00	$245.00	0.00%	0.00%
2	2.1	Survey Data	Yes	$2,500.00	$0.00	0.04%	0.00%
2	2.2	School Site Council	Yes	$500.00	$1,984.94	0.01%	0.03%
2	2.3	Parent Portal	Yes	$0.00	$8,611.89	0.00%	0.13%
2	2.4	Parent Events	Yes	$8,000	$1,107.14	0.12%	0.02%
3	3.1	Attendance Notification	Yes	$48,397.00	$23,208.18	0.71%	0.34%
3	3.2	School Climate Survey – Student	Yes	$3,000.00	$0.00	0.04%	0.00%
3	3.3	Mental Health and Social Emotional Learning Support	Yes	$517,769	$0.00	7.60%	0.00%
3	3.3	Basic Services PPE	Yes	$37,339.00	$0.00	0.55%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,810,250	$509,638	0.00	7.48%	$3,699,081.57	54.32%	108.64%	$3,189.443.57	46.83%

Allegiance STEAM Academy - Thrive

Budget Narrative 2022/23

Presented by:

Allegiance STEAM Academy - Thrive

Budget Narrative 2022/23

Enrollment and Demographics

Allegiance STEAM Academy – Thrive's (the School) budget is based on 960 enrolled students during 2022/23 and subsequent years. For each year of operations, the attendance rate is expected to be 95%. The 95% attendance rate will yield an average daily attendance (ADA) of 855 during 2022/23 and each year thereafter. These amounts are the driving factor for the majority of revenue sources as well as the basis for spending assumptions noted in the narrative below.

The demographics of the school are anticipated to remain similar to the preceding year, with a forecast 34.48% unduplicated rate, maintaining a rolling three-year average between 34.45% and 34.59%. The School's LCFF calculation used this rate for calculating the supplemental grant funds.

Enrollment and ADA

	2022-23	2023-24	2024-25
Projected Enrollment & ADA by Grade			
TK-3	480	450	450
4-6	300	350	350
7-8	180	180	180
9-12	-	-	-
Total Projected Enrollment	**960**	**960**	**960**
Average Daily Attendance (ADA)			
ADA %	95%	95%	95%
Total	**912**	**912**	**912**

Revenue

Local Control Funding Formula:

As referenced above, the ADA and unduplicated count are the driving factors in the School's forecast LCFF calculation. To calculate this estimated amount, an updated FCMAT calculator (version 23.1a) was used. The following are the assumptions that were used in the School's calculation:

	2022-23	2023-24	2024-25
Components of LCFF Funding			
LCFF COLA	*6.56%*	*5.38%*	*4.02%*
Revenues per ADA	*$ 11,868*	*$ 11,882*	*$ 12,253*
Annual LCFF Funding	**$9,231,796**	**$9,704,453**	**$10,092,029**
State Aid - Revenue Limit			
LCFF State Aid	$6,875,006	$7,347,663	$7,735,239
Education Protection Account	182,400	182,400	182,400
In Lieu of Property Taxes	2,174,390	2,174,390	2,174,390

The portion from in lieu of property taxes is $2,384.20 per ADA (based on CVUSD's 2021-22 P-1 apportionment) in each year of the projection. The Economic Protection Account (EPA) funds are budgeted based on the LCFF calculator. Changes in the rates of in lieu funding or EPA will be offset by changes to state aid.

Federal Revenue:

Special Education (IDEA) – The School receives Special Education (IDEA) funds through Desert Mountain SELPA. The funding is based on the SELPA's April 2022 projection.

Federal Child Nutrition – Funding is budgeted based on assumed rate of participation.

The School has requested federal funds through the Consolidated Application and Reporting System (CARS), including Title I, Title II, and Title IV. During 2022/2023 only, the School has budgeted $259,562 ESSER III (3213) funds awarded by the American Rescue Plan (ARP) Act.

Federal funds have not been inflated in future years (a COLA increase of 0%) to be conservative.

Other State Revenue:

Special Education (AB602) – As referenced above, The School has based its State Special Education funding on participation in the Desert Mountain SELPA. The funding is based on the SELPA's April 2022 projection.

Child Nutrition – Funding is budgeted based on assumed rate of participation.

Mandate Cost Reimbursement – Since the School will serve up to grade 8, $18.34 per prior year ADA has been included in the forecast for Mandate funds.

Lottery – Lottery funding is based upon a projection of $228 per ADA. Lottery funds are mainly allocated for general purpose use ($163) with approximately 31% of the funds restricted for instructional materials ($65).

During 2022/2023 only, the School has budgeted $62,694 awarded by the Extended Learning Opportunity Program, $112,500 awarded by the Universal Prekindergarten Planning and Implementation Grant, and $66,000 awarded by the Educator Effectiveness Block Grant.

Other State funds have not been inflated in future years (a COLA increase of 0%) to be conservative. Growth in future year forecast other state funding is determined by the rate of ADA growth.

Expenses

Personnel Expenses:

The School's personnel costs represent the bulk of its annual expenditures. Multi-year salaries are forecast including COLA and minimum wage increases.

Benefits offered to staff include STRS for certificated staff, PERS for classified staff and health and welfare for full-time employees. The employer STRS contributions rates are consistent with current estimates beginning with 19.10% in 2022-2023, and future years. PERS contribution rates are 25.37% in 2022-23, 25.20% in 2023-24 and 24.60% in 2024-25. The health and welfare benefits are based on an annual employer cost of $7,500 per participating full-time employee per year and increases each year of the projection with inflation.

	2022-23	2023-24	2024-25
Staffing (FTE)			
Certificated Teacher	53	53	53
Certificated Pupil Support	6	6	6
Certificated Administrators	7	7	7
Classified Instructional Aides	39	39	39
Classified Support	6	6	6
Classified Administrators	1	1	1
Clerical and Other	4	4	4
Total Instructional Staff	**116**	**116**	**116**

Books and Supplies:

Books and supplies include approved curriculum and materials.

Noncapitalized equipment includes student and teacher computers and technology.

Books and supplies costs have been inflated in future years by a COLA increase of 2% annually. Growth in future year consumables are increased by the rate of enrollment growth.

Subagreement Services:

Special Education – The School will contract for professional services, including nursing, occupational therapy and adaptive PE. The budgeted amounts are based on current requests for services extended across the entire year.

Professional/Consulting Services:

This section of the forecast covers costs for outsourced professional services.

Professional costs include services such as auditing, legal, professional development and consulting.

Management fee budgets the business/accounting services include budgeting, accounts payable, accounting, financial reporting, and other compliance reporting provided by Charter Impact.

District oversight fee budgets the CVUSD oversight fee (3%).

SPED encroachment budgets the Desert Mountain SELPA's fees based on the SELPA's April 2022 projection.

Facilities:

The School has entered a facility use agreement with CVUSD. No rent expense has been budgeted for the facility.

The school has budgeted equipment leases for copiers and repairs and maintenance costs for the district facility.

Operations and Housekeeping:

The School has budgeted for housekeeping costs such as utilities, janitorial, insurance, dues and memberships, and telecommunications. Costs have been inflated in future years by a COLA increase of 2% annually. Growth in future years is increased by the rate of ADA growth.

Fund Balance

The 2022/23 budget anticipates an annual surplus of $417,522 and a cumulative ending fund balance of $6,185,563, 59.4% of annual expenses.

The cumulative fund balance is budgeted to grow to 66.5% (2023/24) and 72.4% (2024/25).

Cash Flow

The submitted budget provides the 2022/23 and 2023/24 monthly cash flow.

The School is forecast to end the year with $4.24 million, 41% of annual expenses. The budget projects the costs of the Intraorganizational loan with Allegiance STEAM Academy- Fontana over a period of five years at a rate of 1% per annum, to cover the cash shortfall during Fontana's growth phase.

Allegiance STEAM Academy - Thrive

Multi-Year Forecast

Revised 05/24/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Assumptions					
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*960.00*	*960.00*	*960.00*	*960.00*
Average Daily Attendance	*843.61*	*912.00*	*912.00*	*912.00*	*912.00*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 5,656,839	$ 6,875,006	$ 7,347,663	$ 7,735,239	$ 8,111,070
8012 Education Protection Account	167,958	$ 182,400	182,400	182,400	182,400
8019 State Aid - Prior Year	(12,800)	$ -	-	-	-
8096 In Lieu of Property Taxes	2,002,227	$ 2,174,390	2,174,390	2,174,390	2,174,390
	7,814,224	$ 9,231,796	9,704,453	10,092,029	10,467,860
Federal Revenue					
8181 Special Education - Entitlement	105,303	$ 105,303	105,303	105,303	105,303
8220 Federal Child Nutrition	216,137	$ 91,488	91,488	91,488	91,488
8290 Title I, Part A - Basic Low Income	80,119	$ 80,119	80,119	80,119	80,119
8291 Title II, Part A - Teacher Quality	16,761	$ 16,761	16,761	16,761	16,761
8296 Other Federal Revenue	863,399	$ 269,562	-	-	-
	1,281,719	$ 563,233	293,671	293,671	293,671
Other State Revenue					
8311 State Special Education	481,505	$ 555,763	555,763	555,763	555,763
8520 Child Nutrition	15,250	$ 8,660	8,660	8,660	8,660
8550 Mandated Cost	13,314	$ 15,472	16,726	16,726	16,726
8560 State Lottery	191,472	$ 207,936	207,936	207,936	207,936
8599 Other State Revenue	594,730	$ 241,194	49,329	-	-
	1,301,704	$ 1,029,024	838,414	789,085	789,085
Total Revenue	**$ 10,493,244**	**$ 10,824,053**	**$ 10,836,537**	**$ 11,174,784**	**$ 11,550,615**
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	3,249,004	$ 3,683,581	3,757,253	3,832,398	3,909,046
1170 Teachers' Substitute Hours	59,669	$ 110,507	112,718	114,972	117,271
1175 Teachers' Extra Duty/Stipends	68,581	$ 42,808	43,664	44,537	45,428
1200 Pupil Support Salaries	274,968	$ 435,722	319,858	326,255	332,780
1300 Administrators' Salaries	512,000	$ 536,670	394,648	402,541	410,592
1900 Other Certificated Salaries	39,150	$ 148,000	150,960	153,979	157,059
	4,203,372	$ 4,957,289	4,779,100	4,874,682	4,972,176
Classified Salaries					
2100 Instructional Salaries	543,289	$ 752,869	767,926	783,285	798,950
2200 Support Salaries	309,257	$ 259,709	264,903	270,201	275,605
2300 Classified Administrators' Salaries	80,000	$ 83,200	42,432	43,281	44,146
2400 Clerical and Office Staff Salaries	221,548	$ 226,000	230,520	235,130	239,833
	1,186,087	$ 1,321,778	1,305,781	1,331,897	1,358,535
Benefits					
3101 STRS	702,363	$ 946,842	912,808	931,064	949,686
3202 PERS	258,769	$ 335,335	329,057	327,647	321,973
3301 OASDI	71,001	$ 81,950	80,958	82,578	84,229
3311 Medicare	77,033	$ 91,046	88,231	89,995	91,795
3401 Health and Welfare	316,990	$ 570,000	581,400	593,028	604,889
3501 State Unemployment	34,001	$ 53,995	54,016	54,038	54,061
3601 Workers' Compensation	46,051	$ 87,907	85,188	86,892	88,630
	1,506,208	$ 2,167,076	2,131,659	2,165,242	2,195,262

Allegiance STEAM Academy - Thrive

Multi-Year Forecast

Revised 05/24/2022

	2021-22	2022-23	2023-24	2024-25	2025-26
	Prior Year	Budget	Forecast	Forecast	Forecast
Books and Supplies					
4100 Textbooks and Core Curricula	163,206	$ 176,400	179,928	183,527	187,197
4200 Books and Other Materials	19,192	$ 20,700	21,114	21,536	21,967
4302 School Supplies	69,200	$ 74,800	76,296	77,822	79,378
4305 Software	69,300	$ 74,900	76,398	77,926	79,484
4310 Office Expense	99,895	$ 108,000	110,160	112,363	114,610
4311 Business Meals	5,800	$ 6,300	6,426	6,555	6,686
4400 Noncapitalized Equipment	140,700	$ 152,100	155,142	158,245	161,410
4700 Food Services	231,387	$ 100,147	102,150	104,193	106,277
	798,680	$ 713,347	727,614	742,166	757,010
Subagreement Services					
5101 Nursing	26,585	$ 28,700	29,274	29,859	30,457
5102 Special Education	112,848	$ 122,000	124,440	126,929	129,467
5103 Substitute Teacher	38,806	$ 42,000	42,840	43,697	44,571
5105 Security	200	$ 200	204	208	212
	178,439	$ 192,900	196,758	200,693	204,707
Operations and Housekeeping					
5201 Auto and Travel	1,274	$ 1,400	1,428	1,457	1,486
5300 Dues & Memberships	9,705	$ 10,500	10,710	10,924	11,143
5400 Insurance	107,327	$ 116,000	118,320	120,686	123,100
5501 Utilities	126,839	$ 137,100	139,842	142,639	145,492
5502 Janitorial Services	4,700	$ 10,127	10,329	10,536	10,747
5900 Communications	8,500	$ 9,200	9,384	9,572	9,763
5901 Postage and Shipping	3,231	$ 3,500	3,570	3,641	3,714
	489,468	$ 287,827	293,583	299,455	305,444
Facilities, Repairs and Other Leases					
5601 Rent	-	$ -	-	-	-
5603 Equipment Leases	16,768	$ 18,100	18,462	18,831	19,208
5610 Repairs and Maintenance	5,300	$ 5,700	5,814	5,930	6,049
	22,068	$ 23,800	24,276	24,762	25,257
Professional/Consulting Services					
5801 IT	75,792	$ 81,900	83,538	85,209	86,913
5802 Audit & Taxes	10,658	$ 11,500	11,730	11,965	12,204
5803 Legal	19,925	$ 21,500	21,930	22,369	22,816
5804 Professional Development	70,013	$ 75,700	77,214	78,758	80,333
5805 General Consulting	24,040	$ 26,000	26,520	27,050	27,591
5806 Special Activities/Field Trips	10,377	$ 11,200	11,424	11,652	11,886
5807 Bank Charges	275	$ 300	306	312	318
5808 Printing	4,292	$ 4,600	4,692	4,786	4,882
5809 Other taxes and fees	2,092	$ 2,300	2,346	2,393	2,441
5810 Payroll Service Fee	9,910	$ 10,700	10,914	11,132	11,355
5811 Management Fee	245,962	$ 212,461	216,710	221,044	225,465
5812 District Oversight Fee	234,427	$ 276,954	291,134	302,761	314,036
5815 Public Relations/Recruitment	6,363	$ 6,900	7,038	7,179	7,322
	714,125	$ 742,015	765,496	786,610	807,562
Depreciation					
6900 Depreciation Expense	476	$ 500	510	520	531
	476	$ 500	510	520	531
Total Expenses	**$ 9,099,251**	**$ 10,406,531**	**$ 10,224,778**	**$ 10,426,028**	**$ 10,626,483**
Surplus (Deficit)	**$ 1,393,993**	**$ 417,522**	**$ 611,759**	**$ 748,756**	**$ 924,132**
Fund Balance, Beginning of Year	$ 4,374,047	$ 5,768,040	$ 6,185,563	$ 6,797,322	$ 7,546,078
Fund Balance, End of Year	**$ 5,768,040**	**$ 6,185,563**	**$ 6,797,322**	**$ 7,546,078**	**$ 8,470,209**
	63.4%	***59.4%***	***66.5%***	***72.4%***	***79.7%***

Allegiance STEAM Academy - Thrive

Multi-Year Forecast

Revised 05/24/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Cash Flow Adjustments					
Surplus (Deficit)	1,393,993	417,522	611,759	748,756	924,132
Cash Flows From Operating Activities					
Depreciation/Amortization	476	500	510	520	531
Public Funding Receivables	757,847	(83,472)	23,043	(29,949)	(33,825)
Grants and Contributions Rec.	120	-	-	-	-
Due To/From Related Parties	-	-	-	-	-
Prepaid Expenses	(77,033)	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	(17,349)	39,771	(898)	1,046	1,015
Accrued Expenses	(297,769)	-	-	-	-
Deferred Revenues	(43,535)	-	-	-	-
Cash Flows From Investing Activities					-
Purchases of Prop. And Equip.	(9,520)	-	-	-	-
Total Change in Cash	1,707,230	374,322	634,414	720,374	891,852
Cash, Beginning of Year	2,167,861	3,875,090	4,249,412	4,883,826	5,604,200
Cash, End of Year	**$ 3,875,090**	**$ 4,249,412**	**$ 4,883,826**	**$ 5,604,200**	**$ 6,496,052**

Allegiance STEAM Academy - Thrive

Monthly Cash Flow/Budget FY22-23

Revised 05/24/2022

ADA = 912.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Revenues															ADA = 843.61	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	317,973	317,973	572,351	572,351	572,351	572,351	572,351	675,461	675,461	675,461	675,461	675,461	**6,875,006**	5,656,839	1,218,167
8012 Education Protection Account	-	-	-	45,600	-	-	45,600	-	-	45,600	-	-	45,600	**182,400**	167,958	14,442
8096 In Lieu of Property Taxes	-	120,680	241,360	160,907	160,907	160,907	160,907	160,907	335,939	167,969	167,969	167,969	167,969	**2,174,390**	2,002,227	172,163
	-	438,653	559,333	778,858	733,258	733,258	778,858	733,258	1,011,400	889,030	843,430	843,430	889,030	**9,231,796**	**7,814,224**	**1,417,572**
Federal Revenue																
8181 Special Education - Entitlement	-	4,870	4,870	8,767	8,767	8,767	8,767	8,767	10,346	10,346	10,346	10,346	10,346	**105,303**	105,303	(0)
8220 Federal Child Nutrition	-	-	-	4,574	8,691	8,691	8,691	8,691	8,691	8,691	8,691	8,691	17,383	**91,488**	216,137	(124,649)
8290 Title I, Part A - Basic Low Income	-	-	20,030	-	-	60,089	-	-	-	-	-	-	-	**80,119**	80,119	-
8291 Title II, Part A - Teacher Quality	-	-	4,190	-	-	12,571	-	-	-	-	-	-	-	**16,761**	16,761	-
8296 Other Federal Revenue	-	-	64,891	-	2,500	64,891	-	2,500	64,891	-	5,000	64,891	-	**269,562**	863,399	(593,837)
	-	4,870	93,981	13,341	19,958	155,008	17,458	19,958	83,928	19,037	24,037	83,928	27,729	**563,233**	**1,281,719**	**(718,486)**
Other State Revenue																
8311 State Special Education	-	25,704	25,704	46,268	46,268	46,268	46,268	46,268	54,603	54,603	54,603	54,603	54,603	**555,763**	481,505	74,258
8520 Child Nutrition	-	-	-	433	823	823	823	823	823	823	823	823	1,645	**8,660**	15,250	(6,590)
8550 Mandated Cost	-	-	-	-	-	15,472	-	-	-	-	-	-	-	**15,472**	13,314	2,158
8560 State Lottery	-	-	-	-	-	-	48,086	-	-	48,086	-	-	111,764	**207,936**	191,472	16,464
8599 Other State Revenue	-	-	60,299	-	-	60,299	-	-	60,299	-	-	60,299	-	**241,194**	594,730	(353,536)
	-	25,704	86,003	46,701	47,090	122,861	95,176	47,090	115,724	103,511	55,426	115,724	168,013	**1,029,024**	**1,301,704**	**(272,680)**
Total Revenue	**-**	**469,228**	**739,317**	**838,900**	**800,306**	**1,011,127**	**891,492**	**800,306**	**1,211,052**	**1,011,579**	**922,893**	**1,043,082**	**1,084,772**	**10,824,053**	**10,493,244**	**330,809**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	334,871	334,871	334,871	334,871	334,871	334,871	334,871	334,871	334,871	334,871	334,871	-	**3,683,581**	3,249,004	(434,577)
1170 Teachers' Substitute Hours	-	10,046	10,046	10,046	10,046	10,046	10,046	10,046	10,046	10,046	10,046	10,046	-	**110,507**	59,669	(50,838)
1175 Teachers' Extra Duty/Stipends	-	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	-	**42,808**	68,581	25,773
1200 Pupil Support Salaries	7,098	38,966	38,966	38,966	38,966	38,966	38,966	38,966	38,966	38,966	38,966	38,966	-	**435,722**	274,968	(160,754)
1300 Administrators' Salaries	44,723	44,723	44,723	44,723	44,723	44,723	44,723	44,723	44,723	44,723	44,723	44,723	-	**536,670**	512,000	(24,670)
1900 Other Certificated Salaries	8,500	8,500	13,100	13,100	13,100	13,100	13,100	13,100	13,100	13,100	13,100	13,100	-	**148,000**	39,150	(108,850)
	60,321	440,997	445,597	445,597	445,597	445,597	445,597	445,597	445,597	445,597	445,597	445,597	-	**4,957,289**	**4,203,372**	**(753,916)**
Classified Salaries																
2100 Instructional Salaries	-	-	75,287	75,287	75,287	75,287	75,287	75,287	75,287	75,287	75,287	75,287	-	**752,869**	543,289	(209,580)
2200 Support Salaries	13,963	21,341	22,440	22,440	22,440	22,440	22,440	22,440	22,440	22,440	22,440	22,440	-	**259,709**	309,257	49,548
2300 Classified Administrators' Salaries	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	-	**83,200**	80,000	(3,200)
2400 Clerical and Office Staff Salaries	18,833	18,833	18,833	18,833	18,833	18,833	18,833	18,833	18,833	18,833	18,833	18,833	-	**226,000**	221,548	(4,452)
	39,730	47,108	123,494	123,494	123,494	123,494	123,494	123,494	123,494	123,494	123,494	123,494	-	**1,321,778**	**1,186,087**	**(135,691)**
Benefits																
3101 STRS	11,521	84,230	85,109	85,109	85,109	85,109	85,109	85,109	85,109	85,109	85,109	85,109	-	**946,842**	702,363	(244,479)
3202 PERS	10,079	11,951	31,330	31,330	31,330	31,330	31,330	31,330	31,330	31,330	31,330	31,330	-	**335,335**	258,769	(76,566)
3301 OASDI	2,463	2,921	7,657	7,657	7,657	7,657	7,657	7,657	7,657	7,657	7,657	7,657	-	**81,950**	71,001	(10,949)
3311 Medicare	1,451	7,078	8,252	8,252	8,252	8,252	8,252	8,252	8,252	8,252	8,252	8,252	-	**91,046**	77,033	(14,014)
3401 Health and Welfare	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	-	**570,000**	316,990	(253,010)
3501 State Unemployment	2,700	2,700	2,700	2,700	2,700	2,700	13,499	10,799	5,399	2,700	2,700	2,700	-	**53,995**	34,001	(19,994)
3601 Workers' Compensation	1,401	6,833	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	-	**87,907**	46,051	(41,856)
	77,115	163,213	190,515	190,515	190,515	190,515	201,314	198,614	193,215	190,515	190,515	190,515	-	**2,167,076**	**1,506,208**	**(660,868)**
Books and Supplies																
4100 Textbooks and Core Materials	-	44,100	44,100	44,100	44,100	-	-	-	-	-	-	-	-	**176,400**	163,206	(13,194)
4200 Books and Reference Materials	4,140	4,140	4,140	4,140	4,140	-	-	-	-	-	-	-	-	**20,700**	19,192	(1,508)
4302 School Supplies	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	-	**74,800**	69,200	(5,600)
4305 Software	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	-	**74,900**	69,300	(5,600)
4310 Office Expense	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	-	**108,000**	99,895	(8,105)
4311 Business Meals	525	525	525	525	525	525	525	525	525	525	525	525	-	**6,300**	5,800	(500)
4400 Noncapitalized Equipment	-	30,420	30,420	30,420	30,420	30,420	-	-	-	-	-	-	-	**152,100**	140,700	(11,400)
4700 Food Services	-	9,104	9,104	9,104	9,104	9,104	9,104	9,104	9,104	9,104	9,104	9,104	-	**100,147**	231,387	131,240
	26,140	109,764	109,764	109,764	109,764	61,524	31,104	31,104	31,104	31,104	31,104	31,104	-	**713,347**	**798,680**	**85,332**

Allegiance STEAM Academy - Thrive

Monthly Cash Flow/Budget FY22-23

Revised 05/24/2022

ADA = 912.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	-	**28,700**	26,585	(2,115)
5102 Special Education	-	11,091	11,091	11,091	11,091	11,091	11,091	11,091	11,091	11,091	11,091	11,091	-	**122,000**	112,848	(9,152)
5103 Substitute Teacher	-	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	-	**42,000**	38,806	(3,194)
5105 Security	-	18	18	18	18	18	18	18	18	18	18	18	-	**200**	200	-
	2,392	17,319	17,319	17,319	17,319	17,319	17,319	17,319	17,319	17,319	17,319	17,319	-	**192,900**	**178,439**	**(14,461)**
Operations and Housekeeping																
5201 Auto and Travel	-	127	127	127	127	127	127	127	127	127	127	127	-	**1,400**	1,274	(126)
5300 Dues & Memberships	875	875	875	875	875	875	875	875	875	875	875	875	-	**10,500**	9,705	(795)
5400 Insurance	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	-	**116,000**	107,327	(8,673)
5501 Utilities	11,425	11,425	11,425	11,425	11,425	11,425	11,425	11,425	11,425	11,425	11,425	11,425	-	**137,100**	126,839	(10,261)
5502 Janitorial Services	844	844	844	844	844	844	844	844	844	844	844	844	-	**10,127**	4,700	(5,427)
5900 Communications	767	767	767	767	767	767	767	767	767	767	767	767	-	**9,200**	8,500	(700)
5901 Postage and Shipping	-	-	350	350	350	350	350	350	350	350	350	350	-	**3,500**	3,231	(269)
	23,577	23,705	24,055	24,055	24,055	24,055	24,055	24,055	24,055	24,055	24,055	24,055	-	**287,827**	**489,468**	**201,641**
Facilities, Repairs and Other Leases																
5603 Equipment Leases	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	-	**18,100**	16,768	(1,332)
5610 Repairs and Maintenance	475	475	475	475	475	475	475	475	475	475	475	475	-	**5,700**	5,300	(400)
	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	-	**23,800**	**22,068**	**(1,732)**
Professional/Consulting Services																
5801 IT	6,825	6,825	6,825	6,825	6,825	6,825	6,825	6,825	6,825	6,825	6,825	6,825	-	**81,900**	75,792	(6,108)
5802 Audit & Taxes	-	-	-	3,833	3,833	3,833	-	-	-	-	-	-	-	**11,500**	10,658	(843)
5803 Legal	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	-	**21,500**	19,925	(1,575)
5804 Professional Development	-	-	7,570	7,570	7,570	7,570	7,570	7,570	7,570	7,570	7,570	7,570	-	**75,700**	70,013	(5,687)
5805 General Consulting	-	-	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	-	**26,000**	24,040	(1,960)
5806 Special Activities/Field Trips	-	-	-	-	-	3,733	3,733	3,733	-	-	-	-	-	**11,200**	10,377	(823)
5807 Bank Charges	-	-	30	30	30	30	30	30	30	30	30	30	-	**300**	275	(25)
5808 Printing	-	-	460	460	460	460	460	460	460	460	460	460	-	**4,600**	4,292	(308)
5809 Other taxes and fees	-	-	230	230	230	230	230	230	230	230	230	230	-	**2,300**	2,092	(208)
5810 Payroll Service Fee	892	892	892	892	892	892	892	892	892	892	892	892	-	**10,700**	9,910	(790)
5811 Management Fee	17,705	17,705	17,705	17,705	17,705	17,705	17,705	17,705	17,705	17,705	17,705	17,705	-	**212,461**	245,962	33,501
5812 District Oversight Fee	-	13,160	16,780	23,366	21,998	21,998	23,366	21,998	30,342	26,671	25,303	25,303	26,671	**276,954**	234,427	(42,527)
5815 Public Relations/Recruitment	-	-	690	690	690	690	690	690	690	690	690	690	-	**6,900**	6,363	(538)
	27,213	40,373	55,573	65,992	64,624	68,358	65,892	64,524	69,135	65,464	64,096	64,096	26,671	**742,015**	**714,125**	**(27,890)**
Depreciation																
6900 Depreciation Expense	42	42	42	42	42	42	42	42	42	42	42	42	-	**500**	476	(24)
	42	42	42	42	42	42	42	42	42	42	42	42	-	**500**	**476**	**(24)**
Total Expenses	**258,513**	**844,504**	**968,342**	**978,761**	**977,393**	**932,887**	**910,800**	**906,732**	**905,944**	**899,573**	**898,205**	**898,205**	**26,671**	**10,406,531**	**9,099,251**	**(1,307,280)**
Monthly Surplus (Deficit)	**(258,513)**	**(375,277)**	**(229,025)**	**(139,862)**	**(177,087)**	**78,240**	**(19,308)**	**(106,426)**	**305,108**	**112,006**	**24,688**	**144,877**	**1,058,101**	**417,522**	**1,393,993**	**(976,471)**

Allegiance STEAM Academy - Thrive

Monthly Cash Flow/Budget FY22-23

Revised 05/24/2022

ADA = 912.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(258,513)	(375,277)	(229,025)	(139,862)	(177,087)	78,240	(19,308)	(106,426)	305,108	112,006	24,688	144,877	1,058,101	**417,522**		
Cash flows from operating activities																
Depreciation/Amortization	42	42	42	42	42	42	42	42	42	42	42	42	-	**500**		
Public Funding Receivables	785,945	-	-	-	-	90,220	125,135	-	-	-	-	-	(1,084,772)	**(83,472)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	13,100	-	-	-	-	-	-	-	-	-	-	-	26,671	**39,771**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	540,574	(375,235)	(228,984)	(139,820)	(177,045)	168,502	105,869	(106,385)	305,149	112,048	24,730	144,919				
Cash, Beginning of Month	3,875,090	4,415,664	4,040,429	3,811,445	3,671,625	3,494,580	3,663,082	3,768,951	3,662,566	3,967,716	4,079,763	4,104,493				
Cash, End of Month	**4,415,664**	**4,040,429**	**3,811,445**	**3,671,625**	**3,494,580**	**3,663,082**	**3,768,951**	**3,662,566**	**3,967,716**	**4,079,763**	**4,104,493**	**4,249,412**				

Allegiance STEAM Academy - Fontana

Budget Narrative 2022/23

Presented by:

Allegiance STEAM Academy - Fontana

Budget Narrative 2022/23

Enrollment and Demographics

Allegiance STEAM Academy – Fontana (the School) has delayed opening the doors in the first year of their petition. The school will open in 2023-24. The budget for 2022-23 will not forecast enrollment for the year. In 2023-24 enrollment is forecasted at 630 students and increasing over subsequent years. For each year of operations, the attendance rate is expected to be 95%. The 95% attendance rate will yield an average daily attendance (ADA) of 598.50 during 2023/24 and increasing each year thereafter. These amounts are the driving factor for the majority of revenue sources as well as the basis for spending assumptions noted in the narrative below.

The demographics of the school have been budgeted following the district average and are anticipated to remain similar in following years, with a forecasted 86.08% unduplicated pupil percentage. The School's LCFF calculation used this rate for calculating the supplemental grant funds.

Enrollment and ADA

	2022-23	2023-24	2024-25	2025-26	2026-27
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Projected Enrollment & ADA by Grade					
TK-3	-	390	390	390	120
4-6	-	240	270	270	90
7-8	-	-	90	180	90
9-12	-	-	-	-	-
Total Projected Enrollment	**-**	**630**	**750**	**840**	**840**
Average Daily Attendance (ADA)					
ADA %	0%	95%	95%	95%	95%
Total	**-**	**598.50**	**712.50**	**798.00**	**798.00**

Revenue

Local Control Funding Formula:

As referenced above, in 2022-23 there will be no ADA count. In future years starting with 2023-24 the ADA and unduplicated count are the driving factors in the School's forecast LCFF calculation. To calculate this estimated amount, an updated FCMAT calculator (version 23.1a) was used. The following are the assumptions that were used in the School's calculation:

	2022-23	2023-24	2024-25	2025-26	2026-27
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Components of LCFF Funding					
LCFF COLA	*-*	*5.38%*	*4.02%*	*3.72%*	*3.58%*
Revenues per ADA	*-*	*$15,234*	*$15,706*	*$16,190*	*$16,708*
Annual LCFF Funding	**-**	**$8,244,754**	**$10,160,273**	**$11,779,866**	**$12,201,702**
State Aid - Revenue Limit					
LCFF State Aid	-	$7,844,046	$9,683,240	$11,245,589	$11,667,425
Education Protection Account	-	119,700	142,500	159,600	159,600
In Lieu of Property Taxes	-	281,008	334,533	374,677	374,677

The portion from in lieu of property taxes is $492.39 per ADA (based on FUSD's 2021-22 P-1 apportionment) in each year of the projection. The Economic Protection Account (EPA) funds are budgeted based on the LCFF calculator. Changes in the rates of in lieu funding or EPA will be offset by changes to state aid.

Federal Revenue:

Federal funds have not been budgeted in 2022-23.

Other State Revenue:

Other State funds have not been budgeted in 2022-23.

Expenses

Books and Supplies:

Office Expenses have been budgeted for ongoing costs of website creation.

Professional/Consulting Services:

This section of the forecast covers costs for outsourced professional services.

Professional costs include services such as auditing, legal, and consulting.

Fund Balance

The 2022/23 budget anticipates an annual deficit of ($54,660) and a cumulative ending fund balance of ($251,815).

The cumulative fund balance is budgeted to grow to $1,727,425 (2023/24) and $4,323,777 (2024/25).

Cash Flow

The budget provides the 2022/23 and 2023/24 monthly cash flow.

The School is forecast to end the year with $677,042 cash on hand. The budget projects the costs of the Intraorganizational loan with Allegiance STEAM Academy- Thrive over a period of five years at a rate of 1% per annum, to cover the cash shortfall during Fontana's growth phase.

Allegiance STEAM Academy - Fontana

Multi-Year Forecast

Revised5/24/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast
Assumptions				
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*-*	*630.00*	*750.00*
Average Daily Attendance	*-*	*-*	*598.50*	*712.50*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ -	$ -	$ 7,844,046	$ 9,683,240
8012 Education Protection Account	-	-	119,700	142,500
8096 In Lieu of Property Taxes	-	-	281,008	334,533
	-	-	8,244,754	10,160,273
Federal Revenue				
8181 Special Education - Entitlement	-	-	68,750	81,845
8220 Federal Child Nutrition	-	-	151,601	180,477
8290 Title I, Part A - Basic Low Income	-	-	179,550	213,750
8291 Title II, Part A - Teacher Quality	-	-	7,500	8,929
	-	-	407,401	485,001
Other State Revenue				
8311 State Special Education	-	-	307,478	366,045
8520 Child Nutrition	-	-	14,349	17,082
8550 Mandated Cost	-	-	7,038	-
8560 State Lottery	-	-	136,458	162,450
	-	-	465,323	545,577
Total Revenue	**$ -**	**$ -**	**$ 9,117,478**	**$ 11,190,851**
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	-	-	2,412,000	3,130,241
1200 Pupil Support Salaries	-	-	67,000	68,340
1300 Administrators' Salaries	-	-	232,755	237,410
	-	-	2,711,755	3,435,991
Classified Salaries				
2100 Instructional Salaries	-	-	340,860	419,437
2200 Support Salaries	-	-	136,785	139,521
2300 Classified Administrators' Salaries	-	-	77,928	79,487
2400 Clerical and Office Staff Salaries	-	-	197,128	201,071
	-	-	752,701	839,515
Benefits				
3101 STRS	-	-	517,945	656,274
3202 PERS	-	-	185,164	198,965
3301 OASDI	-	-	46,667	52,050
3311 Medicare	-	-	50,235	61,995
3401 Health and Welfare	-	-	327,726	408,565
3501 State Unemployment	-	-	24,500	29,400
3601 Workers' Compensation	-	-	48,502	59,857
	-	-	1,200,740	1,467,106

Allegiance STEAM Academy - Fontana

Multi-Year Forecast

Revised5/24/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast
Books and Supplies				
4100 Textbooks and Core Curricula	-	-	177,918	216,043
4200 Books and Other Materials	-	-	25,224	30,629
4302 School Supplies	-	-	116,832	141,867
4305 Software	-	-	61,047	74,129
4310 Office Expense	16,000	16,320	49,681	60,327
4311 Business Meals	-	-	9,157	11,119
4400 Noncapitalized Equipment	-	-	288,257	350,026
4700 Food Services	-	-	169,269	205,541
	16,000	16,320	897,385	1,089,682
Subagreement Services				
5102 Special Education	-	-	306,000	371,571
	-	-	306,000	371,571
Operations and Housekeeping				
5201 Auto and Travel	-	-	7,650	9,289
5300 Dues & Memberships	-	-	22,950	27,868
5400 Insurance	-	-	45,900	55,736
5501 Utilities	-	-	153,000	185,786
5502 Janitorial Services	-	-	38,250	46,446
5900 Communications	-	-	144,209	175,111
5901 Postage and Shipping	-	-	15,300	18,579
	-	-	427,259	518,815
Facilities, Repairs and Other Leases				
5603 Equipment Leases	-	-	16,524	20,065
5610 Repairs and Maintenance	-	-	45,900	55,736
	-	-	62,424	75,801
Professional/Consulting Services				
5801 IT	-	-	53,550	65,025
5802 Audit & Taxes	-	8,000	13,160	13,423
5803 Legal	68,671	30,000	71,200	72,624
5804 Professional Development	-	-	22,950	27,868
5806 Special Activities/Field Trips	-	-	30,524	37,065
5807 Bank Charges	333	340	3,060	3,716
5808 Printing	-	-	22,950	27,868
5809 Other taxes and fees	-	-	5,355	6,503
5810 Payroll Service Fee	-	-	15,300	18,579
5811 Management Fee	-	-	157,250	190,946
5812 District Oversight Fee	-	-	247,343	304,808
5814 SPED Encroachment	-	-	94,057	111,973
	180,381	38,340	736,699	880,397
Interest				
7438 Interest Expense	773	-	43,276	6,621
	773	-	43,276	6,621
Total Expenses	**$ 197,155**	**$ 54,660**	**$ 7,138,239**	**$ 8,685,498**
Surplus (Deficit)	**$ (197,155)**	**$ (54,660)**	**$ 1,979,240**	**$ 2,505,353**
Fund Balance, Beginning of Year	$ -	$ (197,155)	$ (251,815)	$ 1,727,425
Fund Balance, End of Year	**$ (197,155)**	**$ (251,815)**	**$ 1,727,425**	**$ 4,232,777**
	-100.0%	***-460.7%***	***24.2%***	***48.7%***

Allegiance STEAM Academy - Fontana

Multi-Year Forecast

Revised5/24/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast
Cash Flow Adjustments				
Surplus (Deficit)	(197,155)	(54,660)	1,979,240	2,505,353
Cash Flows From Operating Activities				
Depreciation/Amortization	-	-	-	-
Public Funding Receivables	-	-	(928,045)	(386,975)
Grants and Contributions Rec.	-	-	-	-
Due To/From Related Parties	928,856	-	-	-
Prepaid Expenses	-	-	-	-
Other Assets	-	-	-	-
Accounts Payable	-	-	123,448	(79,829)
Accrued Expenses	-	-	-	-
Other Liabilities	-	-	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	-	-	-	-
Notes Receivable	-	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	-	-	870,689	-
Payments on Factoring	-	-	(870,689)	-
Proceeds(Payments) on Debt	-	-	(181,924)	(183,752)
Total Change in Cash	731,702	(54,660)	992,718	1,854,797
Cash, Beginning of Year	-	731,702	677,042	1,669,760
Cash, End of Year	**$ 731,702**	**$ 677,042**	**$ 1,669,760**	**$ 3,524,557**

Allegiance STEAM Academy - Fontana

Monthly Cash Flow/Budget FY22-23

Revised5/24/2022

ADA = 0.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Expenses																
Books and Supplies																
4310 Office Expense	-	-	-	-	-	-	-	-	-	6,120	5,100	5,100	-	**16,320**	16,320	-
	-	-	-	-	-	-	-	-	-	6,120	5,100	5,100	-	**16,320**	**16,320**	**-**
Professional/Consulting Services																
5802 Audit & Taxes	-	-	-	2,667	2,667	2,667	-	-	-	-	-	-	-	**8,000**	8,000	-
5803 Legal	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	**30,000**	30,000	-
5807 Bank Charges	-	-	34	34	34	34	34	34	34	34	34	34	-	**340**	340	-
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	2,500	2,500	2,534	5,201	5,201	5,201	2,534	2,534	2,534	2,534	2,534	2,534	-	**38,340**	**38,340**	**-**
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses	**2,500**	**2,500**	**2,534**	**5,201**	**5,201**	**5,201**	**2,534**	**2,534**	**2,534**	**8,654**	**7,634**	**7,634**	**-**	**54,660**	**54,660**	**-**
Monthly Surplus (Deficit)	**(2,500)**	**(2,500)**	**(2,534)**	**(5,201)**	**(5,201)**	**(5,201)**	**(2,534)**	**(2,534)**	**(2,534)**	**(8,654)**	**(7,634)**	**(7,634)**	**-**	**(54,660)**	**(54,660)**	**-**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(2,500)	(2,500)	(2,534)	(5,201)	(5,201)	(5,201)	(2,534)	(2,534)	(2,534)	(8,654)	(7,634)	(7,634)	-	**(54,660)**		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	(2,500)	(2,500)	(2,534)	(5,201)	(5,201)	(5,201)	(2,534)	(2,534)	(2,534)	(8,654)	(7,634)	(7,634)				
Cash, Beginning of Month	731,702	729,202	726,702	724,168	718,967	713,766	708,566	706,032	703,498	700,964	692,310	684,676				
Cash, End of Month	**729,202**	**726,702**	**724,168**	**718,967**	**713,766**	**708,566**	**706,032**	**703,498**	**700,964**	**692,310**	**684,676**	**677,042**				

Allegiance STEAM Academy - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised5/24/2022

ADA = 598.50

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																ADA = 0.00	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	-	-	2,902,297	-	-	1,411,928	-	705,964	705,964	705,964	705,964	705,964	**7,844,046**	-	7,844,046
8012	Education Protection Account	-	-	-	-	-	-	-	-	-	89,775	-	-	29,925	**119,700**	-	119,700
8096	In Lieu of Property Taxes	-	-	-	73,062	22,481	22,481	22,481	22,481	39,341	19,671	19,671	19,671	19,671	**281,008**	-	281,008
		-	-	-	2,975,359	22,481	22,481	1,434,409	22,481	745,305	815,410	725,635	725,635	755,560	**8,244,754**	-	**8,244,754**
Federal Revenue																	
8181	Special Education - Entitlement	-	3,438	3,438	6,188	6,188	6,188	6,188	6,188	6,188	6,188	6,188	6,188	6,188	**68,750**	-	68,750
8220	Federal Child Nutrition	-	-	7,580	7,580	15,160	15,160	15,160	15,160	15,160	15,160	15,160	15,160	15,160	**151,601**	-	151,601
8290	Title I, Part A - Basic Low Income	-	-	44,888	-	-	44,888	-	-	44,888	-	-	-	44,888	**179,550**	-	179,550
8291	Title II, Part A - Teacher Quality	-	-	1,875	-	-	1,875	-	-	1,875	-	-	-	1,875	**7,500**	-	7,500
		-	3,438	57,780	13,768	21,348	68,110	21,348	21,348	68,110	21,348	21,348	21,348	68,110	**407,401**	-	**407,401**
Other State Revenue																	
8311	State Special Education	-	15,374	15,374	27,673	27,673	27,673	27,673	27,673	27,673	27,673	27,673	27,673	27,673	**307,478**	-	307,478
8520	Child Nutrition	-	-	717	717	1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	**14,349**	-	14,349
8550	Mandated Cost	-	-	-	-	-	-	-	-	-	-	-	-	7,038	**7,038**	-	7,038
8560	State Lottery	-	-	-	-	-	-	34,115	-	-	34,115	-	-	68,229	**136,458**	-	136,458
		-	15,374	16,091	28,390	29,108	29,108	63,222	29,108	29,108	63,222	29,108	29,108	104,375	**465,323**	-	465,323
Total Revenue		**-**	**18,811**	**73,871**	**3,017,517**	**72,936**	**119,699**	**1,518,979**	**72,936**	**842,523**	**899,980**	**776,090**	**776,090**	**928,045**	**9,117,478**	**-**	**9,117,478**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	219,273	219,273	219,273	219,273	219,273	219,273	219,273	219,273	219,273	219,273	219,273	-	**2,412,000**	-	(2,412,000)
1200	Pupil Support Salaries	-	6,091	6,091	6,091	6,091	6,091	6,091	6,091	6,091	6,091	6,091	6,091	-	**67,000**	-	(67,000)
1300	Administrators' Salaries	19,396	19,396	19,396	19,396	19,396	19,396	19,396	19,396	19,396	19,396	19,396	19,396	-	**232,755**	-	(232,755)
		19,396	244,760	244,760	244,760	244,760	244,760	244,760	244,760	244,760	244,760	244,760	244,760	-	**2,711,755**	**-**	**(2,711,755)**
Classified Salaries																	
2100	Instructional Salaries	-	30,987	30,987	30,987	30,987	30,987	30,987	30,987	30,987	30,987	30,987	30,987	-	**340,860**	-	(340,860)
2200	Support Salaries	9,475	11,574	11,574	11,574	11,574	11,574	11,574	11,574	11,574	11,574	11,574	11,574	-	**136,785**	-	(136,785)
2300	Classified Administrators' Salaries	6,494	6,494	6,494	6,494	6,494	6,494	6,494	6,494	6,494	6,494	6,494	6,494	-	**77,928**	-	(77,928)
2400	Clerical and Office Staff Salaries	5,886	17,386	17,386	17,386	17,386	17,386	17,386	17,386	17,386	17,386	17,386	17,386	-	**197,128**	-	(197,128)
		21,855	66,441	66,441	66,441	66,441	66,441	66,441	66,441	66,441	66,441	66,441	66,441	-	**752,701**	**-**	**(752,701)**
Benefits																	
3101	STRS	3,705	46,749	46,749	46,749	46,749	46,749	46,749	46,749	46,749	46,749	46,749	46,749	-	**517,945**	-	(517,945)
3202	PERS	15,430	15,430	15,430	15,430	15,430	15,430	15,430	15,430	15,430	15,430	15,430	15,430	-	**185,164**	-	(185,164)
3301	OASDI	3,889	3,889	3,889	3,889	3,889	3,889	3,889	3,889	3,889	3,889	3,889	3,889	-	**46,667**	-	(46,667)
3311	Medicare	4,186	4,186	4,186	4,186	4,186	4,186	4,186	4,186	4,186	4,186	4,186	4,186	-	**50,235**	-	(50,235)
3401	Health and Welfare	27,311	27,311	27,311	27,311	27,311	27,311	27,311	27,311	27,311	27,311	27,311	27,311	-	**327,726**	-	(327,726)
3501	State Unemployment	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	-	**24,500**	-	(24,500)
3601	Workers' Compensation	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	-	**48,502**	-	(48,502)
		60,604	103,649	103,649	103,649	103,649	103,649	103,649	103,649	103,649	103,649	103,649	103,649	-	**1,200,740**	**-**	**(1,200,740)**

Allegiance STEAM Academy - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised5/24/2022

ADA = 598.50

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula Mat	-	44,480	44,480	44,480	44,480	-	-	-	-	-	-	-	-	**177,918**	-	(177,918)
4200	Books and Other Reference Mater	5,045	5,045	5,045	5,045	5,045	-	-	-	-	-	-	-	-	**25,224**	-	(25,224)
4302	School Supplies	23,366	23,366	23,366	23,366	23,366	-	-	-	-	-	-	-	-	**116,832**	-	(116,832)
4305	Software	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	-	**61,047**	-	(61,047)
4310	Office Expense	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	-	**49,681**	16,320	(33,361)
4311	Business Meals	763	763	763	763	763	763	763	763	763	763	763	763	-	**9,157**	-	(9,157)
4400	Noncapitalized Equipment	-	-	57,651	57,651	57,651	57,651	57,651	-	-	-	-	-	-	**288,257**	-	(288,257)
4700	Food Services	-	15,388	15,388	15,388	15,388	15,388	15,388	15,388	15,388	15,388	15,388	15,388	-	**169,269**	-	(169,269)
		38,402	98,269	155,921	155,921	155,921	83,030	83,030	25,379	25,379	25,379	25,379	25,379	-	**897,385**	**16,320**	**(881,065)**
Subagreement Services																	
5102	Special Education	-	-	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	-	**306,000**	-	(306,000)
		-	-	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	-	**306,000**	**-**	**(306,000)**
Operations and Housekeeping																	
5201	Auto and Travel	-	695	695	695	695	695	695	695	695	695	695	695	-	**7,650**	-	(7,650)
5300	Dues & Memberships	-	-	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	-	**22,950**	-	(22,950)
5400	Insurance	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	-	**45,900**	-	(45,900)
5501	Utilities	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	-	**153,000**	-	(153,000)
5502	Janitorial Services	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	-	**38,250**	-	(38,250)
5900	Communications	12,017	12,017	12,017	12,017	12,017	12,017	12,017	12,017	12,017	12,017	12,017	12,017	-	**144,209**	-	(144,209)
5901	Postage and Shipping	-	-	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	-	**15,300**	-	(15,300)
		31,780	32,475	36,300	36,300	36,300	36,300	36,300	36,300	36,300	36,300	36,300	36,300	-	**427,259**	**-**	**(427,259)**
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	-	**16,524**	-	(16,524)
5610	Repairs and Maintenance	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	-	**45,900**	-	(45,900)
		5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	-	**62,424**	**-**	**(62,424)**
Professional/Consulting Services																	
5801	IT	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	-	**53,550**	-	(53,550)
5802	Audit & Taxes	-	-	-	4,387	4,387	4,387	-	-	-	-	-	-	-	**13,160**	8,000	(5,160)
5803	Legal	5,933	5,933	5,933	5,933	5,933	5,933	5,933	5,933	5,933	5,933	5,933	5,933	-	**71,200**	30,000	(41,200)
5804	Professional Development	-	-	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	-	**22,950**	-	(22,950)
5806	Special Activities/Field Trips	-	-	-	-	-	10,175	10,175	10,175	-	-	-	-	-	**30,524**	-	(30,524)
5807	Bank Charges	-	-	306	306	306	306	306	306	306	306	306	306	-	**3,060**	340	(2,720)
5808	Printing	-	-	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	-	**22,950**	-	(22,950)
5809	Other taxes and fees	-	-	536	536	536	536	536	536	536	536	536	536	-	**5,355**	-	(5,355)
5810	Payroll Service Fee	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	-	**15,300**	-	(15,300)
5811	Management Fee	13,104	13,104	13,104	13,104	13,104	13,104	13,104	13,104	13,104	13,104	13,104	13,104	-	**157,250**	-	(157,250)
5812	District Oversight Fee	-	-	-	86,527	674	674	41,702	674	21,694	23,797	21,104	21,104	29,391	**247,343**	-	(247,343)
5814	SPED Encroachment	-												94,057	**94,057**	-	(94,057)
		24,775	24,775	30,207	121,120	35,268	45,442	82,083	41,056	51,901	54,004	51,311	51,311	123,448	**736,699**	**38,340**	**(698,359)**
Interest																	
7438	Interest Expense	773	35,588	748	736	723	710	698	685	673	660	647	634	-	**43,276**	-	(43,276)
		773	35,588	748	736	723	710	698	685	673	660	647	634	-	**43,276**	**-**	**(43,276)**
Total Expenses		**202,787**	**611,159**	**673,827**	**764,728**	**678,863**	**616,134**	**652,763**	**554,071**	**564,903**	**566,994**	**564,288**	**564,275**	**123,448**	**7,138,239**	**54,660**	**(7,083,579)**
Monthly Surplus (Deficit)		**(202,787)**	**(592,348)**	**(599,956)**	**2,252,789**	**(605,927)**	**(496,435)**	**866,216**	**(481,135)**	**277,620**	**332,986**	**211,802**	**211,815**	**804,597**	**1,979,240**	**(54,660)**	**2,033,900**

Allegiance STEAM Academy - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised5/24/2022

ADA = 598.50

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(202,787)	(592,348)	(599,956)	2,252,789	(605,927)	(496,435)	866,216	(481,135)	277,620	332,986	211,802	211,815	804,597	**1,979,240**		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(928,045)	**(928,045)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	123,448	**123,448**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	870,689	-	-	-		-	-	-	-	-	-	-	**870,689**		
Payments on Factoring	-	-	-	(870,689)	-	-	-	-		-	-	-	-	**(870,689)**		
Proceeds(Payments) on Debt	(15,091)	(15,104)	(15,116)	(15,129)	(15,141)	(15,154)	(15,167)	(15,179)	(15,192)	(15,205)	(15,217)	(15,230)	-	**(181,924)**		
Total Change in Cash	(217,878)	263,238	(615,072)	1,366,972	(621,068)	(511,589)	851,050	(496,314)	262,428	317,782	196,585	196,585				
Cash, Beginning of Month	677,042	459,164	722,401	107,330	1,474,301	853,233	341,644	1,192,693	696,379	958,808	1,276,589	1,473,174				
Cash, End of Month	**459,164**	**722,401**	**107,330**	**1,474,301**	**853,233**	**341,644**	**1,192,693**	**696,379**	**958,808**	**1,276,589**	**1,473,174**	**1,669,760**				

STUDENT DRESS CODE POLICY

Allegiance STEAM Academy–Thrive's student dress code policy is designed to promote safety and inclusivity. It is the intent of ASA Thrive that students be dressed and groomed in an appropriate manner that will not interfere with, or detract from, the school environment or disrupt the educational process. Dress should be suitable, modest, comfortable, and safe for normal school activities and reflect pride and attention to personal cleanliness. At ASA Thrive, we strongly believe all students are to come to school ready to learn. School dress codes support a safe and effective learning environment. Students who are safe and secure are better able to learn and exemplify the essentials of good citizenship. Therefore, in an effort to attain uniformity and school spirit, students are to follow this dress code policy at all times.

ASA Thrive's dress code has been adopted by the Allegiance STEAM Academy Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (Education Code section 49010 et seq.), which prohibit the charging of any student fees for participation in an educational activity at the public school.

Given that ASA Thrive aims to serve the educational needs of a diverse community, the policy is designed to support access to all. No student will be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for noncompliance with this dress code policy. However, any student who arrives at school in nonconforming clothes will be provided with conforming clothing by the school office for the day. In the event conforming clothing is not available, the student will be required to call home for the appropriate clothing to be provided by parents to the office that day.

Any student who needs assistance with identifying conforming clothing should contact the school office directly. In any and all cases concerning interpretation of this policy, the school administration reserves the absolute right to determine what constitutes proper compliance. The Principal will exempt a student from all/part of the dress code policy if an accommodation is requested concerning a particular religion, religious customs or medical necessity.

In the case where compliance to the dress code policy poses a financial hardship for an ASA family, ASA's Board will ensure that suitable and compliant clothing is supplied free of charge. Requests for financial assistance can be made to the Principal. ALL requests will remain confidential.

Adopted:

ASA Thrive Student Dress Code consists of:

- Tops: white or forest green polos
- Bottoms: khaki or black colored: shorts, skorts, skirts (knee length), pants, jumpers. **(No jeans of any color Mondays - Thursdays)**
- Footwear: closed-toed shoes that allow full participation in PE

***On Fridays students may wear an ASA spirit wear shirt or class university shirt; dress code compliant bottoms are required. (Jeans are permitted on Fridays **ONLY** provided they **ARE NOT** frayed, stressed or contain holes.).

At all times, including on alternate dress code days, students must comply with the following:

ACCEPTABLE STUDENT DRESS

1. Socks are required.

2. Flat heeled boots and flat-heeled shoes with closed toes and heels are required.

3. Appropriate jewelry.

4. Hats/visors/beanies are permitted on the playground only, but **may not** have professional sports team logos. **Classroom College/University logos are acceptable ONLY**

5. Sunglasses for outdoor use only (back strap is recommended).

6. Leggings are permitted when worn with a skirt or shorts **ONLY**

UNACCEPTABLE STUDENT DRESS

1. Any disruptive clothing (e.g., emblems, lettering, colors, and pictures pertaining to drugs/alcohol, sex, gambling, profanity, gangs, or other offensive themes/messages).

2. Dress/blouse/top that does not cover back, midriff, cleavage or shoulders: muscle shirts and tank tops, tube tops, spaghetti straps, halters.

3. Bottoms with immodest length/slits. Short shorts/skorts, skirts, or mini-skirts.

4. Shirts, tops, or sweaters unbuttoned below the sternum.

5. Sweat pants, or any type of workout or warm-up suits (including nylon suits, yoga pants, sports leggings, shorts, long/baggy basketball style shorts).

6. Hairstyles must not materially and substantially interfere with school operations.

7. Tight, form-fitting pants and tops that inhibit movement or outline body parts.

8. Low slung, oversized, or wide-legged baggy pants.

9. Sandals, flip-flops, open toe shoes or jellies.

10. Make-up or artificial nails.

11. Chains, spikes, headbands, bandanas, long dangling belts, or gang paraphernalia.

12. Clothing, hats/visors/beanies, etc. with professional team logos.

Adopted:

13. Tattered, frayed, stressed, torn clothes or clothing with holes. Pants must be hemmed (top of shoe).

14. Jewelry which creates a health/safety hazard, causes a distraction, or can readily/reasonably be used as a weapon. No hoop or dangly earrings. No nose or lip rings.

DISCIPLINARY ACTION, LOGICAL CONSEQUENCES, EXCEPTIONS

Disciplinary action may be taken to ensure compliance with the dress code policy (except toward students exempted by the parents/guardians as provided for by this policy). Prior to initiating any disciplinary action against a student for not complying with the dress code policy, the student or the principal or designee shall conference with the student's parent/guardian to solicit parental cooperation and support. However, no student shall be suspended from school, or from class, or receive a lowered academic grade as a result of not complying with the dress code.

The Principal or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms. The Principal shall identify a source for any needed financial assistance.

No student shall be considered noncompliant with the policy when:

1. Noncompliance is due to financial hardship

2. A student wears a button, armband or other accouterment to exercise the right to freedom of expression as provided for in Education Code 48907 (unless the symbol is related to gangs) or is in violation of student dress code

3. A student wears the uniform of a nationally recognized youth organization (example: Scouts) on regular meeting days

4. The adherence to the dress code violates a student's sincerely held religious beliefs

5. A student has on file with the school a "request for exemption from the student dress code requirement" signed by a parent/guardian in the presence of a school employee

ASA will evaluate the dress code policy on an annual basis to determine the effectiveness of the policy and to consider appropriate modifications.

Dress by a student which violates ASA guidelines but is not expressly delineated within ASA regulations shall be considered and reviewed by the Principal. The Principal shall make a determination if the dress matter at issue violates this policy and, if so, shall undertake appropriate action to immediately bring about the student's compliance with the dress code including, but not limited to, contacting the student's parents/guardians and seeking the cooperation and assistance of the parents/guardians.

1. Upon first violation of the dress code, the Principal or designee shall conference with the student and parent/guardians to solicit parental support and cooperation.

2. Upon the second violation, the student will be warned and parents/guardians will be notified. The Principal or designee will determine, if available, whether school issued temporary dress code compliant items will be provided to the student.

3. Upon a subsequent violation, parents/guardians will be contacted and asked to bring appropriate attire to the school. The student and parent/guardian will be notified if there is a third violation of the dress

code. The Principal or designee, taking a student's disciplinary record into account, will determine the progressive disciplinary response consistent with the ASA Student Code of Conduct.

ASA will make every effort to work collaboratively with students and parents/guardians to ensure adherence to the dress code policy.

Adopted:

Allegiance STEAM Academy - Thrive
Middle School Course Guide
2022-2023

7th Grade

Core and Enrichment Courses	Wheel Courses
● English/Language Arts ● Math ● Science ● Social Studies: Medieval and Early Modern Times ● Physical Education ● STEAM Lab ● Spanish ● Music/Drama ● Advisory/Homeroom: Middle School 101	● Digital Literacy ● Coding ● Financial Literacy

8th Grade

Core and Enrichment Courses	Elective Courses*
● English/Language Arts ● *Honors English/Language Arts* ● Math ● *Integrated Math 1* ● Science ● *Honors Science* ● Social Studies: US History and Geography ● *Honors Social Studies* ● Physical Education ● STEAM Lab ● Spanish ● Advisory/Homeroom:	● Art ● Digital Literacy ● Financial Literacy ● Coding ● Instrumental Music ● Music Production & Engineering ● Drama ● Journalism/Yearbook ● PAL ● Mandarin

High School Courses offered in Middle School
Integrated Math 1 is a **high school level math course** offered at Allegiance. Students successfully completing the course receive high school credit for the first year of high school math.

Advisory/Homeroom

- Middle School advisory/homeroom is designed to create a strong support system that students need to develop academically, socially, and emotionally in middle school, a time of tremendous transitions- transitioning between class configurations, between social circles, transitioning from children into teenagers. The 7th grade advisory/homeroom "Middle School 101" focuses on executive functioning skills including time management and organization intended to help students successfully navigate the complex demands of a middle school schedule and course load.

Wheel Courses (7th grade)
Wheel Courses are offered to *all* students in 7th grade. Wheel courses are one trimester long.

- Digital Literacy: The course will provide students with the skills, find, evaluate, utilize, share, and create content using information technologies and the Internet. The course provides students a practical setting to improve and apply English Language Arts informational reading and writing, as well as digital research and publishing skills. This course also will focus on the safety of internet use and the evaluation of legitimate internet sources and their values.
- Coding: This course provides students the opportunity to engage, create through project-based strategies and share group and individual projects. The course also offers learning concepts that include language, concepts, and topics that progress students in their knowledge of computer coding skills. This course requires no prior knowledge.
- Financial Literacy: The Financial Literacy course will focus on six major categories of personal finance: Financial Responsibility and Decision Making; Income and Careers; Planning and Money Management; Credit and Debt; Risk Management and Insurance; and, Saving and Investments. The course provides students an authentic context to master and apply grade level math skills.

Elective Courses* (8th Grade)
Elective courses are offered based on the level of student interest and scheduling availability.
Trimester-long

- Art: This course provides students the opportunity to experience various artists, study their biographies, immerse themselves into the history and background of

various genres and art media while planning and creating their own unique pieces of art.
- Digital Literacy: The course builds on the 7th grade Digital Literacy course and provides students opportunities for richer and more complex digital content development in a STEAM-aligned context.
- Financial Literacy: The course builds on the7th grade Financial Literacy course and is designed to help students make wise financial decisions to promote financial well-being over their lifetime. The course helps students develop actionable strategies for managing their finances.
- Coding: The course takes a wide lens on computer science by covering topics such as problem solving, programming, user-centered design, and data, artificial intelligence, and machine learning, while inspiring students as they build their own websites, apps, or games.

Year-long

- Instrumental Music: Students will learn the basics of reading music and playing a band instrument, and will perform at a variety of events throughout the school year. The course will prepare students for future participation in high school band and other similar endeavors.
- Music Production & Engineering: This course will explore the fundamentals of creating and organizing music with computers. This is a project-based class in which students will use different software applications to create and arrange music. Students will learn how to manipulate music by creating medley mixes, music re-arranging, and exploring the digital world of music.
- Drama: Students explore the various skills and techniques utilized in putting together dramatic presentations. Through the use of various fun activities including music, movement, memory, rhythm, and short play scripts, students examine the wonderful world of the theater.
- Journalism/Yearbook: This class helps tell the story of Allegiance STEAM Academy. In addition to publishing the school yearbook, students write and produce the newsmagazine, PawPrints, the official student-driven newsmagazine of Allegiance STEAM Academy. Students learn to use digital photography, and how to create page layouts, conduct interviews, write captions, and publish articles and podcasts.
- PAL: PAL is the student leadership body at Allegiance STEAM Academy. PAL® recognizes an innate capacity for social understanding, personal well-being, and community participation within every student. PAL® nurtures and builds capacities to help youth increase resiliency and build protective factors to help them achieve school and social successes.
- Mandarin: The course allows students to perform basic functions of Mandarin using increasingly complex structures as the student becomes familiar with some detailed elements of the culture. The emphasis is placed on the ongoing progressive development of listening, speaking, reading, writing, and viewing skills within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences but also expands to other aspects of life and exposes students to a variety of customs. Grammar is

integrated throughout the course and is based on thematic units.

Honors Courses

Allegiance is proud to offer a variety of HONORS courses to middle school students. The purpose of these courses is to meet the needs of students eager to engage in a challenging curriculum as they consider the multiple pathways that will lead to future college and career success. HONORS courses will offer an additional layer of depth and complexity applied to the standard core content alongside the high expectations and authentic learning experiences found in all Allegiance courses.

Allegiance offers HONORS courses at the middle school level to provide a variety of opportunities for students to explore and prepare for advanced coursework in Advanced Placement, Dual Credit, or other career pathways in high school. Successful completion of HONORS courses are indicated on students' report cards and transcripts.

every child is capable of greatness

Great Minds Quote

Date	June 2, 2022	Quote Number	00195680
Expiration Date			
Prepared By	Jessica Lee	Contact Name	Tammy Lohoff
Email	jessica.lee@greatminds.org	Phone	(626) 376-5230
		Email	tammy.lohoff@asathrive.org
Bill to Name	Allegiance STEAM Academy Thrive	Ship to Name	Allegiance STEAM Academy Thriv
Bill To	5862 C St Chino, CA 91710	Ship To	5862 C ST CHINO, CA 91710

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka - Print	ISBN	Quantity	Special Price	Total Price
Grade K				
Eureka Math Grade K Student Edition Set (Modules 1-6; Books #1-4)	978-1-63255-874-9	97.00	$26.96	$2,615.51
Grade 1				
Eureka Math Grade 1 Student Edition Set (Modules 1-6; Books #1-4)	978-1-63255-292-1	127.00	$26.96	$3,424.43
Grade 2				
Eureka Math Grade 2 Student Edition Set (Modules 1-8; Books #1-4)	978-1-63255-297-6	127.00	$26.96	$3,424.43
Grade 3				
Eureka Math Grade 3 Student Edition Set (Modules 1-7; Books #1-4)	978-1-63255-302-7	127.00	$26.96	$3,424.43
Eureka Math Grade 3 Teacher Edition Set (Books #1-7; Modules 1-7)	978-1-63255-370-6	1.00	$148.50	$148.50

Grade 4				
Eureka Math Grade 4 Student Edition Set (Modules 1-7; Books #1-4)	978-1-63255-307-2	127.00	$26.96	$3,424.43
Grade 5				
Eureka Math Grade 5 Student Edition Set (Modules 1-6; Books #1-3)	978-1-63255-311-9	97.00	$26.96	$2,615.51
Grade 6				
Eureka Math Grade 6 Teacher Edition Set (Books #1-6; Modules 1-6)	978-1-63255-612-7	2.00	$148.50	$297.00
Eureka Math Grade 6 Student Edition Book #1 (Modules 1 & 2)	978-1-63255-312-6	93.00	$9.63	$895.59
Eureka Math Grade 6 Student Edition Book #3 (Modules 5 & 6)	978-1-63255-314-0	62.00	$9.63	$597.06
Eureka Math Grade 6 Student Edition Book #2 (Modules 3 & 4)	978-1-63255-313-3	94.00	$9.63	$905.22
Grade 7				
Eureka Math Grade 7 Teacher Edition Set (Books #1-6; Modules 1-6)	978-1-63255-619-6	2.00	$148.50	$297.00
Eureka Math Grade 7 Student Edition Book #1 (Modules 1 & 2)	978-1-63255-316-4	97.00	$9.63	$934.11
Eureka Math Grade 7 Student Edition Book #3 (Modules 5 & 6)	978-1-63255-318-8	92.00	$9.63	$885.96
Eureka Math Grade 7 Student Edition Book #2 (Modules 3 & 4)	978-1-63255-317-1	97.00	$9.63	$934.11
Grade 8				
Eureka Math Grade 8 Teacher Edition Set (Books #1-6; Modules 1-7)	978-1-63255-626-4	2.00	$148.50	$297.00
Eureka Math Grade 8 Student Edition Book #1 (Modules 1 & 2)	978-1-63255-320-1	97.00	$9.63	$934.11
Eureka Math Grade 8 Student Edition Book #3 (Modules 6 & 7)	978-1-63255-322-5	84.00	$9.63	$808.92
Eureka Math Grade 8 Student Edition Book #2 (Modules 3-5)	978-1-63255-321-8	87.00	$9.63	$837.81

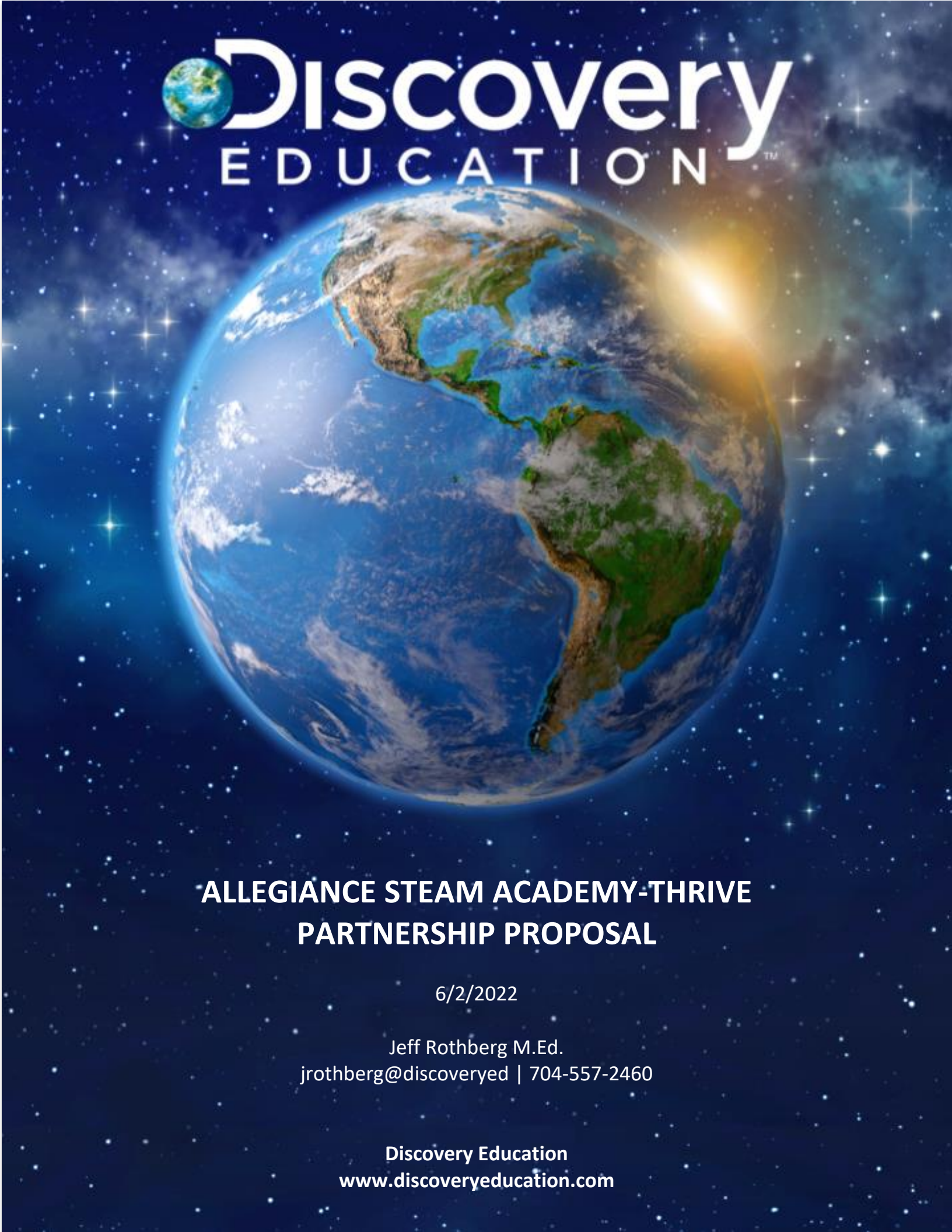
Eureka - Online	**ISBN**	**Quantity**	**Special Price**	**Total Price**
Grade Multiple				
Eureka Math Equip Student License (School Yr): Service End Date (6/30 of School Year 2022 - 2023 unless noted otherwise)	GM-01290	893.00	$7.00	$6,251.00
Homework Helpers Digital Subscription: Service End Date (6/30 of School Year 2022 - 2023 unless noted otherwise)	GM-000002	995.00	$0.00	$0.00
Eureka Math, Affirm, School Yr Student License: Service End Date (6/30 of School Year 2022 - 2023 unless noted otherwise)	GM-01044	893.00	$5.00	$4,465.00
Eureka Math Digital Suite - Print Partner School Yr subscription: Service End Date (6/30 of School Year 2022 - 2023 unless noted otherwise)	GM-00842	37.00	$0.00	$0.00

Eureka Math in Sync Student License (Print/Digital School Yr): Service End Date (6/30 of School Year 2022 - 2023 unless noted otherwise)	GM-01291	1027.00	$5.00	$5,135.00

Print	$30,779.02
Online	$23,979.00
Solution Subtotal	$54,758.02
Discount	($11,205.90)
Shipping and Handling	$2,770.11
Pre-Tax Solution Total	***$46,322.23***
Estimated Sales Tax	$2,146.87
Estimated S&H Tax	$0.00
Total Solution:	**$48,469.10**

This Quote is governed by the Terms and Conditions at https://greatminds.org/customer-quote-terms which are hereby incorporated by reference as if fully set forth herein.

Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.



ALLEGIANCE STEAM ACADEMY-THRIVE PARTNERSHIP PROPOSAL

6/2/2022

Jeff Rothberg M.Ed.
jrothberg@discoveryed | 704-557-2460

Discovery Education
www.discoveryeducation.com

Introduction

We're excited you're considering partnering with Discovery Education to support continuity of learning for your students in and out of the classroom. We share your passion for promoting a culture of innovation, collaboration, and academic excellence, and we look forward to working with you to build an effective partnership that empowers every educator and supports the success of every learner with Discovery Education's Science Adoption.

We're fully committed to helping leaders, schools, and teachers as they rise to meet new challenges and strive to maintain continuous learning, which includes enriching instruction, increasing engagement, and ensuring equitable access for *all* learners in all circumstances.

The following proposal shares the details of our specific strategy, and we look forward to the opportunity to work as your partner and accomplish these goals together.

About Discovery Education

Discovery Education is the worldwide edtech leader whose state-of-the-art digital platform supports learning wherever it takes place. Through our award-winning multimedia content, instructional supports, and innovative classroom tools, we are able to partner with districts, states and like-minded organizations to transform teaching and learning, empower educators with customized solutions, provide critical supports for our most vulnerable students, and create immersive equitable learning experiences to connect all students to the real world and position them for future success.

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Partnership Resources & Support

Discovery Education's proposed scope of work is aligned to the above goals through the following resources.

Our K-12 learning platform provides useful teaching and assessment tools that give educators innovative ways to use amazing content every day, save time on tasks, and connect with each other for inspiration. Anytime, anywhere accessibility and curated collections of resources across all grade bands and subjects make learning both relevant and exciting while helping educators engage all students in instruction, in and out of the classroom.

Educators will find:

- Over 190,000 engaging, standards-aligned resources and vetted content.
- Timely, relevant content and ready-to-use activities for every class.
- Research-based instructional strategies and activity-building tools that drive creativity and collaboration.
- Assesssment and Quiz tools to help teachers track student progress in real-time, take action to ensure student mastery, and check for understanding at strategic moments.
- Professional learning opportunities and on-demand support, as well as firsthand advice and best practices from a community of innovative educators.
- Equitable resources and student-centered support to differentiate lessons and reach all types of learners.
- A safe, flexible environment that is available anywhere, anytime, on any device for seamless transition between in-class, remote, or blended instruction.

Discovery Education *Science Techbook* is a dynamic and adaptable digital-first curriculum solution that sparks curiosity and drives active engagement in science with exclusive phenomena and interactive, high-quality content. Hands-on and virtual investigations, STEM activities bring the excitement of science to life, whether in person or at a distance. A variety of teacher supports are embedded throughout to save teachers time and support planning.

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STEM CONNECT

STEM Connect, Discovery Education's K-8 disciplinary resource, blends dynamic digital content with ready-to-use lessons, compelling career connections, and embedded teacher support. Educators are able to enhance core curriculum and cultivate valuable skills that prepare students for the future. Content integrates across disciplines and provides all the necessary resources for teachers to introduce students to real-world challenges and imaginative design thinking no matter where they are in terms of STEM readiness or expertise

Apttus_Proposal__Proposal__c

PROFESSIONAL LEARNING

Discovery Education offers research-based, results-driven professional learning that is directly aligned to what teachers do in their classrooms, whether in person or online. Our innovative approach impacts multiple layers of the school system and provides educators with immersive experiences to bridge theory to practice. Because our approach is teacher-centered, we offer face-to-face and remote professional learning, ready-to-implement classroom application, as well as small group instructional support.

Discovery Education's innovative professional learning for educators will include just-in-time on-demand support and empowering, interactive sessions such as:

Comprehensive Training for Specific Resources and Needs

Discovery Education product training provides a foundation of practical and functional use of both the K-12 platform and *Techbook(s)* in order to build teacher competency and comfort around effective resource usage in the classroom. Additional, deeper professional learning gives educators practical strategies and inspirational pedagogy that can be used with Discovery Education resources so that educators can immediately transfer their learning to practice.

Remote Hourly Professional Learning

Our hourly packages provide flexible professional learning options designed to have an immediate impact on instruction, and most importantly, student learning. Choose from our catalogue of over 100 modules to give teachers targeted learning they can immediately put into action. Our remote, one-hour sessions can provide up to 50 educators with immersive professional learning on a wide range of topics. Self-scheduling provides maximum flexibility and ownership to better meet the needs of the district, the school, and individual teachers' personal areas of growth. These packages expire after one calendar year and are paid up front.

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Teachers will have access to a global community of like-minded educators with the mission to improve education. The Discovery Educator Network (DEN) Community goes beyond simply sharing what works with Discovery Education resources, and instead focuses on enhancing overall practice. Teachers will be able to connect to other innovative educators at all levels, and leverage the best practices, ideas, and advice of leaders around the world.

Our **Partner Success Team** supports the successful launch, adoption, and implementation of the award-winning digital curriculum resources and professional learning services offered in partnership with Discovery Education. From technical integrations and set-up support to toolkits, guides and opportunities to connect to a global community of educators, the Partner Success team helps schools and school districts to maximize their investment and potential with Discovery Education resources.

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Discovery EDUCATION | SOCIAL STUDIES TECHBOOK

Discovery Education Social Studies Techbook is a standards-aligned, core digital resource that brings historical events and social studies concepts to life. Through an inquiry-based learning process, Techbook strengthens literacy, critical thinking, and citizenship skills. Teachers have access to exclusive videos, multimedia activities, digital text, more than 3,000 primary sources, model lessons, and assessments. With Social Studies Techbook, students learn the content and skills needed to question the past, understand the present, and shape the future.

PARTNERSHIP INVESTMENT SUMMARY

Proposed Dates: 7/1/2022-6/30/2025
Number of Years: 3
Total Amount w/4 Hours of PD: $163,152
Total Amount w/12 Hours of PD: $168,552

Product & Service Description	Investment Per Unit	Dates	Unit of Measure	QTY	Investment
CA NGSS Science Techbook Experience Grade K-5 (English) Premium Plus (digital/print/kits)	$135.00	7/1/2022-6/30/2025	Student	672	$90,720
CA NGSS Science Techbook Experience Grade 6-8 (English) Premium Plus (digital/print/kits)	$139.00	7/1/2022-6/30/2025	Student	276	$38,364
CA NGSS Science Techbook Experience Grade TK (English) Premium (digital/print)	$106.00	7/1/2022-6/30/2025	Student	33	$3,498

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Extra Print Teacher Edition Grade TK	$300	One-time	Site	1	$300
Extra Print Teacher Edition Grade K	$300	One-time	Site	1	$300
Extra Print Teacher Edition Grade 1	$300	One-time	Site	1	$300
Extra Print Teacher Edition Grade 2	$300	One-time	Site	1	$300
Extra Print Teacher Edition Grade 3	$300	One-time	Site	1	$300
Extra Print Teacher Edition Grade 4	$300	One-time	Site	1	$300
Extra Print Teacher Edition Grade 5	$300	One-time	Site	1	$300
Extra Print Teacher Edition Grade 6	$300	One-time	Teacher	3	$900
Extra Print Teacher Edition Grade 7	$300	One-time	Teacher	3	$900
Extra Print Teacher Edition Grade 8	$300	One-time	Teacher	3	$900
CA Social Studies Techbook Experience Grade 6 (English) Digital Only	$35.50	7/1/2022-6/30/2025	Student	92	$3,266
CA Social Studies Techbook Experience Grade 7 (English) Digital Only	$35.50	7/1/2022-6/30/2025	Student	92	$3,266
CA Social Studies Techbook Experience Grade 8 (English) Digital Only	$35.50	7/1/2022-6/30/2025	Student	92	$3,266

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CA Social Studies Techbook Experience Grade 6 Core Text Companion (hardcover)	$20.00	7/1/2022-6/30/2025	Student	92	$1,840
CA Social Studies Techbook Experience Grade 7 Core Text Companion (hardcover)	$20.00	7/1/2022-6/30/2025	Student	92	$1,840
CA Social Studies Techbook Experience Grade 8 Core Text Companion (hardcover)	$20.00	7/1/2022-6/30/2025	Student	92	$1,840
CA Social Studies Techbook Experience Grade 6 Interactive Student Resource (Consumable)	$27.00	7/1/2022-6/30/2025	Student	92	$2,484
CA Social Studies Techbook Experience Grade 7 Interactive Student Resource (Consumable)	$27.00	7/1/2022-6/30/2025	Student	92	$2,484
CA Social Studies Techbook Experience Grade 8 Interactive Student Resource (Consumable)	$27.00	7/1/2022-6/30/2025	Student	92	$2,484

Professional Learning Options

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4-Hours of Virtual Hourly PD	$3,000	Must be used in year 1	Site		$3,000
12-Hours of Virtual Hourly PD	$8,400	Must be used in year 1	Site		$8,400

TERMS

1. Upon award of this proposal, Discovery Education will provide a Subscriber Agreement to **ALLEGIANCE STEAM ACADEMY-THRIVE** that must be signed before Discovery Education services will be provided.
2. This offer is valid for 14 days from 6/2/2022. The terms and conditions set forth herein shall not be binding on either party until such time as the parties enter into and execute a Subscriber Agreement.
3. Any rates, fees, or prices offered or proposed in connection with a multiple-year agreement are subject to the execution of a multiple-year agreement between **ALLEGIANCE STEAM ACADEMY-THRIVE** and Discovery Education, such agreement not to include any right or option to terminate due to lack of funding or budget.
4. Maximum of 25 participants per Professional Development Session. Maximum of 4 participants per Instructional Support Session.
5. This proposal is for discussion purposes only. The terms contained herein are non-binding and nothing herein is intended to constitute an agreement between the parties. The terms herein are confidential and may not be disclosed without written consent of Discovery Education.

YOUR DISCOVERY EDUCATION TEAM

Jeff Rothberg, M Ed.
Senior Coordinator, National Partnerships
Discovery Education
Direct: 704.557.2460 or 800.444.3592 ext. 12460
Fax: 1-844-366-7409
Email: jrothberg@discoveryed.com

THANK YOU!

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BEHAVIOR INTERVENTION ASSISTANT

Allegiance STEAM Academy Thrive, a Harbor of Innovation and Accountability

We have an amazing and unique employee culture and strive to hire the best. We value integrity, excellence, respect, inclusion, and collaboration. What is special about ASA is how we live the Wolves' Ways:

- Trust Your Instincts: *Assume positive intent of one another*
- Keep Your Den Clean: *Attract and retain highly effective people*
- Stay on Track: *Encourage alignment of independent decision-making with school-wide goals*
- Howl with Your Friends: *Share information openly, broadly, and deliberately*
- Be a Leader: *Remain extraordinarily candid with each other*

Under the direction of the Director of Educational Programs, Coordinator of Special Programs, special education and/or classroom teacher, the Behavioral Intervention Assistant will provide support to all students, including but not limited to students with behavioral issues. The Behavioral Assistant will implement comprehensive positive behavioral support plans and effective behavior management strategies; deliver instructions; participate as a member of the educational team, and help design and implement all components of the student's individual program.

Primary responsibilities include, but are not limited to:

General

- Maintains a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Demonstrates ethical behavior and confidentiality of information about students in school environment and community;
- Participates in in-service training programs as requested by supervisor;
- Maintains safe working environment and encourages colleagues to be safety minded in the performance of all school-related duties;
- Performs other such duties and assignments as directed by the certified staff;
- Assist students with personal care tasks, including but not limited to, lavatory, clothing, hygiene, diapering, toileting, and wash-up routines;
- Assist students with mobility needs such as, lifting and positioning students, lifting in and out of wheelchairs; loading and unloading on the bus; transporting students in and around the school and on field trips;
- Listen to and act on the suggestions and feedback provided by certificated staff (i.e., case managers, service providers, supervisors);
- Reflect and follow through with corrections to ensure the student’s needs always come first;

- Effectively communicate in oral and written form.

Behavioral Support

- Participate in training and professional development with regard to Behavior Intervention Plans (BIP), including but not limited to Crisis Prevention Institute (CPI) or similar training;
- Uphold the behavior management plan by identifying antecedent, consequence, and proactive strategies to effectively decrease and/or eliminate behaviors and increase functionally equivalent replacement behaviors (FERB);
- Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups and abilities;
- Supervise and support students academically, socially, emotionally, and behaviorally;
- Implement evidence-based practices as directed by certificated staff;
- Incorporate the hierarchy of least to most prompting to ensure scaffolding the student towards mastery and independence target skills;
- Ability and willingness to work with students who have special needs and/or aggressive behaviors (i.e. biting, kicking, hitting, emotional outburst, etc.);
- Assist in defining behaviors through meticulous observation and data collection;
- Maintain appropriate documentation, records, and reports as directed by certificated staff;
- Interact with coworkers, students and community members with tact, discretion and courtesy

Instructional Support

- Assist classroom teacher in performing specific duties as assigned or undertaking specialized tasks to achieve and enhance instructional and behavioral objectives;
- Provide programmed practice activities and repetitions as developed by teacher, therapist or pathologist;
- Works with individual students or groups of students to reinforce learning of materials or skills initially introduced and outlined by certified staff;
- Assists the certified staff in implementing special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Monitors work and supervises curriculum-based testing and makeup work as assigned by the certified staff;
- Provides support to students with diverse learning needs in full-inclusion setting, including students with IEPs, and keep records of support provided, as needed and directed by certified staff

Clerical and Classroom Support

- Performs clerical, classroom maintenance, and other duties as assigned;
- Maintains open communication with teachers and other relevant staff to special information or significant events involving individual students

Supervisory Support

- Performs assigned supervision of students during lunch periods, play periods, and on field trips

Additional Qualifications:

- Must have a high school diploma or equivalent;
- Bachelor's degree preferred;
- General knowledge of the practices, methods and techniques used in the teaching of special education population;
- Ability to maintain organized files and information;
- Ability to operate or learn to operate adaptive equipment;
- Working knowledge of Google Educational Apps (Gmail, Google Drive, Google Docs, etc.) preferred;
- Understand basic numeracy and literacy; aptitude for the work to be performed including demonstrated competence in the content area(s) of the assigned classroom(s);
- Enjoys working with students who have a wide range of abilities and needs and come from diverse cultural backgrounds;
- Manage student concerns with fairness and patience;
- Demonstrate the initiative to tackle in-the-moment challenges independently;
- Possess good writing and communication skills.

To be employed by ASA THRIVE the following conditions must be met:

- All employees must fulfill California Education Code § 44237, which requires fingerprints to be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment from the Department of Justice. The employee is responsible to pay for the fingerprinting costs.
- All employees who are mandated reporters, as defined by Penal Code 11165.7, are to report known or suspected instances of child abuse or neglect. Prior to employment, each employee shall sign a statement, on a form provided to him/her by Allegiance STEAM Academy, to the effect that he/she has knowledge of the statutory requirement that if he/she observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect, he/she shall immediately report this to Child Protective Services. The CEO/Principal shall ensure that the provisions of this policy are carried out in accordance with the law.
- All employees must complete the "I-9" form to verify that they have the legal right to work in the United States.
- All employees must have a social security card.
- All employees and volunteers must provide the results of a T.B. test as required by current state law and renew their T.B. verification every four years.

OCCUPATIONAL THERAPIST

Allegiance STEAM Academy Thrive, a Harbor of Innovation and Accountability

We have an amazing and unique employee culture and strive to hire the best. We value integrity, excellence, respect, inclusion, and collaboration. What is special about ASA is how we live the Wolves' Ways:

- Trust Your Instincts: *Assume positive intent of one another*
- Keep Your Den Clean: *Attract and retain highly effective people*
- Stay on Track: *Encourage alignment of independent decision-making with school-wide goals*
- Howl with Your Friends: *Share information openly, broadly, and deliberately*
- Be a Leader: *Remain extraordinarily candid with each other*

Under the direction of the Director of Educational Programs, the individual placed in this position will assess students on progress and, where appropriate, identify students for school-based occupational therapy needs. The individual will provide direct instruction to students identified for occupational therapy using specific teaching strategies and methodologies in occupational therapy as defined by stated goals and objectives in each student's Individualized Education Program (IEP).

Primary responsibilities include, but are not limited to:

- Identification, evaluation and planning:
    - Collaborates with relevant staff to ensure team understanding of student occupational performance strengths and needs, through evaluation, educational program planning, and service delivery.
    - Evaluates the student's ability and formulates the student's occupational profile through a variety of functional, behavioral, and standardized assessments, skilled observation, checklists, histories, and interviews.
    - Synthesizes evaluation results into a comprehensive written report which reflects strengths and barriers to student participation in the educational environment; directs program development; and guides evidence-based intervention.
    - Develops occupationally based intervention plans based on student needs and evaluation results.
    - Participates in multidisciplinary meetings to review evaluation results, integrate findings with other disciplines, offer recommendations, and develop individual education plans and intervention plans to achieve IEP goals.
    - Coordinates with the IEP team for the purpose of determining appropriate treatments, etc. to meet the needs of specific students and attends IEP Team Meetings.
- Service delivery:
    - Provides targeted, evidence-based therapeutic intervention to facilitate student participation and occupational performance within the school environment.
    - Consults with the school-based team to achieve student outcomes.

    - Adapts and modifies the environment including assistive technology and training instructional staff to meet individual needs and to help students function as independently as possible.
    - Educates student, educational personnel, and family to facilitate skills in areas of occupation as well as health maintenance and safety.
    - Monitors and reassess the effects of occupational therapy intervention and the need to continue, modify, or discontinue intervention.
    - Documents occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services as appropriate.
- Program Administration and Management
    - Prioritizes and schedules work tasks independently.
    - Manages inventory of therapeutic equipment and assessments, and project needs for budget planning.
    - Maintains clinical and administrative records in accordance with professional standards, state guidelines, and school system policy.
    - Provides legal and ethical supervision of occupational therapy assistant assuming responsibility for the students served by assistant.
    - Adheres to federal and state legislation, regulation, and policies that affect occupational therapy practice.
    - Reviews occupational therapy services for quality improvement and makes changes as needed to ensure quality of services.

Qualifications:

- **Experience:**

School-based occupational therapy experience preferred.

- **Education:**

Bachelor's degree from an accredited college or university.

- **Physical Performance Requirements:**

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds.

- **Licenses/Credentials:**

Valid California Board of Occupational Therapy License

To be employed by ASA THRIVE the following conditions must be met:

- All employees must fulfill California Education Code § 44237, which requires fingerprints to be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment from the Department of Justice. The employee is responsible to pay for the fingerprinting costs.

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- All employees must have a social security card.
- All employees and volunteers must provide the results of a T.B. test as required by current state law and renew their T.B. verification every four years