



ALLEGIANCE STEAM ACADEMY

SPECIAL MEETING OF THE BOARD OF DIRECTORS

June 27, 2022

5:00 pm

Meeting Location:

5862 C St., Chino, CA 91710

View Online: <https://zoom.us/j/94932201189>

Telephone: (669)900-6833; Meeting ID: 949 3220 1189

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. *Due to COVID-19 closure, please indicate in the chat box that you wish to speak.*
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
Troy Stevens, President	_____	_____
Marcilyn Jones, Secretary	_____	_____
Samantha Odo, Treasurer	_____	_____
Claudia Reynolds, Member	_____	_____

C. Public Comments- Items 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. Approval of Agenda for the Special Board Meeting for June 27, 2022

It is recommended that the Board of Directors approve the Agenda for Special Board Meeting for June 27, 2022.

Motion: _____ Second: _____ Roll Call: _____

II. Open Session:

A. PLEDGE OF ALLEGIANCE

B. ITEMS SCHEDULED FOR INFORMATION:

1. Revised Organizational Chart - 2022-2023

C. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

1. Allegiance STEAM Academy Thrive, Chino FY 2022-2023 Budget (see attached)

It is recommended the Board of Directors:

Approve and adopt the Allegiance STEAM Academy Thrive, Chino FY 2022-2023 Budget

Motion: _____ Second: _____ Roll Call: _____

2. 2022-2023 Local Control and Accountability Plan for Allegiance STEAM Academy Thrive, Chino

It is recommended the Board of Directors:

Adopt the 2022-2023 Local Control and Accountability Plan for Allegiance STEAM Academy Thrive, Chino

Motion: _____ Second: _____ Roll Call: _____

3. Resolution: Use of 2022-2023 Education Protection Account Funds for Allegiance STEAM Academy Thrive, Chino

It is recommended the Board of Directors:

Adopt the Resolution: Use of 2022-2023 Education Protection Account Funds for Allegiance STEAM Academy Thrive, Chino

Motion: _____ Second: _____ Roll Call: _____

**4. Allegiance STEAM Academy Thrive, Fontana FY 2022-2023 Budget
(see attached)**

It is recommended the Board of Directors:

Approve and adopt the Allegiance STEAM Academy Thrive, Fontana FY 2022-2023 Budget

Motion: _____ Second: _____ Roll Call: _____

**5. Universal PreK Planning and Implementation Grant for Allegiance STEAM Academy Thrive, Chino
(see attached)**

It is recommended the Board of Directors:

Approve and adopt the Universal PreK Planning and Implementation Grant for Allegiance STEAM Academy Thrive, Chino

Motion: _____ Second: _____ Roll Call: _____

**6. 2022-2023 Board Calendar
(see attached)**

It is recommended the Board of Directors:

Approve and adopt the 2022-2023 Board Calendar

Motion: _____ Second: _____ Roll Call: _____

7. Board-adopted Curriculum: Williams Monitoring

(see attached)

It is recommended the Board of Directors:

Approve and adopt the Board-adopted Curriculum: Williams Monitoring

Motion: _____ Second: _____ Roll Call: _____

8. Job Description: Chief Academic Officer

(see attached)

It is recommended the Board of Directors:

Approve and adopt the Job Description: Chief Academic Officer

Motion: _____ Second: _____ Roll Call: _____

9. Job Description: School Security Guard

(see attached)

It is recommended the Board of Directors:

Approve and adopt the Job Description: School Security Guard

Motion: _____ Second: _____ Roll Call: _____

D. COMMUNICATIONS

A. Comments from Board of Directors

E. ADJOURNMENT

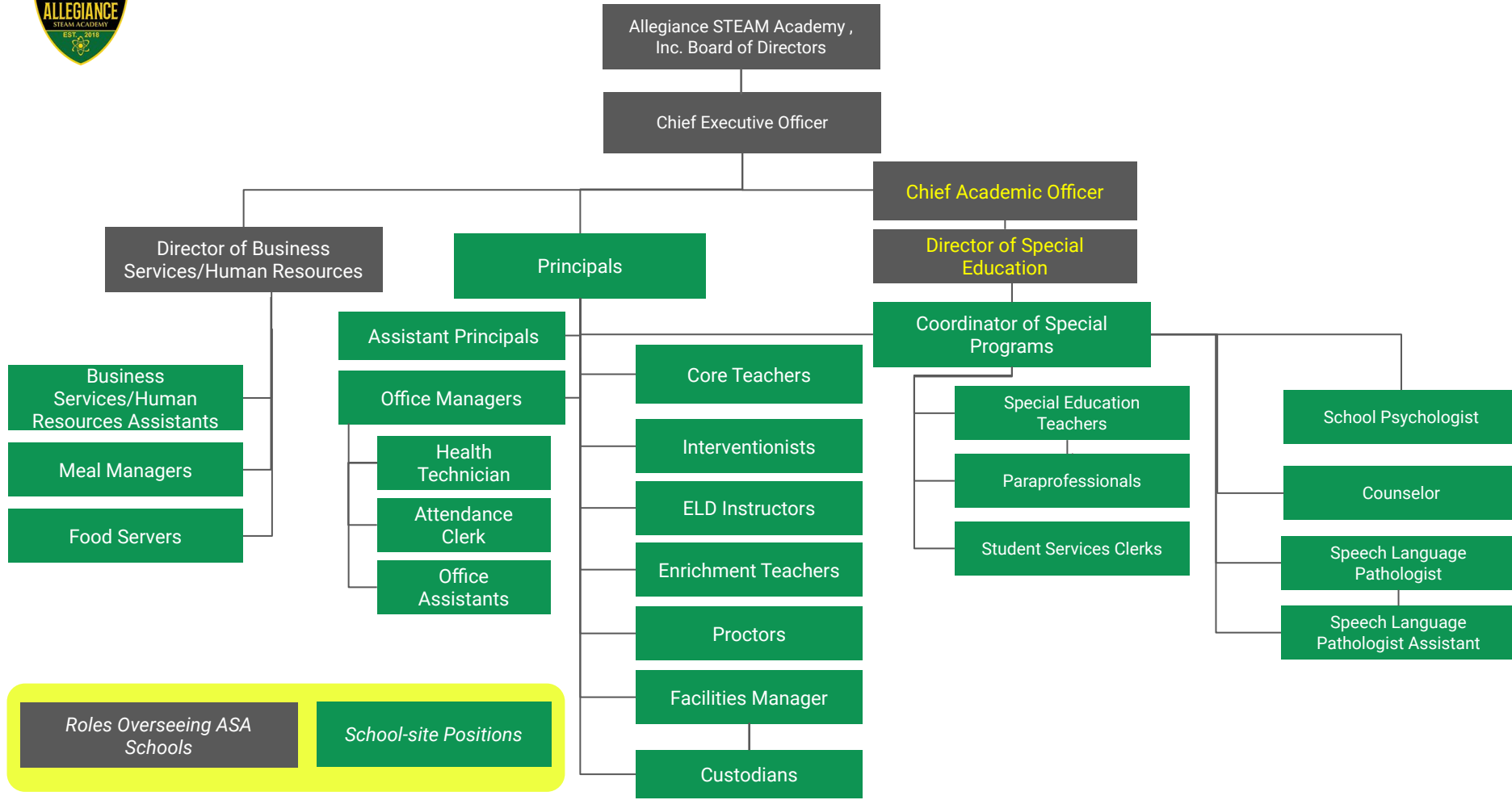
1. It is recommended the Board of Directors:

Adjourn the Special Meeting of the Board of Directors for June 27, 2022

Motion: _____ Second: _____ Roll Call: _____



ASA ORGANIZATIONAL CHART



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
<i>Projected Enrollment & ADA by Grade</i>			
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			
<i>LCFF COLA</i>	6.56%	5.38%	4.02%
<i>Revenues per ADA</i>	\$ 10,123	\$ 10,641	\$ 11,066
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
<i>Staffing (FTE)</i>			
Certificated Teacher	52	52	52
Certificated Pupil Support	6	6	6
Certificated Administrators	7	7	7
Classified Instructional Aides	41	41	41
Classified Support	6	6	6
Classified Administrators	1	1	1
Clerical and Other	4	4	4
Total Instructional Staff	117	117	117

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 is 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 \$205,908 and a cumulative ending fund balance of \$5,618,729, 52.9% of annual expenses.

The cumulative fund balance is budgeted to grow to 57.6% (2023/24) and 61.5% (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 \$3.83million, 36% 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 06/20/2022



	2021-22	2022-23	2023-24	2024-25	2025-26
	Prior Year	Budget	Forecast	Forecast	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	\$ 5,585,811	\$ 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	(25,600)	\$ -	-	-	-
8096 In Lieu of Property Taxes	2,002,227	\$ 2,174,390	2,174,390	2,174,390	2,174,390
	<u>7,730,396</u>	<u>\$ 9,231,796</u>	<u>9,704,453</u>	<u>10,092,029</u>	<u>10,467,860</u>
Federal Revenue					
8181 Special Education - Entitlement	105,303	\$ 105,303	105,303	105,303	105,303
8220 Federal Child Nutrition	232,993	\$ 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	588,786	\$ 269,562	-	-	-
	<u>1,021,160</u>	<u>\$ 563,233</u>	<u>293,671</u>	<u>293,671</u>	<u>293,671</u>
Other State Revenue					
8311 State Special Education	481,505	\$ 555,763	555,763	555,763	555,763
8520 Child Nutrition	16,073	\$ 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	556,352	\$ 241,194	49,329	-	-
	<u>1,264,150</u>	<u>\$ 1,029,024</u>	<u>838,414</u>	<u>789,085</u>	<u>789,085</u>
Other Local Revenue					
8634 Food Service Sales	3,792	\$ -	-	-	-
8660 Interest Revenue	773	\$ -	-	-	-
8689 Other Fees and Contracts	2,231	\$ -	-	-	-
8698 ASB Fundraising	79,090	\$ -	-	-	-
8699 School Fundraising	11,020	\$ -	-	-	-
8980 Contributions, Unrestricted	1,796	\$ -	-	-	-
	<u>98,702</u>	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Revenue	\$ 10,114,408	\$ 10,824,053	\$ 10,836,537	\$ 11,174,784	\$ 11,550,615
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	3,228,269	\$ 3,633,816	3,706,492	3,780,622	3,856,235
1170 Teachers' Substitute Hours	63,578	\$ 109,014	111,195	113,419	115,687
1175 Teachers' Extra Duty/Stipends	62,692	\$ 102,808	104,864	106,961	109,101
1200 Pupil Support Salaries	270,115	\$ 429,472	313,483	319,752	326,147
1300 Administrators' Salaries	512,500	\$ 536,670	394,648	402,541	410,592
1900 Other Certificated Salaries	39,094	\$ 148,000	150,960	153,979	157,059
	<u>4,176,248</u>	<u>\$ 4,959,781</u>	<u>4,781,642</u>	<u>4,877,275</u>	<u>4,974,821</u>
Classified Salaries					
2100 Instructional Salaries	557,638	\$ 896,035	913,956	932,235	950,879
2200 Support Salaries	311,151	\$ 319,709	326,103	332,625	339,278
2300 Classified Administrators' Salaries	80,000	\$ 83,200	42,432	43,281	44,146
2400 Clerical and Office Staff Salaries	222,723	\$ 226,000	230,520	235,130	239,833
	<u>1,202,885</u>	<u>\$ 1,524,944</u>	<u>1,513,011</u>	<u>1,543,271</u>	<u>1,574,136</u>
Benefits					
3101 STRS	696,589	\$ 947,318	913,294	931,560	950,191
3202 PERS	261,158	\$ 386,878	381,279	379,645	373,070
3301 OASDI	72,199	\$ 94,547	93,807	95,683	97,596
3311 Medicare	76,704	\$ 94,029	91,272	93,098	94,960
3401 Health and Welfare	311,370	\$ 570,000	581,400	593,028	604,889
3501 State Unemployment	34,416	\$ 54,975	54,996	55,018	55,041
3601 Workers' Compensation	44,119	\$ 90,786	88,125	89,888	91,685
	<u>1,496,555</u>	<u>\$ 2,238,532</u>	<u>2,204,173</u>	<u>2,237,919</u>	<u>2,267,432</u>

Allegiance STEAM Academy - Thrive

Multi-Year Forecast

Revised 06/20/2022



	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	24,192	\$ 20,700	21,114	21,536	21,967
4302 School Supplies	69,200	\$ 74,800	76,296	77,822	79,378
4305 Software	105,300	\$ 74,900	76,398	77,926	79,484
4310 Office Expense	122,316	\$ 108,000	110,160	112,363	114,610
4311 Business Meals	6,800	\$ 6,300	6,426	6,555	6,686
4400 Noncapitalized Equipment	193,227	\$ 152,100	155,142	158,245	161,410
4700 Food Services	249,066	\$ 100,147	102,150	104,193	106,277
	933,307	\$ 713,347	727,614	742,166	757,010
Subagreement Services					
5101 Nursing	33,572	\$ 28,700	29,274	29,859	30,457
5102 Special Education	158,800	\$ 52,000	53,040	54,101	55,183
5103 Substitute Teacher	44,248	\$ 42,000	42,840	43,697	44,571
5105 Security	133	\$ 200	204	208	212
	236,753	\$ 122,900	125,358	127,865	130,422
Operations and Housekeeping					
5201 Auto and Travel	3,056	\$ 1,400	1,428	1,457	1,486
5300 Dues & Memberships	13,805	\$ 15,000	15,300	15,606	15,918
5400 Insurance	107,337	\$ 116,000	118,320	120,686	123,100
5501 Utilities	128,507	\$ 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	3,266	\$ 3,500	3,570	3,641	3,714
	282,920	\$ 292,327	298,173	304,137	310,220
Facilities, Repairs and Other Leases					
5603 Equipment Leases	16,768	\$ 18,100	18,462	18,831	19,208
5610 Repairs and Maintenance	4,842	\$ 5,700	5,814	5,930	6,049
	21,610	\$ 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	20,525	\$ 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	17,102	\$ 11,200	11,424	11,652	11,886
5807 Bank Charges	183	\$ 300	306	312	318
5808 Printing	4,048	\$ 4,600	4,692	4,786	4,882
5809 Other taxes and fees	3,857	\$ 2,300	2,346	2,393	2,441
5810 Payroll Service Fee	9,984	\$ 10,700	10,914	11,132	11,355
5811 Management Fee	249,894	\$ 212,461	216,710	221,044	225,465
5812 District Oversight Fee	231,912	\$ 276,954	291,134	302,761	314,036
5815 Public Relations/Recruitment	5,173	\$ 6,900	7,038	7,179	7,322
	723,179	\$ 742,015	765,496	786,610	807,562
Depreciation					
6900 Depreciation Expense	714	\$ 500	510	520	531
	714	\$ 500	510	520	531
Total Expenses	\$ 9,075,634	\$ 10,618,145	\$ 10,440,253	\$ 10,644,525	\$ 10,847,390
Surplus (Deficit)	\$ 1,038,775	\$ 205,908	\$ 396,284	\$ 530,259	\$ 703,225
Fund Balance, Beginning of Year	\$ 4,374,047	\$ 5,412,822	\$ 5,618,729	\$ 6,015,013	\$ 6,545,272
Fund Balance, End of Year	\$ 5,412,822	\$ 5,618,729	\$ 6,015,013	\$ 6,545,272	\$ 7,248,497
	59.6%	52.9%	57.6%	61.5%	66.8%

Allegiance STEAM Academy - Thrive

Multi-Year Forecast

Revised 06/20/2022



	2021-22	2022-23	2023-24	2024-25	2025-26
	Prior Year	Budget	Forecast	Forecast	Forecast
Cash Flow Adjustments					
Surplus (Deficit)	1,038,775	205,908	396,284	530,259	703,225
Cash Flows From Operating Activities					
Depreciation/Amortization	714	500	510	520	531
Public Funding Receivables	1,980,540	(82,941)	23,043	(29,949)	(33,825)
Grants and Contributions Rec.	120	-	-	-	-
Due To/From Related Parties	(928,856)	-	-	-	-
Prepaid Expenses	(65,522)	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	(19,864)	42,286	(898)	1,046	1,015
Accrued Expenses	(228,749)	-	-	-	-
Deferred Revenues	(266,947)	-	-	-	-
Cash Flows From Investing Activities					
Purchases of Prop. And Equip.	(9,520)	-	-	-	-
Total Change in Cash	1,500,689	165,752	418,939	501,877	670,946
Cash, Beginning of Year	2,167,861	3,668,550	3,834,302	4,253,241	4,755,118
Cash, End of Year	\$ 3,668,550	\$ 3,834,302	\$ 4,253,241	\$ 4,755,118	\$ 5,426,064

Allegiance STEAM Academy - Thrive

Monthly Cash Flow/Budget FY22-23

Revised 06/20/2022

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	5,585,811	1,289,195	
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	7,730,396	1,501,400	
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	232,993	(141,506)	
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	588,786	(319,224)	
	-	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	1,021,160	(457,928)	
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	16,073	(7,413)	
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	556,352	(315,158)	
	-	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	1,264,150	(235,125)	
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	10,114,408	709,645	
Expenses																	
Certificated Salaries																	
1100 Teachers' Salaries	-	330,347	330,347	330,347	330,347	330,347	330,347	330,347	330,347	330,347	330,347	330,347	-	3,633,816	3,228,269	(405,547)	
1170 Teachers' Substitute Hours	-	9,910	9,910	9,910	9,910	9,910	9,910	9,910	9,910	9,910	9,910	9,910	-	109,014	63,578	(45,436)	
1175 Teachers' Extra Duty/Stipends	-	9,346	9,346	9,346	9,346	9,346	9,346	9,346	9,346	9,346	9,346	9,346	-	102,808	62,692	(40,116)	
1200 Pupil Support Salaries	7,098	38,398	38,398	38,398	38,398	38,398	38,398	38,398	38,398	38,398	38,398	38,398	-	429,472	270,115	(159,357)	
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	512,500	(24,170)	
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	39,094	(108,906)	
	60,321	441,224	445,824	445,824	445,824	445,824	445,824	445,824	445,824	445,824	445,824	445,824	-	4,959,781	4,176,248	(783,533)	
Classified Salaries																	
2100 Instructional Salaries	-	-	89,603	89,603	89,603	89,603	89,603	89,603	89,603	89,603	89,603	89,603	-	896,035	557,638	(338,397)	
2200 Support Salaries	18,963	26,341	27,440	27,440	27,440	27,440	27,440	27,440	27,440	27,440	27,440	27,440	-	319,709	311,151	(8,558)	
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	222,723	(3,277)	
	44,730	52,108	142,811	142,811	142,811	142,811	142,811	142,811	142,811	142,811	142,811	142,811	-	1,524,944	1,202,885	(322,059)	
Benefits																	
3101 STRS	11,521	84,274	85,152	85,152	85,152	85,152	85,152	85,152	85,152	85,152	85,152	85,152	-	947,318	696,589	(250,730)	
3202 PERS	11,348	13,220	36,231	36,231	36,231	36,231	36,231	36,231	36,231	36,231	36,231	36,231	-	386,878	261,158	(125,720)	
3301 OASDI	2,773	3,231	8,854	8,854	8,854	8,854	8,854	8,854	8,854	8,854	8,854	8,854	-	94,547	72,199	(22,347)	
3311 Medicare	1,523	7,153	8,535	8,535	8,535	8,535	8,535	8,535	8,535	8,535	8,535	8,535	-	94,029	76,704	(17,325)	
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	311,370	(258,630)	
3501 State Unemployment	2,749	2,749	2,749	2,749	2,749	2,749	13,744	10,995	5,497	2,749	2,749	2,749	-	54,975	34,416	(20,559)	
3601 Workers' Compensation	1,471	6,907	8,241	8,241	8,241	8,241	8,241	8,241	8,241	8,241	8,241	8,241	-	90,786	44,119	(46,667)	
	78,885	165,033	197,262	197,262	197,262	197,262	208,257	205,509	200,011	197,262	197,262	197,262	-	2,238,532	1,496,555	(741,978)	
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	24,192	3,492	
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	105,300	30,400	
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	122,316	14,316	
4311 Business Meals	525	525	525	525	525	525	525	525	525	525	525	525	-	6,300	6,800	500	
4400 Noncapitalized Equipment	-	30,420	30,420	30,420	30,420	30,420	-	-	-	-	-	-	-	152,100	193,227	41,127	
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	249,066	148,919	
	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	933,307	219,960	

Allegiance STEAM Academy - Thrive

Monthly Cash Flow/Budget FY22-23

Revised 06/20/2022

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	33,572	4,872
5102 Special Education	-	4,727	4,727	4,727	4,727	4,727	4,727	4,727	4,727	4,727	4,727	4,727	-	52,000	158,800	106,800
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	44,248	2,248
5105 Security	-	18	18	18	18	18	18	18	18	18	18	18	-	200	133	(67)
	2,392	10,955	10,955	10,955	10,955	10,955	10,955	10,955	10,955	10,955	10,955	10,955	-	122,900	236,753	113,853
Operations and Housekeeping																
5201 Auto and Travel	-	127	127	127	127	127	127	127	127	127	127	127	-	1,400	3,056	1,656
5300 Dues & Memberships	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000	13,805	(1,195)
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	107,337	(8,663)
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	128,507	(8,593)
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	3,266	(234)
	23,952	24,080	24,430	24,430	24,430	24,430	24,430	24,430	24,430	24,430	24,430	24,430	-	292,327	282,920	(9,407)
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	4,842	(858)
	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	21,610	(2,190)
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	20,525	(975)
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	17,102	5,902
5807 Bank Charges	-	-	30	30	30	30	30	30	30	30	30	30	-	300	183	(117)
5808 Printing	-	-	460	460	460	460	460	460	460	460	460	460	-	4,600	4,048	(552)
5809 Other taxes and fees	-	-	230	230	230	230	230	230	230	230	230	230	-	2,300	3,857	1,557
5810 Payroll Service Fee	892	892	892	892	892	892	892	892	892	892	892	892	-	10,700	9,984	(716)
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	249,894	37,433
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	231,912	(45,042)
5815 Public Relations/Recruitment	-	-	690	690	690	690	690	690	690	690	690	690	-	6,900	5,173	(1,728)
	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	723,179	(18,836)
Depreciation																
6900 Depreciation Expense	42	42	42	42	42	42	42	42	42	42	42	42	-	500	714	214
	42	42	42	42	42	42	42	42	42	42	42	42	-	500	714	214
Total Expenses	265,658	845,562	988,644	999,063	997,695	953,189	931,298	927,181	926,295	919,875	918,507	918,507	26,671	10,618,145	9,075,634	(1,542,512)
Monthly Surplus (Deficit)	(265,658)	(376,334)	(249,328)	(160,164)	(197,389)	57,938	(39,806)	(126,875)	284,757	91,704	4,386	124,575	1,058,101	205,908	1,038,775	(832,867)

Allegiance STEAM Academy - Thrive

Monthly Cash Flow/Budget FY22-23

Revised 06/20/2022

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)	(265,658)	(376,334)	(249,328)	(160,164)	(197,389)	57,938	(39,806)	(126,875)	284,757	91,704	4,386	124,575	1,058,101	205,908		
Cash flows from operating activities																
Depreciation/Amortization	42	42	42	42	42	42	42	42	42	42	42	42	-	500		
Public Funding Receivables	757,931	-	-	-	-	83,962	159,938	-	-	-	-	-	(1,084,772)	(82,941)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	15,615	-	-	-	-	-	-	-	-	-	-	-	26,671	42,286		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	507,930	(376,293)	(249,286)	(160,122)	(197,347)	141,942	120,173	(126,834)	284,798	91,746	4,428	124,617				
Cash, Beginning of Month	3,668,550	4,176,480	3,800,187	3,550,901	3,390,779	3,193,432	3,335,374	3,455,547	3,328,713	3,613,512	3,705,257	3,709,685				
Cash, End of Month	4,176,480	3,800,187	3,550,901	3,390,779	3,193,432	3,335,374	3,455,547	3,328,713	3,613,512	3,705,257	3,709,685	3,834,302				

Charter School Name: Allegiance STEAM Academy-Thrive
CDS #: 36 67678 0137547
Charter Authorizer: Chino Valley Unified
County: San Bernardino
Charter #: 1945

Form Originated 5/16/2022

To the authorizing/oversight district:
2022-23 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____
Charter School Official
(Original signature required)

Date: _____

Printed Name: Sebastian Cognetta

Title: CEO

CERTIFICATION OF FINANCIAL CONDITION:

POSITIVE
As the Charter School Official, I certify that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.

QUALIFIED
As the Charter School Official, I certify that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.

To the County Superintendent of Schools:
2022-23 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed Name: _____

Title: _____

POSITIVE
As the Charter School Authorizer, I believe that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.

QUALIFIED
As the Charter School Authorizer, I believe that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE
As the Charter School Authorizer, I believe that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.

2022-23 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33(1).

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the budget report, please contact:

For Charter Authorizer/Reviewer:

Name

Title

Telephone

E-mail address

For Charter School:
Spencer Styles
Name
Charter Impact, Inc
Title
888-474-0322
Telephone
sstyles@charterimpact.com
E-mail address

Charter School Attendance CHARTER NAME: Allegiance STEAM Academy-Thrive
Form Originated 5/16/2022 CHARTER #: 1945

**Fiscal Year 2022-23 Budget
Projected ADA**

Charter Authorizer: Chino Valley Unified	Line	2021-22		2022-23			2023-24			2024-25		
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Non Classroom Funding Determination Rate *		100%										
TK/K-3:												
Regular ADA	A-1	449.52		456.00		1.44%	427.50		-6.25%	427.50		0.00%
Classroom-based ADA included in A-1	A-2	449.52		456.00		1.44%	427.50		-6.25%	427.50		0.00%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	449.52		456.00		1.44%	427.50		-6.25%	427.50		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	449.52	449.52	456.00	456.00	1.44%	427.50	427.50	-6.25%	427.50	427.50	0.00%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1											
Grades 4-6												
Regular ADA	A-1	252.31		285.00		12.96%	313.50		10.00%	313.50		0.00%
Classroom-based ADA included in A-1	A-2	252.31		285.00		12.96%	313.50		10.00%	313.50		0.00%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	252.31		285.00		12.96%	313.50		10.00%	313.50		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	252.31	252.31	285.00	285.00	12.96%	313.50	313.50	10.00%	313.50	313.50	0.00%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Grades 7-8												
Regular ADA	A-1	137.96		171.00		23.95%	171.00		0.00%	171.00		0.00%
Classroom-based ADA included in A-1	A-2	137.96		171.00		23.95%	171.00		0.00%	171.00		0.00%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	137.96		171.00		23.95%	171.00		0.00%	171.00		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	137.96	137.96	171.00	171.00	23.95%	171.00	171.00	0.00%	171.00	171.00	0.00%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	

Charter School Attendance CHARTER NAME: Allegiance STEAM Academy-Thrive
Form Originated 5/16/2022 CHARTER #: 1945

**Fiscal Year 2022-23 Budget
 Projected ADA**

Charter Authorizer: Chino Valley Unified	Line	2021-22		2022-23			2023-24			2024-25		
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Grades 9-12												
Regular ADA	A-1											
Classroom-based ADA included in A-1	A-2											
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	-		-			-		-			
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-	-	-		
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-	-	-		
Totals												
Regular ADA	A-1	839.79		912.00		8.60%	912.00		0.00%	912.00		0.00%
Classroom-based ADA included in A-1	A-2	839.79		912.00		8.60%	912.00		0.00%	912.00		0.00%
Extended Year Special Ed	A-3	-		-			-			-		
Classroom-based ADA included in A-3	A-4	-		-			-			-		
Special Ed - NPS	A-5	-		-			-			-		
Classroom-based ADA included in A-5	A-6	-		-			-			-		
Extended Year Special Ed - NPS	A-7	-		-			-			-		
Classroom-based ADA included in A-7	A-8	-		-			-			-		
ADA Totals (A-1, A3, A5, A7)	A-9	839.79		912.00		8.60%	912.00		0.00%	912.00		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	839.79	839.79	912.00	912.00	8.60%	912.00	912.00	0.00%	912.00	912.00	0.00%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Total Funded ADA			839.79		912.00			912.00		912.00		912.00

* For non-classroom, P-2 ADA is multiplied by Funding Determination %. Use this amount in the LCFF calculator and any other ADA based revenue calculations.

Fiscal Year 2022-23 Budget

Form Originated 5/16/2022

ASSUMPTIONS:	2022-23	2023-24	Change	2024-25	Change
Local Control Funding (LCFF) - BAS/FCMAT Calculator:					
COLA (on Base)	9.85%	5.38%	-4.47%	4.02%	-1.36%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)	\$ 9,231,796	\$ 9,704,453	5.12%	\$ 10,092,029	3.99%
LCAP: Public Hearing Date (mm/dd/yyyy)					
Board Approval Date (mm/dd/yyyy)					
Lottery Allocation Amount Per ADA:					
Unrestricted	\$ 156	\$ 156	\$ -	\$ 156	\$ -
Restricted	\$ 62	\$ 62	\$ -	\$ 62	\$ -
ADA/Enrollment:					
Total Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Funded Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Classroom Based ADA	912.00	912.00	0.00	912.00	0.00
Total Funded P-2 Attendance	912.00	912.00	0.00	912.00	0.00
Estimated Enrollment	PY CBEDS Certified Enrollment 880	960	960	0.00	960
Enrollment Growth Over Prior Year		9.09%	0.00%		0.00%
ADA to Enrollment Ratio	2021-22 95.43%	95.00%	95.00%		95.00%
Unduplicated Count	PY CBEDS Certified Unduplicated Count 303	331	332	1.00	331
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %)	2021-22 34.45%	34.48%	34.59%		34.45%
Certificated Salaries and Benefits:					
Number of Teachers (FTE)	52.00	52.00	0.00	52.00	0.00
Number of Certificated Management FTEs	4.00	4.00	0.00	4.00	0.00
Number of Other Certificated FTEs	9.00	9.00	0.00	9.00	0.00
Classroom Staffing Ratio - Students per FTE	18.46	18.46	0.00	18.46	0.00
Teachers Increased/(Decreased) for projected Enrollment change over PY	2.00	0.00	-2.00	0.00	0.00
Average Teacher FTE Salary	\$ 69,881	\$ 71,279	2.00%	\$ 72,704	2.00%
Average Certificated Management FTE Salary	\$ 134,168	\$ 98,662	-26.46%	\$ 100,635	2.00%
Average Other Certificated FTE Salary	\$ 64,164	\$ 51,605	-19.57%	\$ 52,637	2.00%
Cert Step and Column Increase (Total Annual Cost)					
Other Pay, Stipends, Extra Pay	\$ 102,808	\$ 104,864	2.00%	\$ 106,961	2.00%
Health and Welfare Cost per Employee	\$ 7,500	\$ 7,650	2.00%	\$ 7,803	2.00%
Retirement Cost per Cert Employee	\$ 13,952	\$ 13,416	-3.84%	\$ 13,684	2.00%
STRS Rate	19.10%	19.10%	0.00%	19.10%	0.00%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):					
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
Classified Salaries and Benefits:					
Number of Classified (Non-Mgmt) FTEs	26.50	26.50	0.00	26.50	0.00
Number of Classified Management FTEs	1.00	1.00	0.00	1.00	0.00
Average Salary per Classified Non-Mgmt FTE	\$ 27,203	\$ 27,747	2.00%	\$ 28,302	2.00%
Average Salary per Classified Mgmt FTE	\$ 83,200	\$ 42,432	-49.00%	\$ 43,281	2.00%
Class Step and Column Increase (Total Annual Cost)					
Other Pay, Stipends, Extra Pay	\$ -	\$ -		\$ -	
Health and Welfare Cost per Class Employee	\$ 7,500	\$ 7,650	2.00%	\$ 7,803	2.00%
Retirement Cost per Class Employee	\$ 7,418	\$ 7,127	-3.93%	\$ 7,096	-0.43%
PERS Rate	25.37%	25.20%	-0.17%	24.60%	-0.60%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):					
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					

Fiscal Year 2022-23 Budget

Form Originated 5/16/2022

ASSUMPTIONS:	2022-23	2023-24	Change	2024-25	Change
Statutory Benefits					
FICA (Social Security)	6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax	1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment	7.00%	7.00%	0.00%	7.00%	0.00%
Workers Comp	1.40000%	1.40000%	0.00%	1.40000%	0.00%
Facilities:					
Rent	\$ -	\$ -		\$ -	
Electricity	\$ 137,100	\$ 139,842	2.00%	\$ 142,639	2.00%
Heating (gas)	\$ -	\$ -		\$ -	
Other	\$ -	\$ -		\$ -	
Explain "Other" facility costs:					
Administrative Service Agreements:					
3.00% Oversight Fees to Sponsor	\$ 276,954	\$ 291,134	5.12%	\$ 302,761	3.99%
Administrative Service Contract					
Other Contracted Costs					
List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)					
Noncapitalized equipment (4400)	\$ 152,100	\$ 155,142	2.00%	\$ 158,245	2.00%
Curriculum and Software (4100 and 4305)	\$ 251,300	\$ 256,326	2.00%	\$ 261,453	2.00%
Subagreement Services, including Special Education (5101 and 5102)	\$ 80,700	\$ 82,314	2.00%	\$ 83,960	2.00%
Professional Consulting Services (5800) excluding Oversight noted above	\$ 465,061	\$ 474,362	2.00%	\$ 483,849	2.00%
Schools Supplies (4302 and 4310)	\$ 182,800	\$ 186,456	2.00%	\$ 190,185	2.00%

CHARTER NAME: Allegiance STEAM Academy-Thrive
 CDS #: 36 67678 0137547
 CHARTER #: 1945

Fiscal Year 2022-23 Budget
 Unrestricted MYP

Form Originated 5/16/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	5,585,811	6,875,006	23.08%	7,347,663	6.88%	7,735,239	5.27%
EPA	8012	167,958	182,400	8.60%	182,400	0.00%	182,400	0.00%
State Aid - Prior Year	8019	(25,600)						
In Lieu Property Taxes	8096	2,002,227	2,174,390	8.60%	2,174,390	0.00%	2,174,390	0.00%
Federal	8100-8299	(2,802)	-		-		-	
State								
Lottery - Unrestricted	8560	136,886	148,656	8.60%	148,656	0.00%	148,656	0.00%
Lottery - Prop 20 - Restricted	8560							
Other State Revenue	8300-8599	18,748	15,472	-17.47%	16,726	8.10%	16,726	0.00%
Local								
Interest	8660							
AB602 Local Special Education Transfer	8792							
Other Local Revenues	8600-8799	94,910	-		-		-	
Total Revenues		\$ 7,978,138	\$ 9,395,924	17.77%	\$ 9,869,835	5.04%	\$ 10,257,411	3.93%
EXPENDITURES								
Certificated Salaries	1000-1999	3,127,610	4,119,463	31.71%	4,048,366	-1.73%	4,143,999	2.36%
Classified Salaries	2000-2999	1,043,544	1,344,809	28.87%	1,435,898	6.77%	1,466,158	2.11%
Benefits	3000-3999	1,204,479	1,897,328	57.52%	1,935,561	2.02%	1,969,307	1.74%
Books & Supplies	4000-4999	456,716	391,819	-14.21%	568,186	45.01%	582,738	2.56%
Contracts & Services	5000-5999	1,006,197	993,042	-1.31%	1,041,974	4.93%	1,121,374	7.62%
Capital Outlay	6000-6599	714	500	-29.97%	510	2.00%	520	1.96%
Other Outgo	7100-7299							
Debt Service (see Debt Form)	7400-7499	1,463						
Total Expenditures		\$ 6,840,723	\$ 8,746,961	27.87%	\$ 9,030,495	3.24%	\$ 9,284,096	2.81%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 1,137,415	\$ 648,963	-42.94%	\$ 839,340	29.34%	\$ 973,315	15.96%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	\$ (98,641)	\$ (443,056)		\$ (443,056)		\$ (443,056)	
Other Uses	7600							
Net Sources & Uses		\$ (98,641)	\$ (443,056)		\$ (443,056)		\$ (443,056)	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 1,038,774	\$ 205,907	-80.18%	\$ 396,284	92.46%	\$ 530,259	33.81%

CHARTER NAME: Allegiance STEAM Academy-Thrive
 CDS #: 36 67678 0137547
 CHARTER #: 1945

Fiscal Year 2022-23 Budget
 Unrestricted MYP

Form Originated 5/16/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	4,374,047	5,412,821	23.75%	5,618,728	3.80%	6,015,011	7.05%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795							
Beginning Fund Balance as per Audit Report +/- Restatements		4,374,047						
Ending Balance	9790	\$ 5,412,821	\$ 5,618,728	3.80%	\$ 6,015,011	7.05%	\$ 6,545,271	8.82%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted								
c. Committed								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. Assignments								
e. Unassigned								
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	5,412,821	5,618,728	3.80%	6,015,011	7.05%	6,545,271	8.82%

CHARTER NAME: Allegiance STEAM Academy-Thrive
 CDS #: 36 67678 0137547
 CHARTER #: 1945

Fiscal Year 2022-23 Budget
 Unrestricted MYP

Form Originated 5/16/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:							
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)							
1 Prior Year Adjustment	(2,802)						
2							
3							
4							
5							
6							
7							
8							
9							
Total Federal Awards Budgeted:	\$ (2,802)	\$ -		\$ -		\$ -	
Lottery Unrestricted Allocation per ADA		\$ 156		\$ 156		\$ 156	
Lottery Unrestricted Estimated Award		\$ 148,656	8.60%	\$ 148,656	0.00%	\$ 148,656	0.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Mandated Cost	13,314	15,472	16.21%	16,726	8.10%	16,726	0.00%
2 Prior Year Adjustments	5,434						
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Total Other State Revenue Funds Budgeted:	\$ 18,748	\$ 15,472	-17.47%	\$ 16,726	8.10%	\$ 16,726	0.00%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1 Fundraising	94,910						
2							
3							
4							
5							
6							
Total Other Local Revenue Funds Budgeted:	\$ 94,910	\$ -		\$ -		\$ -	

CHARTER NAME: Allegiance STEAM Academy-Thrive
 CDS #: 36 67678 0137547
 CHARTER #: 1945

Fiscal Year 2022-23 Budget
 Restricted MYP

Form Originated 5/16/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011							
EPA	8012							
State Aid - Prior Year	8019							
In Lieu Property Taxes	8096							
Federal	8100-8299	1,023,962	563,233	-44.99%	293,671	-47.86%	293,671	0.00%
State								
Lottery - Unrestricted	8560							
Lottery - Prop 20 - Restricted	8560	54,586	59,280		59,280		59,280	0.00%
Other State Revenue	8300-8599	1,053,930	805,617	-23.56%	613,752	-23.82%	564,423	-8.04%
Local								
Interest	8660							
AB602 Local Special Education Transfer	8792							
Other Local Revenues	8600-8799	3,792	-		-		-	
Total Revenues		\$ 2,136,270	\$ 1,428,129	-33.15%	\$ 966,702	-32.31%	\$ 917,373	-5.10%
EXPENDITURES								
Certificated Salaries	1000-1999	1,048,638	840,318	-19.87%	733,276	-12.74%	733,276	0.00%
Classified Salaries	2000-2999	159,341	180,135	13.05%	77,113	-57.19%	77,113	0.00%
Benefits	3000-3999	292,076	341,204	16.82%	268,612	-21.28%	268,612	0.00%
Books & Supplies	4000-4999	476,591	321,528	-32.54%	159,428	-50.42%	159,428	0.00%
Contracts & Services	5000-5999	258,265	188,000	-27.21%	171,329	-8.87%	122,000	-28.79%
Capital Outlay	6000-6599							
Other Outgo	7100-7299							
Debt Service (see Debt Form)	7400-7499							
Total Expenditures		\$ 2,234,911	\$ 1,871,185	-16.27%	\$ 1,409,758	-24.66%	\$ 1,360,429	-3.50%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (98,641)	\$ (443,056)		\$ (443,056)		\$ (443,056)	
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	98,641	443,056	349.16%	443,056	0.00%	443,056	0.00%
Other Uses	7600							
Net Sources & Uses		\$ 98,641	\$ 443,056	349.16%	\$ 443,056	0.00%	\$ 443,056	0.00%
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 0	\$ 0		\$ 0		\$ (0)	

CHARTER NAME: Allegiance STEAM Academy-Thrive
 CDS #: 36 67678 0137547
 CHARTER #: 1945

Fiscal Year 2022-23 Budget
 Restricted MYP

Form Originated 5/16/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791		-		0		0	
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795							
Beginning Fund Balance as per Audit Report +/- Restatements		-						
Ending Balance		\$ -	\$ 0		\$ 0		\$ 0	
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted								
	9740	-	-		-		-	
c. Committed								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. Assignments								
	9780							
e. Unassigned								
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790							

CHARTER NAME: Allegiance STEAM Academy-Thrive
 CDS #: 36 67678 0137547
 CHARTER #: 1945

Fiscal Year 2022-23 Budget
 Restricted MYP

Form Originated 5/16/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
If Restricted Fund Balances Exist, Identify Balance by Program:							
1 EX. AB602 - Special Education							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
	-	-		-		-	

ASSUMPTIONS FOR RESTRICTED PROGRAMS:

LIST FEDERAL RESTRICTED REVENUES

1 Federal SPED	105,303	105,303	0.00%	105,303	0.00%	105,303	0.00%
2 Federal Nutrition	232,993	91,488	-60.73%	91,488	0.00%	91,488	0.00%
3 Title I	80,119	80,119	0.00%	80,119	0.00%	80,119	0.00%
4 Title II	16,761	16,761		16,761		16,761	
5 Title V							
6 ESSER	369,648	259,562					
7 Title IV	10,000	10,000					
8 ELO ESSER/GEER	209,138						
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
Total Federal Awards Budgeted:	\$ 1,023,962	\$ 563,233	-44.99%	\$ 293,671	-47.86%	\$ 293,671	0.00%

Lottery Prop 20 Restricted Allocation per ADA		\$ 62		\$ 62		\$ 62	
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CHARTER NAME: Allegiance STEAM Academy-Thrive
 CDS #: 36 67678 0137547
 CHARTER #: 1945

Fiscal Year 2022-23 Budget
 Restricted MYP

Form Originated 5/16/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
Lottery Estimated Prop 20 Restricted Award		\$ 59,280		\$ 59,280	0.00%	\$ 59,280	0.00%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 State SPED	481,505	555,763	15.42%	555,763	0.00%	555,763	0.00%
2 State Nutrition	16,073	8,660	-46.12%	8,660	0.00%	8,660	0.00%
3 ELOP	90,000	62,694	-30.34%				
4 Educator Effectiveness	42,000	66,000	57.14%	49,329	-25.26%		
5 Pre-K		112,500					
6 ELOG	163,067						
7 IPI	261,285						
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Total Other State Revenue Funds Budgeted:	\$ 1,053,930	\$ 805,617	-23.56%	\$ 613,752	-23.82%	\$ 564,423	-8.04%
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1 Food Sales	3,792						
2							
3							
4							
5							
6							
Total Other Local Revenue Funds Budgeted:	\$ 3,792	\$ -		\$ -		\$ -	
SPECIAL EDUCATION DETAILS:							
What % of student population is Special Ed	12.27%	12.27%	0.00%	12.27%	0.00%	12.27%	0.00%
For SELPA services, is the Charter under School District, or a member LEA?	Desert Mountain						
AB602 Revenue	-	-		-		-	
Other Special Ed Revenue	586,808	661,066	12.65%	661,066	0.00%	661,066	0.00%
Unrestricted Contribution to Special Ed	98,641	443,056	349.16%	443,056	0.00%	443,056	0.00%
Total Special Ed Funding	685,449	1,104,122		1,104,122		1,104,122	
Special Ed Expenditures	685,449	1,104,122	61.08%	1,104,122	0.00%	1,104,122	0.00%

CHARTER NAME: Allegiance STEAM Academy-Thrive
 CDS #: 36 67678 0137547
 CHARTER #: 1945

Fiscal Year 2022-23 Budget
 Summary MYP

Form Originated 5/16/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	5,585,811	6,875,006	23.08%	7,347,663	6.88%	7,735,239	5.27%
EPA	8012	167,958	182,400	8.60%	182,400	0.00%	182,400	0.00%
State Aid - Prior Year	8019	(25,600)	-		-		-	
In Lieu Property Taxes	8096	2,002,227	2,174,390	8.60%	2,174,390	0.00%	2,174,390	0.00%
Federal	8100-8299	1,021,160	563,233	-44.84%	293,671	-47.86%	293,671	0.00%
State								
Lottery - Unrestricted	8560	136,886	148,656	8.60%	148,656	0.00%	148,656	0.00%
Lottery - Prop 20 - Restricted	8560	54,586	59,280	8.60%	59,280	0.00%	59,280	0.00%
Other State Revenue	8300-8599	1,072,677	821,089	-23.45%	630,478	-23.21%	581,149	-7.82%
Local								
Interest	8660	-	-		-		-	
AB602 Local Special Education Transfer	8792	-	-		-		-	
Other Local Revenues	8600-8799	98,702	-		-		-	
Total Revenues		\$ 10,114,408	\$ 10,824,053	7.02%	\$ 10,836,537	0.12%	\$ 11,174,784	3.12%
EXPENDITURES								
Certificated Salaries	1000-1999	4,176,248	4,959,781	18.76%	4,781,642	-3.59%	4,877,275	2.00%
Classified Salaries	2000-2999	1,202,885	1,524,944	26.77%	1,513,011	-0.78%	1,543,271	2.00%
Benefits	3000-3999	1,496,555	2,238,532	49.58%	2,204,173	-1.53%	2,237,919	1.53%
Books & Supplies	4000-4999	933,307	713,347	-23.57%	727,614	2.00%	742,166	2.00%
Contracts & Services	5000-5999	1,264,462	1,181,042	-6.60%	1,213,303	2.73%	1,243,374	2.48%
Capital Outlay	6000-6599	714	500	-29.97%	510	2.00%	520	1.96%
Other Outgo	7100-7299	-	-		-		-	
Debt Service (see Debt Form)	7400-7499	1,463	-		-		-	
Total Expenditures		\$ 9,075,634	\$ 10,618,146	17.00%	\$ 10,440,253	-1.68%	\$ 10,644,525	1.96%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 1,038,774	\$ 205,907	-80.18%	\$ 396,284	92.46%	\$ 530,259	33.81%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	-	-		-		-	
Other Uses	7600	-	-		-		-	
Net Sources & Uses		\$ -	\$ -		\$ -		\$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 1,038,774	\$ 205,907	-80.18%	\$ 396,284	92.46%	\$ 530,259	33.81%

CHARTER NAME: Allegiance STEAM Academy-Thrive
 CDS #: 36 67678 0137547
 CHARTER #: 1945

Fiscal Year 2022-23 Budget
 Summary MYP

Form Originated 5/16/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	4,374,047	5,412,821	23.75%	5,618,728	3.80%	6,015,012	7.05%
Adjustments for Unaudited Actuals	9792	-	-		-		-	
Beg Fund Balance at Unaudited Actuals		-	-		-		-	
Adjustments for Audit	9793	-	-		-		-	
Adjustments for Restatements	9795	-	-		-		-	
Beginning Fund Balance as per Audit Report +/- Restatements		4,374,047	-		-		-	
Ending Balance	9790	\$ 4,374,047	\$ 5,618,728	3.80%	\$ 6,015,012	7.05%	\$ 6,545,271	8.82%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711	-	-		-		-	
Stores	9712	-	-		-		-	
Prepaid Expenditures	9713	-	-		-		-	
All Others	9719	-	-		-		-	
b. Restricted								
	9740	-	-		-		-	
c. Committed								
Committed - Stabilization Arrangements	9750	-	-		-		-	
Committed - Other	9760	-	-		-		-	
d. Assignments								
	9780	-	-		-		-	
e. Unassigned								
Reserve for Economic Uncertainties	9789	-	-		-		-	
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	5,412,821	5,618,728	3.80%	6,015,011	7.05%	6,545,271	8.82%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		59.64%	52.92%		57.61%		61.49%	

Reserve Standard (unless different standard identified in MOU)

If MOU contains a Reserve Standard other than above, enter here

Reserve Standard Met/Not Met

4%	4%	4%	4%
Met	Met	Met	Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage

Unrestricted Deficit Spending Standard

Unrestricted Deficit Spending Standard Met/Not Met

0.0%	0.0%	0.0%	0.0%
19.9%	17.6%	19.2%	20.5%
Met	Met	Met	Met

If deficit spending, explain cause and if one-time or on-going. If for on-going, what is the Charter's plan to eliminate the deficit?

DEBT - Multiyear Commitments

Fiscal Year 2022-23 Budget

CHARTER NAME: Allegiance STEAM Academy-Thrive

Form Originated 5/16/2022

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year and the following two years.

Under the Comment Section, provide a brief statement identifying the funding source for repayment of each obligation.

NO DEBT (if no debt, **X**)

Type of Commitment	# of Years Remaining	July 1, 2022 Principal Balance	2022-23 Payment		2023-24 Payment		2024-25 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease									
Capital Lease									
Capital Lease									
Inter-Agency Borrowing									
Other									
Total		-	-	-	-	-	-	-	

Other Commitments:

Comments:

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CHARTER NAME: Allegiance STEAM Academy-Thrive
2022-23 Budget Cash Flow

DATE PREPARED: **6/16/2022**

Form Originated 5/16/2022

			July	%	August	%	September	%	October	%	November	%	December	%	January	%
			Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud
Beginning Cash Balance	July 1, Cash=		3,668,550		4,176,479		3,800,186		3,550,900		3,390,778		3,193,430		3,335,372	
REVENUE																
LCFF Sources																
LCFF	8011				317,973	4.63%	317,973	4.63%	572,351	8.33%	572,351	8.33%	572,351	8.33%	572,351	8.33%
EPA	8012								45,600	25.00%					45,600	25.00%
State Aid - Prior Year	8019															
In Lieu Property Taxes	8096				120,680	5.55%	241,360	11.10%	160,907	7.40%	160,907	7.40%	160,907	7.40%	160,907	7.40%
Federal	8100-8299				4,870	0.86%	93,981	16.69%	13,341	2.37%	19,958	3.54%	155,008	27.52%	17,458	3.10%
State																
Lottery - Unrestricted	8560														38,471	25.88%
Lottery - Prop 20 - Restricted	8560														9,617	16.22%
Other State Revenue	8300-8599				25,704	3.13%	86,003	10.47%	46,701	5.69%	47,090	5.74%	122,861	14.96%	47,090	5.74%
Local																
Interest	8660															
AB602 Local Special Education Transfer	8792															
Other Local Revenues	8600-8799															
Total Revenues			\$ -		\$ 469,228	4.34%	\$ 739,317	6.83%	\$ 838,900	7.75%	\$ 800,306	7.39%	\$ 1,011,127	9.34%	\$ 891,494	8.24%
EXPENDITURES																
Certificated Salaries	1000-1999		60,321	1.22%	441,224	8.90%	445,824	8.99%	445,824	8.99%	445,824	8.99%	445,824	8.99%	445,824	8.99%
Classified Salaries	2000-2999		44,730	2.93%	52,108	3.42%	142,811	9.36%	142,811	9.36%	142,811	9.36%	142,811	9.36%	142,811	9.36%
Benefits	3000-3999		78,885	3.52%	165,033	7.37%	197,262	8.81%	197,262	8.81%	197,262	8.81%	197,262	8.81%	208,257	9.30%
Books & Supplies	4000-4999		26,140	3.66%	109,764	15.39%	109,764	15.39%	109,764	15.39%	109,764	15.39%	61,524	8.62%	31,104	4.36%
Contracts & Services	5000-5999		55,541	4.70%	77,391	6.55%	92,942	7.87%	103,361	8.75%	101,993	8.64%	105,726	8.95%	103,261	8.74%
Capital Outlay	6000-6599		42	8.33%	42	8.33%	42	8.33%	42	8.33%	42	8.33%	42	8.33%	42	8.33%
Other Outgo	7100-7299															
Debt Service (see Debt Form)	7400-7499															
Total Expenditures			\$ 265,659	2.50%	\$ 845,562	7.96%	\$ 988,645	9.31%	\$ 999,064	9.41%	\$ 997,696	9.40%	\$ 953,189	8.98%	\$ 931,299	8.77%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
PRIOR YEAR TRANSACTIONS																
		July 1 - Beginning Balances		% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal
Accounts Receivable	9210	1,001,831	757,931	75.65%									83,962	8.38%	159,938	15.96%
Prepaid Expenditures	9330															
(Accounts Payable)	9510	(15,615)	(15,615)													
(Line of Credit Payments)	9640															
(Deferred Revenue)	9650															
NET PRIOR YEAR TRANSACTIONS		\$ 1,017,446	\$ 773,546		\$ -		\$ -		\$ -		\$ -		\$ 83,962		\$ 159,938	
OTHER ADJUSTMENTS (LIST)																
Capital Assets (Not included in Expenditures above)			42		42		42		42		42		42		42	
Year-End Accrual																
TOTAL MISC. ADJUSTMENTS		\$ -	\$ 42		\$ 42		\$ 42		\$ 42		\$ 42		\$ 42		\$ 42	
NET REVENUES LESS EXPENDITURES			\$ 507,929		\$ (376,292)		\$ (249,286)		\$ (160,122)		\$ (197,348)		\$ 141,942		\$ 120,175	
ENDING CASH BALANCE			\$ 4,176,479		\$ 3,800,186		\$ 3,550,900		\$ 3,390,778		\$ 3,193,430		\$ 3,335,372		\$ 3,455,547	

CHARTER NAME: Allegiance STEAM Academy-Thrive
2022-23 Budget Cash Flow

DATE PREPARED: **6/16/2022**

Form Originated 5/16/2022

	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference	
Beginning Cash Balance	3,455,547		3,328,712		3,613,511		3,705,256		3,709,685		3,834,301				
REVENUE															
LCFF Sources															
LCFF	8011	572,351	8.33%	675,461	9.82%	675,461	9.82%	675,461	9.82%	675,461	9.82%	675,461	6,875,006	6,875,006	-
EPA	8012					45,600	25.00%					45,600	182,400	182,400	-
State Aid - Prior Year	8019														-
In Lieu Property Taxes	8096	160,907	7.40%	335,939	15.45%	167,969	7.72%	167,969	7.72%	167,969	7.72%	167,969	2,174,390	2,174,390	-
Federal	8100-8299	19,958	3.54%	83,928	14.90%	19,037	3.38%	24,037	4.27%	83,928	14.90%	27,729	563,233	563,233	-
State															
Lottery - Unrestricted	8560					38,469	25.88%					71,716	148,656	148,656	-
Lottery - Prop 20 - Restricted	8560					9,617	16.22%					40,046	59,280	59,280	-
Other State Revenue	8300-8599	47,090	5.74%	115,724	14.09%	55,426	6.75%	55,426	6.75%	115,724	14.09%	56,249	821,089	821,089	-
Local															
Interest	8660														-
AB602 Local Special Education Transfer	8792														-
Other Local Revenues	8600-8799														-
Total Revenues		\$ 800,306	7.39%	\$ 1,211,052	11.19%	\$ 1,011,579	9.35%	\$ 922,893	8.53%	\$ 1,043,082	9.64%	\$ 1,084,769	\$ 10,824,053	\$ 10,824,053	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	445,824	8.99%	445,824	8.99%	445,824	8.99%	445,824	8.99%	445,824	8.99%	(2)	4,959,781	4,959,781	-
Classified Salaries	2000-2999	142,811	9.36%	142,811	9.36%	142,811	9.36%	142,811	9.36%	142,811	9.36%	(2)	1,524,944	1,524,944	-
Benefits	3000-3999	205,509	9.18%	200,011	8.93%	197,262	8.81%	197,262	8.81%	197,262	8.81%	2	2,238,532	2,238,532	-
Books & Supplies	4000-4999	31,104	4.36%	31,104	4.36%	31,104	4.36%	31,104	4.36%	31,104	4.36%	2	713,347	713,347	-
Contracts & Services	5000-5999	101,893	8.63%	106,503	9.02%	102,833	8.71%	101,464	8.59%	101,465	8.59%	26,669	1,181,042	1,181,042	-
Capital Outlay	6000-6599	42	8.33%	42	8.33%	42	8.33%	42	8.33%	42	8.33%	(0)	500	500	-
Other Outgo	7100-7299														-
Debt Service (see Debt Form)	7400-7499														-
Total Expenditures		\$ 927,183	8.73%	\$ 926,294	8.72%	\$ 919,876	8.66%	\$ 918,507	8.65%	\$ 918,508	8.65%	\$ 26,668	\$ 10,618,146	\$ 10,618,146	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900														-
Other Uses	7600														-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
PRIOR YEAR TRANSACTIONS															
			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Accounts Receivable	9210												1,001,831	0	
Prepaid Expenditures	9330														
(Accounts Payable)	9510												(15,615)		
(Line of Credit Payments)	9640														
(Deferred Revenue)	9650														
NET PRIOR YEAR TRANSACTIONS		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 1,017,446	\$ 0	
OTHER ADJUSTMENTS (LIST)															
Capital Assets (Not included in Expenditures above)		42		42		42		42		42			500		
Year-End Accrual											(1,058,101)		(1,058,101)		
TOTAL MISC. ADJUSTMENTS		\$ 42		\$ 42		\$ 42		\$ 42		\$ 42		\$ (1,058,101)	\$ (1,057,601)		
NET REVENUES LESS EXPENDITURES		\$ (126,835)		\$ 284,799		\$ 91,745		\$ 4,428		\$ 124,616		\$ 0	\$ 165,752		
ENDING CASH BALANCE		\$ 3,328,712		\$ 3,613,511		\$ 3,705,256		\$ 3,709,685		\$ 3,834,301		\$ 3,834,301			

Ending Fund Balance \$ 5,618,728
Ending Cash plus Accruals should equal Ending Fund Balance \$ (1,784,426)

CHARTER NAME: Allegiance STEAM Academy-Thrive
2023-24 Budget Cash Flow

DATE PREPARED: **6/16/2022**

Form Originated 5/16/2022

			July	%	August	%	September	%	October	%	November	%	December	%	January	%
			Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud
Beginning Cash Balance	July 1, Cash=		3,834,301		4,464,400		4,164,765		3,879,788		3,838,081		3,789,212		3,910,194	
REVENUE																
LCFF Sources																
LCFF	8011				367,383	5.00%	367,383	5.00%	661,290	9.00%	661,290	9.00%	661,290	9.00%	661,290	9.00%
EPA	8012								45,600	25.00%					45,600	25.00%
State Aid - Prior Year	8019															
In Lieu Property Taxes	8096				130,463	6.00%	260,927	12.00%	173,951	8.00%	173,951	8.00%	173,951	8.00%	173,951	8.00%
Federal	8100-8299				5,265	1.79%	34,060	11.60%	14,052	4.78%	18,626	6.34%	42,846	14.59%	18,626	6.34%
State																
Lottery - Unrestricted	8560														41,587	27.98%
Lottery - Prop 20 - Restricted	8560														10,397	17.54%
Other State Revenue	8300-8599				27,788	4.41%	28,221	4.48%	50,452	8.00%	82,948	13.16%	67,611	10.72%	50,885	8.07%
Local																
Interest	8660															
AB602 Local Special Education Transfer	8792															
Other Local Revenues	8600-8799															
Total Revenues			\$ -		\$ 530,900	4.90%	\$ 690,591	6.37%	\$ 945,344	8.72%	\$ 936,815	8.64%	\$ 945,698	8.73%	\$ 1,002,336	9.25%
EXPENDITURES																
Certificated Salaries	1000-1999		46,738	0.98%	426,180	8.91%	430,872	9.01%	430,872	9.01%	430,872	9.01%	430,872	9.01%	430,872	9.01%
Classified Salaries	2000-2999		42,089	2.78%	49,614	3.28%	142,131	9.39%	142,131	9.39%	142,131	9.39%	142,131	9.39%	142,131	9.39%
Benefits	3000-3999		79,149	3.59%	162,328	7.36%	194,070	8.80%	194,070	8.80%	194,070	8.80%	194,070	8.80%	205,069	9.30%
Books & Supplies	4000-4999		26,663	3.66%	111,960	15.39%	111,960	15.39%	111,960	15.39%	111,960	15.39%	62,755	8.62%	31,726	4.36%
Contracts & Services	5000-5999		56,650	4.67%	80,452	6.63%	96,535	7.96%	108,020	8.90%	106,652	8.79%	106,652	8.79%	104,110	8.58%
Capital Outlay	6000-6599		43	8.33%	43	8.33%	43	8.33%	43	8.33%	43	8.33%	43	8.33%	43	8.33%
Other Outgo	7100-7299															
Debt Service (see Debt Form)	7400-7499															
Total Expenditures			\$ 251,331	2.41%	\$ 830,577	7.96%	\$ 975,610	9.34%	\$ 987,094	9.45%	\$ 985,727	9.44%	\$ 936,522	8.97%	\$ 913,951	8.75%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
PRIOR YEAR TRANSACTIONS																
		July 1 - Beginning Balances		% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal
Accounts Receivable	9210	1,084,772	908,058	83.71%									111,764	10.30%	64,949	5.99%
Prepaid Expenditures	9330															
Accounts Payable	9510	26,671	26,671	100.00%												
Line of Credit Payments	9640															
Deferred Revenue	9650															
NET PRIOR YEAR TRANSACTIONS		\$ 1,058,101	\$ 881,387		\$ -		\$ -		\$ -		\$ -		\$ 111,764		\$ 64,949	
OTHER ADJUSTMENTS (LIST)																
Capital Assets (Not included in Expenditures above)			43		43		43		43		43		43		43	
Year-End Accrual																
TOTAL MISC. ADJUSTMENTS		\$ -	\$ 43		\$ 43		\$ 43		\$ 43		\$ 43		\$ 43		\$ 43	
NET REVENUES LESS EXPENDITURES			\$ 630,099		\$ (299,635)		\$ (284,977)		\$ (41,708)		\$ (48,869)		\$ 120,982		\$ 153,376	
ENDING CASH BALANCE			\$ 4,464,400		\$ 4,164,765		\$ 3,879,788		\$ 3,838,081		\$ 3,789,212		\$ 3,910,194		\$ 4,063,570	

CHARTER NAME: Allegiance STEAM Academy-Thrive
2023-24 Budget Cash Flow

DATE PREPARED: 6/16/2022

Form Originated 5/16/2022

	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference	
Beginning Cash Balance	4,063,570		4,054,723		4,202,145		4,289,005		4,271,123		4,253,241				
REVENUE															
LCFF Sources															
LCFF	8011	661,290	9.00%	661,290	9.00%	661,290	9.00%	661,290	9.00%	661,290	9.00%	661,290	7,347,663	7,347,663	-
EPA	8012					45,600	25.00%					45,600	182,400	182,400	-
State Aid - Prior Year	8019														-
In Lieu Property Taxes	8096	173,951	8.00%	304,415	14.00%	152,207	7.00%	152,207	7.00%	152,207	7.00%	152,207	2,174,390	2,174,390	-
Federal	8100-8299	18,626	6.34%	42,846	14.59%	18,626	6.34%	18,626	6.34%	18,626	6.34%	42,846	293,671	293,671	-
State															
Lottery - Unrestricted	8560					41,587	27.98%					65,482	148,656	148,656	-
Lottery - Prop 20 - Restricted	8560					10,397	17.54%					38,486	59,280	59,280	-
Other State Revenue	8300-8599	50,885	8.07%	50,885	8.07%	63,217	10.03%	50,885	8.07%	50,885	8.07%	55,817	630,478	630,478	-
Local															
Interest	8660														-
AB602 Local Special Education Transfer	8792														-
Other Local Revenues	8600-8799														-
Total Revenues		\$ 904,752	8.35%	\$ 1,059,435	9.78%	\$ 992,924	9.16%	\$ 883,008	8.15%	\$ 883,008	8.15%	\$ 1,061,728	\$ 10,836,537	\$ 10,836,537	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	430,872	9.01%	430,872	9.01%	430,872	9.01%	430,872	9.01%	430,872	9.01%	(0)	4,781,642	4,781,642	-
Classified Salaries	2000-2999	142,131	9.39%	142,131	9.39%	142,131	9.39%	142,131	9.39%	142,131	9.39%	0	1,513,011	1,513,011	-
Benefits	3000-3999	202,319	9.18%	196,820	8.93%	194,070	8.80%	194,070	8.80%	194,070	8.80%	0	2,204,173	2,204,173	-
Books & Supplies	4000-4999	31,726	4.36%	31,726	4.36%	31,726	4.36%	31,726	4.36%	31,726	4.36%	0	727,614	727,614	-
Contracts & Services	5000-5999	106,550	8.78%	110,464	9.10%	107,265	8.84%	102,090	8.41%	102,090	8.41%	25,774	1,213,303	1,213,303	-
Capital Outlay	6000-6599	43	8.33%	43	8.33%	43	8.33%	43	8.33%	43	8.33%		510	510	-
Other Outgo	7100-7299														-
Debt Service (see Debt Form)	7400-7499														-
Total Expenditures		\$ 913,641	8.75%	\$ 912,056	8.74%	\$ 906,107	8.68%	\$ 900,932	8.63%	\$ 900,932	8.63%	\$ 25,773	\$ 10,440,253	\$ 10,440,253	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900														-
Other Uses	7600														-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
PRIOR YEAR TRANSACTIONS															
			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Accounts Receivable	9210												1,084,772	(0)	
Prepaid Expenditures	9330													-	
Accounts Payable	9510												26,671	-	
Line of Credit Payments	9640													-	
Deferred Revenue	9650													-	
NET PRIOR YEAR TRANSACTIONS		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 1,058,101	\$ (0)	
OTHER ADJUSTMENTS (LIST)															
Capital Assets (Not included in Expenditures above)		43		43		43		43		43			510		
Year-End Accrual											(1,035,955)		(1,035,955)		
TOTAL MISC. ADJUSTMENTS		\$ 43		\$ 43		\$ 43		\$ 43		\$ 43		\$ (1,035,955)	\$ (1,035,445)		
NET REVENUES LESS EXPENDITURES		\$ (8,847)		\$ 147,422		\$ 86,860		\$ (17,882)		\$ (17,882)		\$ (0)	\$ 418,940		
ENDING CASH BALANCE		\$ 4,054,723		\$ 4,202,145		\$ 4,289,005		\$ 4,271,123		\$ 4,253,241		\$ 4,253,241			

Ending Fund Balance \$ 6,015,012
Ending Cash plus Accruals should equal Ending Fund Balance \$ (1,761,770)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Allegiance STEAM Academy Thrive

CDS Code: 36-67678-0137547

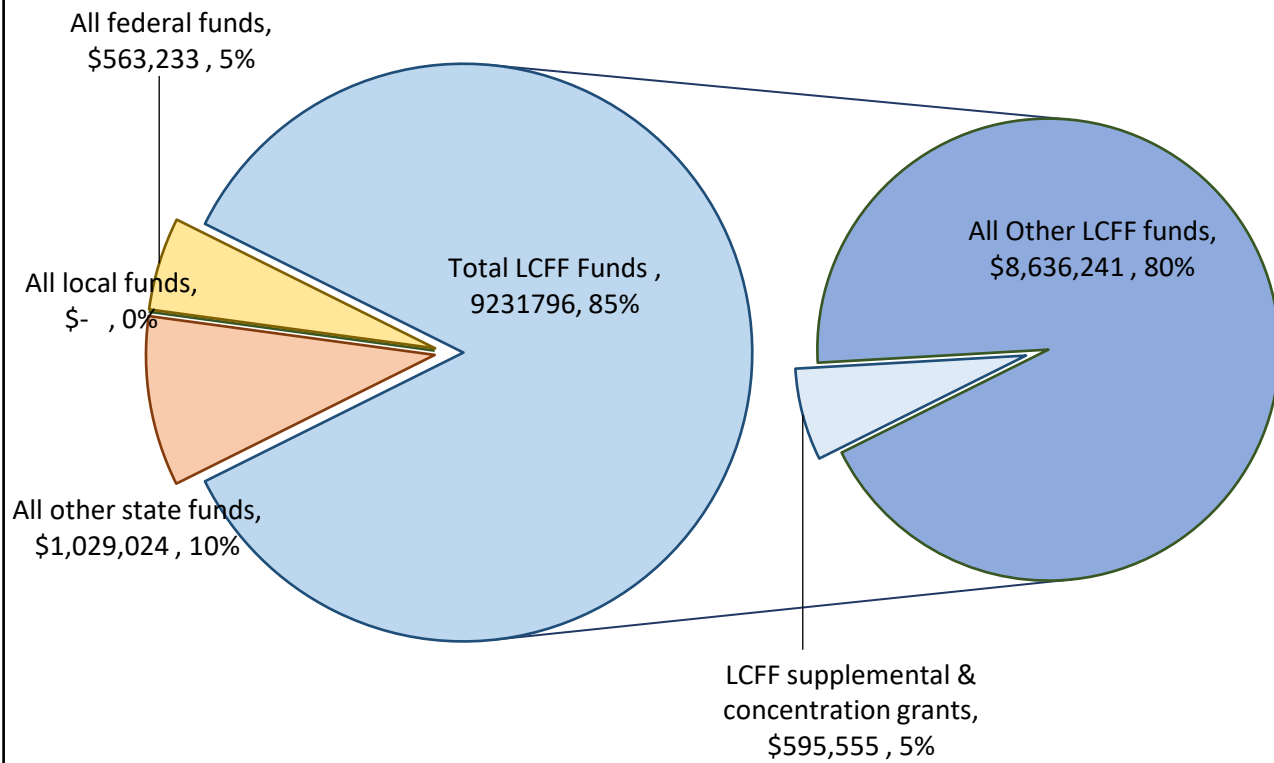
School Year: 2022 – 23

LEA contact information: Name: Sebastian Cognetta Position: Chief Executive Officer Email: Sebastian.cog

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

Projected Revenue by Fund Source

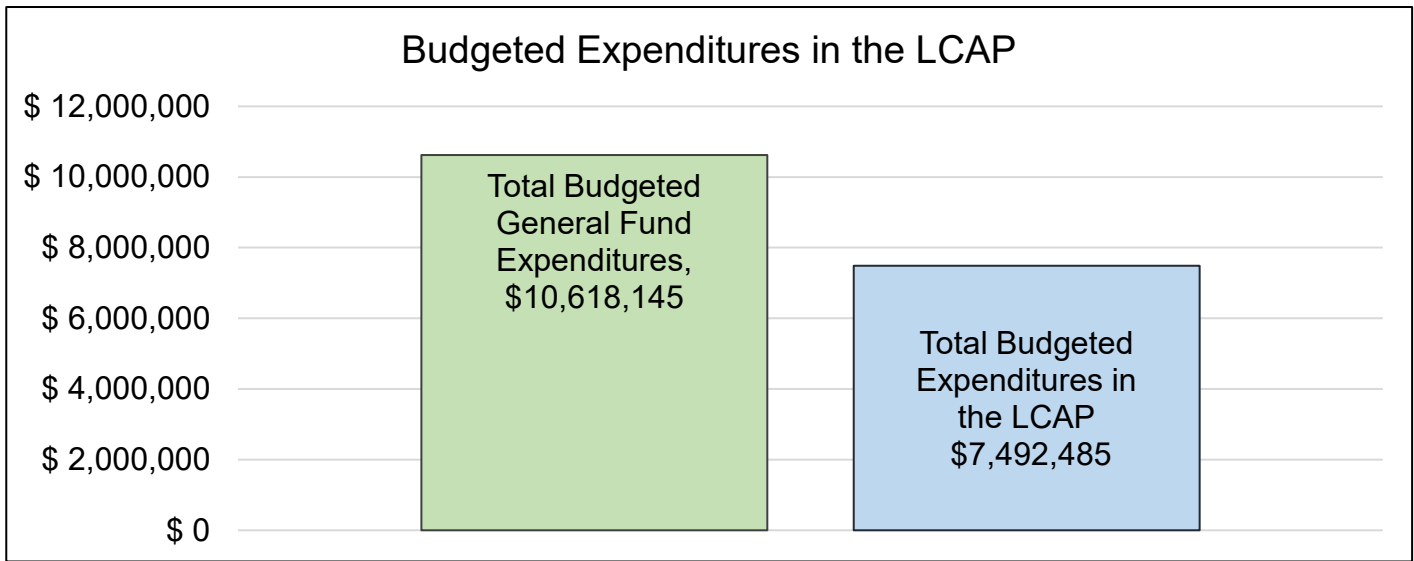


This chart shows the total general purpose revenue Allegiance STEAM Academy Thrive expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Allegiance STEAM Academy Thrive is \$10,824,053.00, of which \$9,231,796.00 is Local Control Funding Formula (LCFF), \$1,029,024.00 is other state funds, \$0.00 is local funds, and \$563,233.00 is federal funds. Of the \$9,231,796.00 in LCFF Funds, \$595,555.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 \$10,618,145.00 for the 2022 – 23 school year. Of that amount, \$7,492,484.89 is tied to actions/services in the LCAP and \$3,125,660.11 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

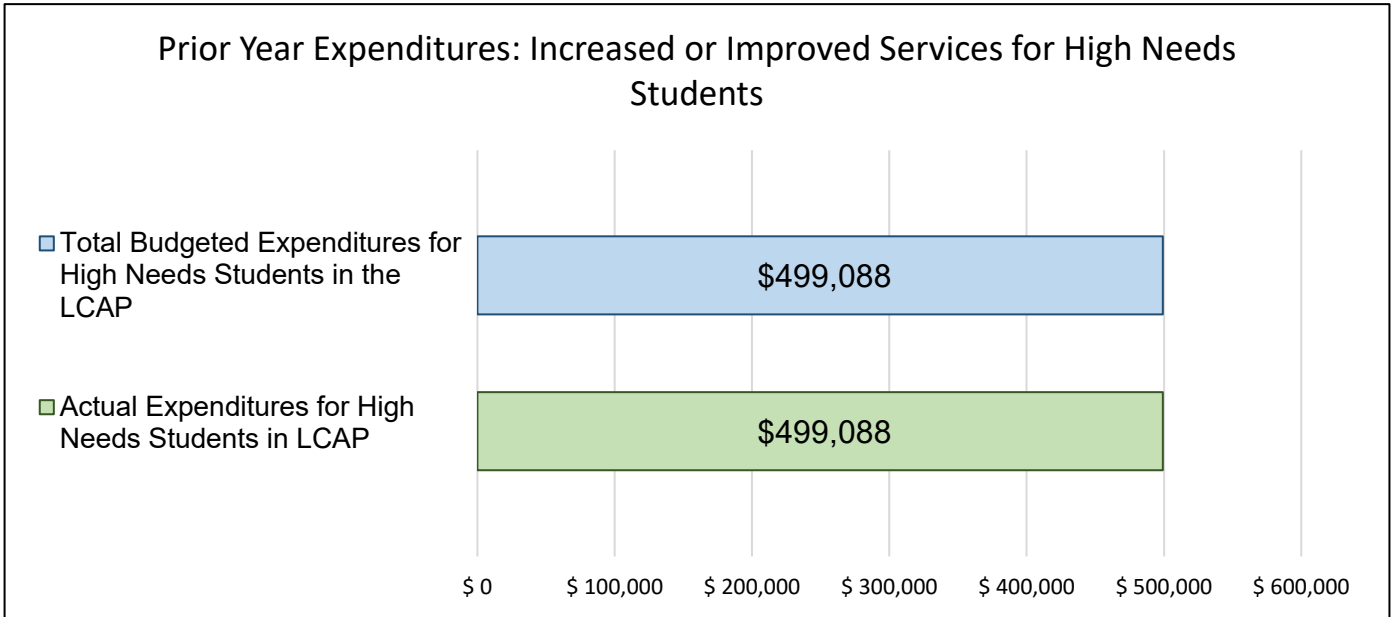
Budgeted General Fund Expenditures not included in the 2022-23 Local Control and Accountability Plan include facility rent, operating costs, and administrative expenses.

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

LCFF Budget Overview for Parents

In 2022 – 23, Allegiance STEAM Academy Thrive is projecting it will receive \$595,555.00 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 \$595,555.00 towards meeting this requirement, as described in the LCAP.

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's LCAP budgeted \$499,088.00 for planned actions to increase or improve services for high needs students. Allegiance STEAM Academy Thrive actually spent \$499,088.00 for actions to increase or improve services for high needs students in 2021 – 22.

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)
\$ 7,761,709	\$ 499,088	0.00%	6.43%	\$ 3,699,082	0.00%	47.66%	\$0.00 - No Carryover	0.00% - No Carryover

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Allegiance STEAM Academy - Thrive	Sebastian Cognition, CEO	sebastian.cognition@asathrive.org 909-465-5405

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Allegiance engaged educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP. Funds not included in the 2021-022 LCAP included IPI (\$261,285) ELO Grant (\$372,205), ESSER III (\$435,456). Partners were engaged on the use of the funds through the use of virtual information-gathering meetings, School Site Council meetings, public hearings during Regular Meetings of the Board of Directors, surveys, as well staff meetings.

Allegiance is continuing collaboration with all the educational partners to solicit and use their input about the most effective investments of these funds.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

No concentration funds received.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Allegiance engaged its partners through virtual information -gathering meetings, School Site Council meetings, public hearings during Regular Meetings of the Board of Directors, surveys, as well staff meetings resulting in the use of said one-time funds on activities that are necessary to maintain the operations of and continuity of services of the school and continuity to employ existing staff. In other words, staff salary and benefits costs are

associated with the federal portion of the funds. Also, a small portion of the dollars includes the costs of PPE and Noncapitalized equipment. The total combined expenses amount spent between July and September 2021 is \$103,055.56.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Allegiance is implementing the federal ARP Act and ESSER expenditure plan to provide evidence-based high dosage tutoring and intervention to students within the school day. Salary cost for the staff members responsible for providing the high dosage tutoring and interventions is \$314,780.

The successes experienced include the identification of students requiring intervention in English Language Arts and Math as well as the implementation of the evidence-based interventions. The challenges include disruptions to the intervention schedule as the substitute shortage, quarantine and isolation requirements have resulted in the interventionist teachers providing substitute coverage.

Additionally, Allegiance continues to purchase PPE, including sanitizer, wipes, and face coverings as well as educational technology, including chrome books, with the funds.

The successes experienced include an ongoing three-month supply of PPE. The challenges include a recent and substantial increase in the cost of PPE.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Fiscal resources received for the 2021-22 school year continue to be used in a manner consistent with the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan. Additionally, the use of fiscal resources is aligned with the 2021-22 LCAP and Annual Update.

The In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan describe measures Allegiance is taking to remain compliant with state, county, and local health requirements and allocate funds towards the purchase of the required PPE, cleaning supplies,

The funds are allocated for the purpose of re-engaging our students who returned to in-person instruction after more than a year of disruption, by providing exciting after-school enrichment programs and summer school academic support. These efforts are combined with the implementation of the mental health supports provided by the classroom teachers, psychologists, and counselors.

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 Cогnetta 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:

Goal 1: Conditions of Learning

- 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.	<p>Spring 2021 Mean RIT Scores:</p> <p>Math:</p> <p>3rd Grade: 193.6 4th Grade: 203.9 5th Grade: 213.8 6th Grade: 219.4 7th Grade: 223.4 8th Grade: 232.4</p> <p>Reading:</p> <p>3rd Grade: 192.2 4th Grade: 203.4 5th Grade: 211.7 6th Grade: 218.5 7th Grade: 219.9 8th Grade: 226.1</p> <p>Language Usage:</p> <p>3rd Grade: 191.5 4th Grade: 202.6 5th Grade: 209.4 6th Grade: 216.2 7th Grade: 215.3 8th Grade: 221.8</p>	<p>Winter 2022 Mean RIT Scores:</p> <p>Math:</p> <p>3rd Grade: 196.7 4th Grade: 201.9 5th Grade: 209.6 6th Grade: 215.6 7th Grade: 220.8 8th Grade: 223.2</p> <p>Reading:</p> <p>3rd Grade: 195.7 4th Grade: 199.8 5th Grade: 205.9 6th Grade: 214.2 7th Grade: 219.8 8th Grade: 218.4</p> <p>Language Usage:</p> <p>3rd Grade: 196.2 4th Grade: 199.8 5th Grade: 207.6 6th Grade: 213 7th Grade: 218.6 8th Grade: 219</p>	[Intentionally left blank]	[Intentionally left blank]	<p>Spring 2024 Mean RIT Scores:</p> <p>Math:</p> <p>3rd Grade: 202 4th Grade: 213 5th Grade: 220 6th Grade: 225 7th Grade: 229 8th Grade: 233</p> <p>Reading:</p> <p>3rd Grade: 200 4th Grade: 207 5th Grade: 213 6th Grade: 218 7th Grade: 221 8th Grade: 224</p> <p>Language Usage:</p> <p>3rd Grade: 201 4th Grade: 208 5th Grade: 213 6th Grade: 217 7th Grade: 219 8th Grade: 221</p>
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.	\$5,482,3380	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.	\$298,309.00	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 students with disabilities, English	ASA Thrive will provide expanding learning opportunities through a summer school program to support English Learners and other students requiring additional support.	\$62,694.00	Y

Action #	Title	Description	Total Funds	Contributing
	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.	\$1,062,820.00	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 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 595,555	\$0

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
6.45%	0.00%	\$0.00	6.45%

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.

Based on local data such as NWEA MAP, DIBELS, ESGI, and IXL, English Learners and low-income students are performing lower than the school wide mean in these same assessments. To address these achievement gaps, Allegiance incorporates intervention specialists, para-professionals, summer school, and before and after school tutoring to provide real time and targeted support to students requiring it. All students will benefit from these actions and services. However, unduplicated students, low-income students, and English Learners will experience accelerated gains.

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

English Learners receive support from a dedicated English Learner Instructor. Improvements to EL support includes professional development in English Learner Development best practices and instructional materials.

Students of low-income households receive support through Title 1-funded positions. Allegiance is increasing the number of para-professionals and instructional assistants to support all students but specifically English learners and low-income students.

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 [Provide description here]low-income students, as applicable.

Not applicable.

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	15:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	10:1	N/A

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]).

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

- o 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)
 - o 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)
 - o 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)
 - o 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).

Allegiance STEAM Academy-Thrive
Expenditures through: June 30, 2023
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	182,400.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		182,400.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	138,780.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	43,620.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		182,400.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

ALLEGIANCE STEAM ACADEMY-THRIVE

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Allegiance STEAM Academy-Thrive ;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Allegiance STEAM Academy Thrive has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2022.

Board Member

Board Member

Board Member

Board Member

Board Member

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
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Projected Enrollment & ADA by Grade</i>					
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
<i>Average Daily Attendance (ADA)</i>					
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
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
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

Revised 5/24/2022

	2021-22	2022-23	2023-24	2024-25
	Prior Year	Budget	Forecast	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

Revised 5/24/2022

	2021-22	2022-23	2023-24	2024-25
	Prior Year	Budget	Forecast	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
	<u>16,000</u>	<u>16,320</u>	<u>897,385</u>	<u>1,089,682</u>
Subagreement Services				
5102 Special Education	-	-	306,000	371,571
	<u>-</u>	<u>-</u>	<u>306,000</u>	<u>371,571</u>
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
	<u>-</u>	<u>-</u>	<u>427,259</u>	<u>518,815</u>
Facilities, Repairs and Other Leases				
5603 Equipment Leases	-	-	16,524	20,065
5610 Repairs and Maintenance	-	-	45,900	55,736
	<u>-</u>	<u>-</u>	<u>62,424</u>	<u>75,801</u>
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
	<u>180,381</u>	<u>38,340</u>	<u>736,699</u>	<u>880,397</u>
Interest				
7438 Interest Expense	773	-	43,276	6,621
	<u>773</u>	<u>-</u>	<u>43,276</u>	<u>6,621</u>
Total Expenses	<u>\$ 197,155</u>	<u>\$ 54,660</u>	<u>\$ 7,138,239</u>	<u>\$ 8,685,498</u>
Surplus (Deficit)	<u>\$ (197,155)</u>	<u>\$ (54,660)</u>	<u>\$ 1,979,240</u>	<u>\$ 2,505,353</u>
Fund Balance, Beginning of Year	\$ -	\$ (197,155)	\$ (251,815)	\$ 1,727,425
Fund Balance, End of Year	<u>\$ (197,155)</u>	<u>\$ (251,815)</u>	<u>\$ 1,727,425</u>	<u>\$ 4,232,777</u>
	<u>-100.0%</u>	<u>-460.7%</u>	<u>24.2%</u>	<u>48.7%</u>

Allegiance STEAM Academy - Fontana

Multi-Year Forecast

Revised 5/24/2022

	2021-22	2022-23	2023-24	2024-25
	Prior Year	Budget	Forecast	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

Revised 5/24/2022

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

Revised 5/24/2022

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																
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

Revised 5/24/2022

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

Revised 5/24/2022

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				

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other

local and community-based partnerships.¹ It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state 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, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine

¹ In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.²

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.

² See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.³

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

³ The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.⁴

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.⁵

⁴ The CDE may collect additional data related to UPK implementation in future years as well.

⁵ LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.⁶
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by **June 30, 2022**.
9. The plan shall demonstrate how families 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 ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC* 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

⁶ The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (*EC Section 46120*). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for 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 expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Allegiance STEAM Academy - Thrive	Sebastian Cagnetta, CEO	sebastian.cognetta@asathrive.org	909-465-5405

1. Please complete the following table:

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]
 - a. Yes
 - b. No**

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? [open response]

Projected Enrollment and Needs Assessment

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)

2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.⁷ Complete the following tables.⁸

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	30	30	30	30	30	30

⁷ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher’s assistants will be needed, in addition to those estimates that are required for reporting to CDE.

⁸ See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

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Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
CSPP (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	2	2	2	2
CSPP Classrooms	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Head Start or Other Early Learning and Care Classrooms	1	1	1	1	1	1

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	2	2	2	2
TK Teacher’s Assistants	1	1	1	1	1	1

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Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Other CSPP Classroom Staff (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Early Education District-level staffing (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]

- As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
n/a	8	20	20	20	20

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Head Start	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
ASES Program/ELO-P	n/a	30	30	30	30	30

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK? [open response]
2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice. [open response]
3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK. [open response]
4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others). [open response]
5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level. [open response]

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP. [open response]
7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process. [open response]
8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners. [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
 - a. **TK offered at all sites**
 - b. TK offered at some sites
 - c. TK stand-alone classes
 - d. TK and kindergarten combination classes
 - e. CSPP and TK combination classes (CSPP funding and ADA funding)
 - f. Locally-funded preschool and TK combination classes
 - g. CSPP stand-alone classes
 - h. Head Start stand-alone classes
 - i. Other [describe, open response]
2. Does the LEA plan to implement full-day TK, part-day TK, or both?⁹ [select one]

⁹ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

- a. Full Day TK
 - b. Part Day TK**
 - c. Both
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.
- The service delivery of Part Day TK was selected because Part Day TK is consistent with the current charter petition.***
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
 - b. Yes - the LEA applied for a new CSPP contract in 2022–23
 - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
 - d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
 - e. No - the LEA has no plans to begin or expand a CSPP contract in future years**
 - f. No - the LEA plans to relinquish or reduce CSPP services in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
- a. Three-year-old children
 - b. Four-year-old children who will not be enrolled in TK in the current school year
 - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

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- d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
 - i. Yes
 - ii. No**
 - iii. Maybe
 - b. 2023–24 (Birthdays April 3 or after) [select one]
 - i. Yes
 - ii. No**
 - iii. Maybe
 - c. 2024–25 (Birthdays June 3 or after) [select one]
 - i. Yes
 - ii. No**
 - iii. Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA's UPK Plan prioritize parental needs and choices? [open response]
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan? [open response]
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports? [open response]
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)? [open response]
5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day. [open response]

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
 - a. Parent Teacher Association Meetings
 - b. Family or parent surveys

- c. English Learner Advisory Committee (ELAC)
 - d. District English Learner Advisory Committee (DELAC)
 - e. Special Education Local Plan Area (SELPA)
 - f. School Site Council**
 - g. District Advisory Committee
 - h. LCAP educational partners input sessions
 - i. Tribal Community input session
 - j. Co-hosting events with community-based organizations (CBOs)
 - k. Hosting meet and greets with the early learning and care community
 - l. LPC Meetings
 - m. Local Quality Counts California (QCC) consortia meetings
 - n. First 5 County Commission meetings
 - o. Community Advisory Committee (CAC)
 - p. Head Start Policy Council meetings
 - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
 - r. Other - Town hall-style meetings with partners, Conversation with the Community, including parents and staff**
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
- a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
 - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)**
 - c. CSPP (on an LEA site)

- d. CSPP (at a CBO site)
- e. LEA- or locally-funded preschool
- f. Head Start
- g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
- h. Other CBO preschool
- i. State subsidized child care (not including CSPP)
- j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)? [open response]
2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities? [open response]

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following: [open response]
- a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
 - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
 - b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - v. Implicit bias and culturally- and linguistically-responsive practice
 - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
 - vii. Curriculum selection and implementation
 - viii. Creating developmentally-informed environments
 - ix. Administration and use of child assessments to inform instruction
 - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - xii. Engaging culturally- and linguistically-diverse families

- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings
 - v. Operating an induction program
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers)
4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Required Questions

CDE will be requiring this information to be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
 - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
 - b. **Apply for a California Classified School Employee Teacher Credentialing Program grant**
[\(<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>\)](https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
 - c. **Apply for a California Teacher Residency Grant Program**
[\(<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>\)](https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program) on your own, as part of a new

collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA

- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
- e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- i. Apply for workforce development funding and competitive grant opportunities from the CDE
- j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential**
- k. Provide advising on credential requirements and options for how to meet these requirements
- l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
- m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
- o. Other [describe, open response]
- p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities**
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree**
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and how to meet the requirements
 - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
 - i. Develop or work with an established mentorship program to support new TK teachers
 - j. Other [describe, open response]
 - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

- c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
 - h. Offer unit-bearing coursework at a local district site during times that work for teachers
 - i. Other [describe, open response]
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit**
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
 - b. BRIGANCE Early Childhood Screen
 - c. Desired Results Developmental Profile (DRDP)
 - d. Developmental Reading Assessment (DRA)
 - e. LEA-based, grade level benchmarks and a report card
 - f. Teaching Strategies GOLD (TS GOLD)
 - g. Work Sampling System (WSS)
 - h. Other [Allegiance will investigate observational assessments appropriate for our setting and priorities in the 2022-23 school year.]**
 - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

- a. Effective adult-child interactions
- b. Children’s literacy and language development (aligned with the
Preschool Learning Foundations and Frameworks)**
- c. Children’s developing math and science (aligned with the *California
Preschool Learning Foundations* and the *California Preschool
Curriculum Frameworks*)**
- d. Children’s social-emotional development (aligned with the *California
Preschool Learning Foundations* and the *California Preschool
Curriculum Frameworks*)**
- e. Implicit bias and culturally- and linguistically-responsive practice
- f. ACEs and trauma- and healing-informed practice
- g. Curriculum selection and implementation**
- h. Creating developmentally-informed environments
- i. Administration and use of child assessments to inform instruction**
- j. Support for multilingual learners, including home language development
and strategies for a bilingual classroom
- k. Serving children with disabilities in inclusive settings, including
Universal Design for Learning**
- l. Engaging culturally- and linguistically-diverse families**
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on
early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. [open response]
2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity. [open response]
3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?
4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.
5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)? [open response]
6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners? [open response]
7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition? [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
 - a. Dual language program with a language allotment¹⁰ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support
 - f. None
 - g. Other - Allegiance provides Mandarin language instruction using a Foreign Language Elementary Experience (FLEX) model in which all TK students receive bi-weekly language instruction during a dedicated period of the school day by a dedicated Mandarin teacher.**

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
 - a. Dual language program with a language allotment¹¹ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]

¹⁰ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

¹¹ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support
 - f. None**
 - g. Other [describe, open response]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)**
 - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
 - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions**
 - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
 - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
 - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning**

- b. Provide adaptations to instructional materials**
 - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models**
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others**
 - e. Provide additional staff to support participation in instruction**
 - f. Other [open response]
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ
 - b. BRIGANCE Early Childhood Screen
 - c. DRDP
 - d. DRA
 - e. LEA-based grade level benchmarks and a report card**
 - f. TS GOLD
 - g. WSS
 - h. Other [describe, open response]
 - i. The LEA does not plan to use a common TK assessment
 - j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends districts prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling? [open response]
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. [open response]
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
 - a. Yes
 - b. No
 - i. If no, how many more classrooms does the LEA need? **One more classroom is needed to accommodate the student to classroom ratio of 24:1.**
 - ii. If no, how might the LEA provide classrooms in the timeframe needed? **Allegiance has converted a former classroom that was being used as a staff lounge into a TK classroom.**
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]
 - a. Yes
 - b. No
 - i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
 - a. Yes
 - b. No
 - i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
 - a. Yes

- b. No**
- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming?
An additional classroom is needed to accommodate TK students in a 24:1 ratio.
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
- a. Turfed area
 - b. Paved area
 - c. Apparatus area
 - d. Land required for buildings and grounds
 - e. Total square feet required
 - f. None of the above**
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
- a. Transportation to and from the TK program
 - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
 - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
 - d. No transportation will be provided**
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK? **N/A**

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
 - a. Support for parent surveys to gauge interest in service delivery models
 - b. Data analysis capacity building to support staff to refine enrollment projections based on community context**
 - c. Information on program eligibility requirements to project enrollment across programs**
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
 - a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
 - b. Creating inclusive classrooms, including implementing Universal Design for Learning**
 - c. Templates or framework for drafting a P–3 vision that partners and parents support
 - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs**
 - e. Support for developing and applying to administer a CSPP contract
 - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

- g. Guidance on best practices for smooth transitions through the P–3 continuum
 - h. Considerations for TK early admittance
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
- a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice
 - b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
 - c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
 - d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children**
 - e. Increasing UPK enrollment and parent awareness of programs
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
- a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
 - b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs**
 - c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs**
 - d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

- e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
 - f. **Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment**
 - g. **Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment**
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- a. Effective adult-child interactions
 - b. **Children’s literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)**
 - c. **Children’s math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)**
 - d. **Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)**
 - e. Implicit bias and culturally- and linguistically-responsive practice
 - f. Trauma- and healing-informed practice
 - g. Curriculum selection and implementation
 - h. **Creating developmentally-informed environments**
 - i. Administration and use of child assessments to inform instruction
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - l. **Engaging culturally- and linguistically-diverse families**

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]
- a. **Coaching and mentoring**
 - b. Classroom observations and demonstration lessons with colleagues
 - c. Workshops with external professional development providers
 - d. **Internally-delivered professional learning workshops and trainings**
 - e. **Operating an induction program**
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- a. **Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)**
 - b. **Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades**
 - c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
 - d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
 - e. **Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities**
 - f. Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development
 - g. Guidance on appropriate assessment selection and utilization
 - h. Guidance on creating dual language immersion or bilingual programs

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]
- a. Using manipulatives to develop fine motor skills**
 - b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities**
 - c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences**
 - d. Using differentiated groups that include individual, small, and large group experiences**
 - e. Considering the structure of the daily routine to enhance individual and group learning experiences**
 - f. Encouraging purposeful play, choice, social interactions, and collaboration
 - g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
 - h. Using child development knowledge to guide instructional approaches
 - i. Providing language- and literacy-rich environments**
 - j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
 - k. Facilitating development and exploration through art
 - l. Incorporating inclusive practices**
 - m. Supporting students' home language and English language development**
 - n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
 - o. Universal Design for Learning**
 - p. Integrated English language development**

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- a. Guidance on how to modify an elementary school classroom to serve young children
 - b. Strategies to address transportation issues related to UPK access and enrollment
 - c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
 - d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings
 - e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community

partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA's development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA's should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA's application for its CSPP contract) what updates would the LEA like to make to the LEA's program narrative to reflect implementation of TK? [open response]
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? [open response]
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? [open response]

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California*

Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks. [open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) [open response]
10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]



Allegiance STEAM Academy

2022-2023 Board Meeting Calendar

Monday, July 18, 2022
Monday, August 1, 2022
Monday, September 12, 2022
Monday, October 3, 2022
Monday, November 7, 2022
Monday, December 5, 2022
Monday, January 9, 2023
Monday, February 6, 2023
Monday, March 6, 2023
Monday, April 17, 2023
Monday, May 8, 2023
Monday, June 5, 2023

Regular Board Meetings are held on the first Monday of the month at 6:00 pm unless otherwise indicated. Meetings are held in The Den at Allegiance STEAM Academy, 5862 C St. Chino, CA 91710 and can be streamed virtually on Zoom (Zoom links are provided in the Board Agendas posted at the front of school and on <https://asachino.org/board-meetings>).

Dates, times, and locations are subject to change.



Board Adopted Curriculum, K-8

English Language Arts, English Language Development

<i>Grade Range</i>	<i>Course Titles, if applicable</i>	<i>Publisher</i>	<i>Material/ Program Name</i>	<i>Format</i>
K-2	English/ language arts K, English/ language arts 1, English/ language arts 2	McGraw Hill Education	Open Court Reading	Print & digital
3-5	English/ language arts 3, English/ language arts 4, English/ language arts 5	McGraw Hill Education	Reading Wonders	Print & digital
6-8	English/ language arts 6, English/ language arts 7, English/ language arts 8	McGraw Hill Education	Study Sync	Print & digital
K-5	English Language Development K, English Language Development 1, English Language Development 2, English Language Development 3, English Language Development 4, English Language Development 5	McGraw Hill Education	Reading Wonders English Learners California	Print & digital
6-8	English Language Development 6, English Language Development 7, English Language Development 8	McGraw-Hill Education	StudySync	Print & digital
K-8	English/ language arts K, English/ language arts 1, English/ language arts 2, English/ language arts 3, English/ language arts 4, English/ language arts 5, English/ language arts 6, English/ language arts 7, English/ language arts 8	Heinemann	Units of Study, Reading and Writing	Print (Teacher resource)

Mathematics

<i>Grade Range</i>	<i>Course Titles, if applicable</i>	<i>Publisher</i>	<i>Material/ Program Name</i>	<i>Format</i>
K-8	Mathematics K, Mathematics 1, Mathematics 2, Mathematics 3, Mathematics 4, Mathematics 5, Mathematics 6, Mathematics 7, Mathematics 8	Great Minds	Eureka Math	Print
8	Integrated Mathematics I	McGraw-Hill Education	Integrated Math, Course 1	Print

Science

<i>Grade Range</i>	<i>Course Titles, if applicable</i>	<i>Publisher</i>	<i>Material/ Program Name</i>	<i>Format</i>
K-8	Science K, Science 1, Science 2, Science 3, Science 4, Science 5, Science 6, Science 7, Science 8	Discovery Education	Discovery Education Science Techbook for California NGSS	Digital & print

Social Studies

<i>Grade Range</i>	<i>Course Titles, if applicable</i>	<i>Publisher</i>	<i>Material/ Program Name</i>	<i>Format</i>
K-5	Social Studies K, Social Studies 1, Social Studies 2, Social Studies 3, Social Studies 4, Social Studies 5	Studies Weekly	Studies Weekly	Print & digital
6-8	Social Studies 6, Social Studies 7, Social Studies 8	Discovery Education	Gr 6 Ancient World History, Gr 7 Medieval & Early Modern World History, Gr 8 US History	Print & digital



CHIEF ACADEMIC OFFICER

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 CEO, the Chief Academic Officer (CAO), is responsible for alignment of implementation, management and administration of the core instructional mission of the approved charters of Allegiance STEAM Academy, Inc. (ASA). The CAO is responsible for implementing the educational policies and practices of ASA that address student academic achievement. This includes the responsibility to plan, direct, organize, coordinate, implement, monitor, and manage educational and instructional programs, policies, and procedures addressed by the following departments/areas: learning services, content specialists, special education, Title 1, English Language Learners, gifted and talented, assessment and accountability, professional development, educational technology, grants and federal programs, prevention, intervention, counseling, social emotional learning, and other related programs. The CAO serves as a liaison to the Board of Education, community groups, parents, departments, schools, and various district groups and committees, providing data and information to assist in program evaluation and data-based decision making. The CAO collaborates with site leadership to research, communicate, and implement short-term and long-term educational planning.

Primary responsibilities include, but are not limited to:

- Maintains a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Oversee the development, formulation and implementation of Allegiance STEAM Academy Education Program as outlined in the current Charter;
- Provide leadership and expertise in assessing, identifying, formulating, and implementing goals and programs to advance student achievement;
- Develop and maintain systems for management and access of student data;
- Serves as a resource to parents, administrators, and teachers in the identification, selection, and use of instructional materials, curriculum, positive behavioral interventions, methodologies and strategies;
- Plan, organize, and implement a variety of staff development and training;
- Passionately advocate ASA THRIVE's philosophies to stakeholders;
- Exercise sound judgment, prepare clear and concise written documents, and work varied hours at multiple work locations;
- Assist sites in developing, administering, and evaluating school-wide assessments, i.e., writing samples, assessments in math, social science, science, and helps sites align assessments to California Content Standards and Common Core Standards;
- Assist sites in analyzing and evaluating assessment data and using data to improve their instructional program;

- Assist sites in developing and implementing interventions to support student learning and achievement;
- Oversee and coordinate organization-wide interventions;
- Work with pertinent staff to evaluate educational programs, including but not limited to, English Learner program, Special Education, 504 and GATE programs;
- Work with teachers and administrators to evaluate quality and effectiveness of core academic programs;
- Oversee and ensure planned and positive short- and long-term goals of the educational program, including but not limited to improvement in student growth on state and district assessments; reduction of achievement gaps between pupil subgroups; and development of new programs;
- Prepare and deliver reports related to program effectiveness and monitoring to the CEO and ASA board of education, including recommendations for new policies and or practices to improve program effectiveness and student achievement;
- Support delivery of staff professional development efforts and ensure efficient integration of ASA's priorities into professional development;
- Perform other duties as assigned.

Credential:

- Master's degree or higher in Educational Leadership
- Valid California Administrative Services Credential

Experience:

- Three years of successful experience in administrative role

Additional Qualifications:

- The CAO must have knowledge of and demonstrate his/her ability regarding the following:
 - Principles, practices, trends, goals and objectives of public education;
 - Educational, fiscal and legal aspects of charter school operations;
 - Curriculum and instructional design and delivery systems;
 - Research and development processes;
 - Program evaluation processes;
 - Improvement science in education;
 - Practices in educational technology and data retrieval, reporting and analysis;
 - Conflict resolution and team building methods and techniques;
 - Evaluate and analyze complex problems, issues, and concerns;
 - Effectively communicate orally and in writing;
 - Utilize a simplistic communication model;
 - Learn the operations, organization, rules, regulations, and laws governing charter schools;
 - Become familiar with the local community in which the students and their families live and work;
 - Willingness to learn STEAM based approaches to learning; and
 - Maintain flexible schedule and be willing to travel from site to site

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 "1-9" 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.8. verification every four years.



SCHOOL SECURITY GUARD

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 School Principal, the School Security Guard will assist in maintaining a high level of safety and security at the school, playing a critical role in the school's culture and climate.

Primary responsibilities include, but are not limited to:

- Maintaining a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Demonstrating ethical behavior and confidentiality of information about students in school environment and community;
- Participation in in-service training programs as requested by supervisor;
- Maintaining a safe working environment and encourages colleagues to be safety minded in the performance of all school-related duties;
- Patrolling the school campus and areas around the school including unsupervised areas.
- Intervenes in activities that may result in injury and encourages students to not participate in such conduct.
- Serve as a role model for students in behavior, attire, and professional grooming.
- Help supervise arrival and dismissal of students, as well as breakfast and lunch periods.
- Help students to get to class on-time and ensure a smooth flow of traffic through the hallways.
- Intercept visitors and check for proper identification and escort to exits if not authorized.
- Notify police and emergency personnel when there is an emergency or unusual situation.
- Notify the correct personnel when there is evidence of substance abuse, severe medical conditions, child abuse, potential suicide, alcohol abuse, etc.
- Assist police, fire personnel, and other emergency crews when necessary.
- Safely operate, draw and/or discharge firearms
- Willingness to take maximum action to protect life and property in conformance with Allegiance STEAM Academy policy.

Additional Qualifications:

- Must have a high school diploma or equivalent;
- Bachelor's degree preferred;
- Ability to operate or learn to operate adaptive equipment;
- Successful completion of 24 hours of BPC section 7583.45-aligned training

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.