



# **ALLEGIANCE STEAM ACADEMY**

## **REGULAR MEETING OF THE BOARD OF DIRECTORS**

**March 11, 2018**

**7:00 pm**

**Meeting Location:**

*13050 2<sup>nd</sup> Street, Chino, CA 91710*

### **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](mailto:info@asathrive.org)
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Public Comments."
3. "Public Comments" are set aside for members of the audience to comment. However, due to public meeting laws, the Board can only listen to your issue, not take action. The public is invited to address the Board regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Please turn in comment cards to the Board Secretary prior to the item you wish to speak on. These presentations are limited to three (3) minutes.
4. In compliance with the Americans with Disabilities Act (ADA) and upon request, Allegiance STEAM Academy may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Allegiance STEAM Academy.

**I. Preliminary**

**A. Call to Order**

The meeting was called to order by Board Chair at \_\_\_\_\_.

**B. Roll Call**

**Present**

**Absent**

Andrew Vestey, Chairman

\_\_\_\_\_

\_\_\_\_\_

Vanessa Okamoto, Secretary

\_\_\_\_\_

\_\_\_\_\_

Melanie Choi, Treasurer

\_\_\_\_\_

\_\_\_\_\_

Raquel Rall, Member

\_\_\_\_\_

\_\_\_\_\_

Samantha Odo, Member

\_\_\_\_\_

\_\_\_\_\_

**C. Public Comments- Items not on the Agenda**

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

**D. Approval of Agenda for Board Meeting for March 11, 2018.**

Recommended the Board of Directors approve the Agenda for Regular Board Meeting for March 11, 2018

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**II. Open Session:**

**A. COMMUNICATIONS**

1. Comments from Board of Directors
2. CEO's report

**B. ITEMS SCHEDULED FOR DISCUSSION/ACTION:**

**1. Non-discrimination Policy**

*See attached*

**It is recommended the Board of Directors:**

- a. Adopt and Approve the Non-Discrimination Policy.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**2. Field Trip Policy**

*See attached*

**It is recommended the Board of Directors:**

- a. Adopt and Approve the Field Trip Policy.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**3. English Language Learner Master Plan**

*See attached*

**It is recommended the Board of Directors:**

- a. Adopt and Approve the English Language Learner Master Plan.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**4. Board Duties and Responsibilities/ Delegation of Power to CEO**

*See attached*

**It is recommended the Board of Directors:**

- a. Adopt and Approve the Board Duties and Responsibilities/ Delegation of Power to CEO

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**5. Procedure for Policy Adoption**

*See attached*

**It is recommended the Board of Directors:**

- a. Adopt and Approve the Procedure for Policy Adoption.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**6. Conflict of Interest Code**

*On January 15, 2018, the Allegiance STEAM Academy Board of Directors tentatively Approved the Conflict of Interest Code in compliance with the Political Reform Act And Government Code 1090. The final adoption of the Code is presented to the Board for approval after the 45-day posting of the Notice of Intention and approval by the California Fair Political Practice Commission.*

**It is recommended the Board of Directors:**

- a. Approve the final adoption of the Conflict of Interest Code for Allegiance STEAM Academy

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**7. Resolution of Allegiance STEAM Academy Approving the Establishment of Deposit Account and Signing Authority at Wells Fargo**

*See attached*

**It is recommended the Board of Directors:**

- a. Approve the Resolution of Allegiance STEAM Academy for the Establishment of a Deposit Account and grant Signing Authority for the account.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**8. Fiscal Year 2018-2019 Updated Budget for Allegiance Steam Academy - Thrive**

*Charter Impact, Allegiance Steam Academy's Back Office provider, has provided an updated Fiscal Year 2018-2019 Budget that ensures financial solvency and a responsible and healthy reserve.*

**It is recommended the Board of Directors:**

- a. Approve the Fiscal Year 2018-2019 Final Budget for Allegiance Steam Academy - Thrive.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**9. Ad Hoc Committee: Founding member interviews**

*Pursuant to the Allegiance STEAM Academy-Thrive Charter Petition, founding members will be confirmed prior to the school's initial enrollment lottery. As set forth in the approved charter, the founding members group is comprised of the parents and community members that provided significant assistance initially in the development of the school. Designation as a founding member is not based upon financial donations to the school. The Ad Hoc Committee will confirm the founding member group through interviews with the CEO as set forth in the charter, and the confirmation of the founding members will be completed at a meeting of the Board of Directors.*

**It is recommended the Board of Directors:**

- a. Approve \_\_\_\_\_ and \_\_\_\_\_ to the ad hoc committee, to confirm founding members.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**C. ADJOURNMENT**

**It is recommended the Board of Directors:**

- a. Adjourn the Regular Board Meeting for March 11, 2018 at \_\_\_\_\_

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_



## **NON-DISCRIMINATION POLICY**

The Allegiance STEAM Academy Board of Directors is committed to equal opportunity for all individuals in education. School programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9 (*U.S. Department of Education, Title 34*), the Chief Executive Officer (CEO) or designee shall notify students, parents/guardians, employees, applicants for admission and employment, and sources of referral for applicants about Allegiance STEAM Academy's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

Allegiance STEAM Academy's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand and, when required by law, in a language other than English.

### **Access for Individuals with Disabilities**

School programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

The CEO or designee shall ensure Allegiance STEAM Academy provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the CEO or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.



## **FIELD TRIP POLICY**

Allegiance STEAM Academy Board of Directors is committed to providing opportunities for all students to experience a high quality STEAM education that includes learning experiences outside of the school premises and operating hours. The Board of Directors recognizes school-sponsored trips are an important component of a student's development and supplement and enrich the classroom learning experience. School-Sponsored trips may be conducted in connection with Allegiance STEAM Academy's course of study or school-related social, educational, cultural, and athletic, or other extracurricular or co-curricular activities. A field trip to a foreign country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to ASA's course of study. (Education Code 35330)

Field trips and excursions are educationally sound and an important ingredient to the instructional program of the School. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. Field trips and excursions are to be planned and carried out with safety as a priority and in a manner that minimizes ASA's legal liability and financial cost.

Requests for school-sponsored trips involving out-of-state, out-of-country, or overnight travel shall be submitted to the CEO. The CEO shall review the request and make a recommendation to the Board of Directors if the school-sponsored trip should be approved by the Board. All other school-sponsored trips shall be approved in advance by the CEO.

The CEO shall establish a process for approving a staff member's request to conduct a school-sponsored trip. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, ASA and student expense, and transportation and supervision requirements. CEO may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The CEO shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

The Board of Directors may approve the use of ASA funds for student expenses for in-state, out-of-state or out-of-country field trips or excursions when permitted by law. In addition, expenses of instructors, chaperones, and other personnel participating in such trips, as well as incidental

expenses for the use of ASA's equipment during the trip, may be paid from ASA's funds. (Education Code 35330)

**Supervision:**

Students on school-sponsored trips are under the jurisdiction of Allegiance STEAM Academy and shall be subject to ASA's school rules and regulations. The CEO shall ensure adequate supervision by school employees is provided on all school-sponsored trips and there is an appropriate ratio of adults to students present on the trip. Parents are encouraged to participate in such supervision. There shall be one (1) adult chaperone for every ten (10) students.

**Parent/Guardian Permission:**

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. ASA shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons making the field trip or excursion shall be deemed to have waived all claims against ASA or the state of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims. (Education Code 35330)

**Safety Issues:**

1. While conducting a trip, the teacher, employee, or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (Education Code 32041)
2. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip. (Education Code 32043)
3. Allegiance STEAM Academy shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion or field trip. (Education Code 35331)
4. If the CEO receives threat level warnings from the homeland security advisory system pertaining to the destination of a school-sponsored trip, he/she shall implement precautions necessary to protect the safety of students and staff.
5. Lifeguards are required for all swimming activities. If the activity is at a private pool, the owner of the pool shall provide a certificate of insurance, designating Allegiance STEAM Academy as an additional insured, for not less than \$500,000 in liability coverage. Staff shall determine supervisory responsibilities for all chaperones.

6. Before trips of more than one day, the CEO may hold a meeting for staff, chaperones, parents/guardians, and students to discuss safety and the importance of safety-related rules for the trip.

### **Field Trip:**

Allegiance STEAM Academy considers field trips to be a method of instruction and shall be planned as such, with definite instructional objectives to advance the learning of ASA's adopted course of study.

#### **1. Procedures for Field Trips:**

- a. A teacher planning to take a field trip shall make a request in writing and submit to the CEO at least six (6) weeks prior to the date of the field trip along with a daily itinerary. The CEO shall approve or deny the request and notify the teacher, if denied, the CEO should state the reason(s).

- b. Specific written approval of parent or guardian is required before participation in any and all field trips.

#### **2. Supervision and Safety**

- a. All field trips shall begin and end at the school. When transportation is provided by ASA, students may be released from using ASA transportation for the return trip, only with the advance written permission of their parent/guardian, and the approval of the CEO.

- b. On all field trips involving students, provisions shall be made for proper supervision by school employees. Parents are encouraged to participate in such supervision. There shall be one (1) adult chaperone for every ten (10) students.

- c. When a field trip is made to a place of business or industry the host company must serve as a guide.

- d. The teacher shall check the student roster before all departures from one destination to another.

#### **3. Funding for and Equal Access to Field Trips**

- a. No student shall be required to pay the costs of transportation, admission fees, or any other costs related to field trips or denied the opportunity to take part in a field because of an inability to pay admission fees, lunches, or any other costs.

- b. ASA discourages field trips that depend on excessive amounts of fundraising and/or contributions from the parents and/or others.

- c. Fundraising activities shall not infringe upon the student's time to do homework assignments.

- d. Fundraising activities shall not jeopardize a student's safety.

- e. Teachers must receive parent permission slips prior to fundraising activities.

### **Student Travel**

The purpose of student travel is to provide the student with educational experiences other than those provided within the regular classroom setting. All student travel that requires overnight stay or are in excess of 250 miles (one way) require Board approval.



## **1. General Rules for Student Travel Experiences:**

- a. Travel experiences must be sponsored by ASA recognized club groups.
- b. If student travel experiences take place during the regular instructional time, students must complete the requirements of their courses for the class time missed as outlined by the teacher of the respective courses.
- c. Student shall be allowed to make up work missed during ASA approved experiences.
- d. All Board approved policies and regulations shall apply when students/staff/chaperones are on student travel experiences.
- e. Transportation may be provided for students, employees, and other individuals for student for school sponsored trips.

## **2. Procedures**

- a. Certificated employee must first receive approval from the CEO on student travel experience.
- b. Student travel that requires overnight stay or are in excess of 250 miles (one way) require Board approval. Exception to regulation b above is to be provided when a student or group of students must attend a competitive event and which does not allow sufficient time for board approval. In such cases, the CEO or designee must approve.
- c. Specific written approval of parent or guardian is required before participation in any and all student travel.
- d. The preliminary authorization by the Board will allow the petitioner to fundraise, communicate and coordinate the transportation, risk management, and Director of Educational Programs to prepare and agendaize 30 days before the impending board meeting.
- e. Parent agreement: upon receiving CEO and Board approval, the certificated employee organizing the travel experience must receive written permission of parent or guardian the student may participate in the travel experience and sign a release and agreement form.
- f. No student travel experiences shall be allowed without Board approval which will be due at subsequent board meeting 30 days prior to the trip. The student must meet extra/co-curricular grade and citizenship regulations.

## **4. Supervision and Safety**

- a. All student travel experiences must begin and end at school unless otherwise stated on the parent agreement form.
- b. There shall be one (1) adult chaperone for every ten (10) students. Otherwise trips must include male chaperones for male students and female chaperones for female students.
- c. It is recommended that the principal or designee hold a meeting for staff, chaperones, parents/guardians, and students to discuss safety and the importance of safety-related rules for the travel experience. Staff shall determine supervisory responsibilities for all chaperones.
- d. The certificated employee shall check a student roster before all departures from one destination to another.

## **5. International Travel**

a. Any international travel must adhere to all supervision safety standards. Any request for international travel that does not meet this criteria must be recommended and justified before the Board of Directors by the CEO during the preliminary request. The employees and students going on said trip shall provide proof of insurance coverage to the CEO. All parties going on said trip shall sign a hold harmless clause with Allegiance STEAM Academy.

b. Provisions for all international travel must include:

- 1) Refund if tour is canceled
- 2) Provisions that ensure living accommodations and return travel if funding tour is mishandled or misappropriated
- 3) Allegiance STEAM Academy named as additional insured
- 4) Minimum of \$10,000,000 liability coverage
- 5) Certificate of Insurance of the above two (2) items

6. Funding for Student Travel

a. Student participation in travel experiences is strictly voluntary and students may be expected to bear the entire cost of travel experiences.

b. Club groups may fundraise for student participation in travel experiences.

c. Allegiance STEAM Academy discourages travel experiences that depend on excessive amounts of fundraising and/or contributions from parents and/or others.

d. Fundraising activities shall not infringe upon the student's time to do homework assignments.

e. Fundraising activities shall not jeopardize a student's safety.

Parent acceptance of responsibility of student while fundraising is required.



# ENGLISH LANGUAGE LEARNER MASTER PLAN

<b>Introduction</b>	2
<b>Identification and Placement</b>	2
Introduction	2
Home Language Survey	2
Initial Assessment and Classification	4
Summative Assessment and Reclassification	4
Administration of the ELPAC to Pupils with Disabilities	5
Language Acquisition Programs	6
<b>Curriculum and Instruction</b>	7
<b>Parental Involvement</b>	8
English Learner Advisory Committee	8
<b>Program Evaluation</b>	8

# **Introduction**

ASA Thrive will acknowledge, celebrate, and develop students of all ability levels. All students will be served, regardless of their learning style. ASA Thrive will provide instruction in an inclusive setting to maintain the least restrictive environment. All students will be held to high expectations while being provided with high levels of support. We will ensure that we meet all students' unique learning needs through multi-layered intervention and support services, high expectations, and research-based instructional practices. Differentiation plays an integral role in meeting the needs of diverse learners. Formal and formative assessments will shape instruction for English Language learners, as well as both low-achieving and high-achieving students.

We believe that English Language learners deserve an educational environment that is inclusive and affirming of their home language and culture, viewing home language as a gift and strength to build upon. We believe that to meet our high expectations for student access to college, we must closely monitor student progress toward English language proficiency with multiple data sources, using this information to guide instruction and professional development.

We believe successful implementation of a coherent program for English Learners requires a school-wide effort with collaboration between all stakeholders. We believe that teachers and instructional leaders must promote student competence and confidence through instruction that is responsive to culture, builds on student prior knowledge, and fosters academic rigor to attain English language proficiency.

This plan shall be reassessed, at a minimum, on an annual basis to measure the effectiveness of the program to meet established goals, and ASA Thrive shall make revisions as required.

## **Identification and Placement**

### **Introduction**

Under federal civil rights law, charter schools, like all public schools, must identify English learner (EL) students who have limited proficiency in reading, writing, speaking, or comprehending English in a timely manner, and must provide ELs with an effective English language acquisition program that also affords meaningful access to the school's academic content.

### **Home Language Survey**

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the school's Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a

student's language classification or immigration status. See sample prose for the explanation and purpose below.

The survey is completed, by the parent or guardian, upon the student's initial enrollment in the school. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. Once the primary language is determined for a student, it does not need to be redetermined unless the results are disputed by a parent or guardian. If the HLS is completed in error, the parent or guardian may make a request to change it. However, once a student is identified as an English learner based on ELPAC results, changing the HLS will not change the student's identification. The student's status as an English learner will change only when an LEA reclassifies the student.

The information provided on the HLS is maintained thereafter in the school's Student Information System (SIS) and in the student's cumulative record.

Any student who is identified as having a primary language other than English as determined by the home language survey\*, and who has not been previously identified as an English learner by a California public school or for whom there is no record of results from an administration for an English language proficiency test, shall be assessed English proficiency using the state's designed English language proficiency test. (Education Code 313; 52164.1; 5 CCR 11511)

\*If a language other than English is indicated on any of the first three questions (see below), the student should be tested with the English Language Proficiency Assessment for California (ELPAC) Initial Assessment. If a language other than English is indicated on the fourth question (see below), the student may be tested at the LEA's discretion.

### **HOME LANGUAGE SURVEY**

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you (the parents or guardians) use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

## Initial Assessment and Classification

If a parent or guardian HLS response indicates a primary or native language other than English, and the LEA determines the pupil is eligible for the initial assessment, the LEA shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that the LEA will administer the ELPAC initial assessment to the pupil. The LEA shall administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the pupil's date of initial California enrollment, or, if administered prior to the pupil's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the pupil's initial enrollment. The notice shall include whether or not the pupil met the ELPAC initial assessment criterion for proficiency and the LEA's contact information for use if the pupil's parent or guardian has questions or concerns regarding the pupil's classification. (E.C. § 11518.5.)

If the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL. If the pupil meets the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as Initial Fluent English Proficient (IFEP). (E.C. § 11518.5.)

**NOTE:** In accordance with state (EC § 313) and federal policy (ESSA Title I, § 1111(b)(2)(G)), initially enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English.

## Summative Assessment and Reclassification

A student identified as EL shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified herein. The LEA shall administer the ELPAC summative assessment to all ELs during the annual summative assessment window in the spring. The LEA shall notify each pupil's parent or guardian of the pupil's test contractor-scored summative assessment results within 30 calendar days following receipt of the test results from the test contractor.

ASA Thrive shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the District's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (E.C. 52164.6)

ASA Thrive shall use the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level, consulting
  - a. Smarter Balanced Assessment achievement, or
  - b. Local assessments to be used to determine English learners (ELs) who were meeting academic measures that indicate they are ready to be reclassified.

If the pupil does not meet the criterion for proficiency, the LEA shall classify the pupil as EL. If the pupil meets the the criterion for proficiency, the LEA shall classify the pupil as Reclassified Fluent English Proficient (RFEP).

## Administration of the ELPAC to Pupils with Disabilities

When administering an initial or summative assessment to a pupil with a disability, the LEA shall provide the accommodations in accordance with the pupil's IEP or Section 504 Plan.

A pupil with a disability who is unable to participate in the initial or summative assessment, or a section of either test with resources, shall be locally administered an alternate assessment(s) for English language proficiency, as specified in the pupil's IEP or Section 504 Plan.

## Language Acquisition Programs

Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency achievement in both English and another language. (E.C. 306.)

Charter schools enrolling EL students have a dual obligation, as do all LEAs, to provide a program for ELs designed to overcome language barriers and provide access to the core curriculum (*Castañeda v. Pickard* 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including designated ELD, must be an integral part of a comprehensive program for every EL student.

*Castañeda v. Pickard* established a three part test that can be used by LEAs to evaluate and determine whether their programs are appropriately addressing the needs of ELs. Programs for ELs must be:

1. based on a sound educational theory,
2. implemented effectively with sufficient resources and personnel, and
3. evaluated to determine whether they are effective at having students overcome language barriers and meet the same academic goals set for all other students within a reasonable period of time

Pursuant to E.C. § 305<sup>1</sup> and based on the number of EL students and their respective proficiency levels, ASA Thrive will provide two types of programs: Structured English Immersion (SEI) and English Language Mainstream (ELM). ASA Thrive will use ELPAC results and criteria to determine the students, if any, who qualify for each program. An EL student will be transferred from SEI to ELM the pupil has acquired a reasonable level of English proficiency.

SEI instruction is designed for students with less than “reasonable fluency,” as defined by the LEA. The ELM program is designed for native English speakers or students with reasonable fluency or that have already acquired a “good working knowledge of English” as defined by the LEA. (5 CCR § 11301.)

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<sup>1</sup> E.C. § 305 (2). School districts and county offices of education shall, at a minimum, provide English learners with a structured English immersion program, as specified in Section 306, for purposes of ensuring that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English pursuant to the state priorities identified in paragraph (2) of subdivision (d) of Section 52060 and of Section 52066.



# Curriculum and Instruction

At ASA Thrive, all classes will be conducted in English. For students not proficient in English, the basic form of English language acquisition is through immersion. From the first day of school, EL students will be immersed in English with the language support they need to learn the language. Additionally, this support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers. Teachers will be informed on the language level of their students and will work collaboratively to develop standards-aligned lessons that support English language development. English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards and curriculum framework. ASA Thrive's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. ASA Thrive will provide identified students the same instructional activities in literacy as their non-identified peers, along with additional differentiated support based on English proficiency levels.

ASA will provide effective professional development for teachers and other school staff to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Teachers will utilize Specially Designed Academic Instruction In English (SDAIE) strategies to facilitate students' English language development at all grade levels. We will emphasize the importance of supporting English learners in acquiring academic-related skills and knowledge, while at the same time learning English through comprehensible second language input. Rather than focusing on language development, SDAIE focuses on content comprehension. Language is acquired because of the context in which it is contained. Teachers will build vocabulary with their students and have high expectations for success of language acquisition and the concepts.

SDAIE strategies will be used for EL students in order to make grade level academic content understandable and comprehensible while providing English Language Development and promoting literacy. ASA Thrive will engage in the following practices to support universal access of subject matter content for all students:

- Identifying lesson objectives aligned with state and local standards;
- Linking new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension;
- Using controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible;
- Providing students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking;
- Providing students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects;
- Providing students with regular opportunities to use new language skills in context;
- Using KWL charts to preview and review material;
- Utilizing choral reading in the classroom;

- Pacing lessons appropriately to allow for the participation and active engagement of all students.

ASA Thrive will use the following approach to assist all EL students:

- Identifying student needs through in-depth analysis of ELPAC data, classroom assessments, and CAASPP scores;
- Strategically grouping students with English development level and specific needs in mind;
- Using directed, structured, and research-based instruction utilizing programs for emergent readers and speakers and intensive language acquisition programs;
- Implementing structured, targeted, and rigorous standards-based instruction; and
- Monitoring student progress through informal observations and formal assessments.

## **Parental Involvement**

### **English Learner Advisory Committee**

According to the California Education Code, each school with twenty-one (21) or more ELs must establish a functioning ELAC. ASA Thrive will establish an English Language Advisory Committee (ELAC). This committee will be comprised of parents of EL students. There will be no limit or restriction on the number of parents that can exist at one time. The committee will advise the administration and staff on the program and services for EL students, offer suggestions to the school administration on the most effective ways to ensure regular school attendance, and provide input on how to effectively engage and welcome EL students and their families in all school activities.

## **Program Evaluation**

To evaluate the effectiveness of this educational program for English learners, the CEO/Principal shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or at risk of being classified as long-term English learners, in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the District's LCAP
6. A comparison of current data with data from at least the previous year



## **BOARD DUTIES AND RESPONSIBILITIES**

### **DELEGATION OF POWER TO CEO**

Allegiance STEAM Academy (ASA) is governed by the Board of Directors of the Allegiance STEAM Academy, Inc., a California nonprofit public benefit corporation. While understanding their separate roles, the Board of Directors and the Chief Executive Officer (CEO) work in conjunction as a governance team. The team assumes joint responsibility for building a positive organizational culture to ensure both sides govern effectively. Keeping this in mind, the following identifies the roles of the Board of Directors and CEO.

#### **Role of the Board of Directors**

##### **Vision, Mission and Strategic Plan:**

- The Board of Directors drafts, modifies and approves Allegiance STEAM Academy Mission and Vision, periodically reevaluating the Mission of the school;
- The Board of Directors reviews, provides, input and approves the “Strategic Plan” submitted by the Chief Executive Officer;
- The Board of Directors adopt policies to successfully implement the ASA Mission, Vision and Strategic Plan;
- The Board of Directors manages the CEO to ensure the ASA Mission, Vision and Strategic Plan are reflected in the operations and curriculum.
- The Board of Directors must ensure ASA complies with the January 8, 2018 “Chino Valley Unified School District First Amended Resolution No. 2017/18-34 to conditionally grant the Allegiance STEAM Academy Thrive Charter School Petition” and the “First Amended Charter School Memorandum of Understanding between the Chino Valley Unified School District and Allegiance STEAM Academy, Inc. operating Allegiance STEAM Academy Thrive Charter School” as approved, accepted, agreed to, and adopted by the ASA Board of Directors on January 15, 2018.

##### **Academic Performance Monitoring:**

- The Board of Directors, or committee thereof, annually reviews student performance based on State and Federally mandated assessments and sets goals for student achievement;
- The Board of Directors, or committee thereof, periodically reviews student performance based on school level assessments and sets goals for student achievement on school level assessments;
- The Board of Directors reviews/ adopts academic policies to achieve the student achievement goals;
- The Board of Directors approves all academic performance reports to all federal, state and local agencies required by law;



- The Board of Directors, or committee thereof, researches student data collection systems and periodically reviews them to ensure their effectiveness.

#### **Staffing and Personnel:**

- The Board of Directors reviews/approves personnel policies and any amendments;
- The Board of Directors hires, evaluates and terminates the employment of the CEO;
- The Board of Directors establishes performance goals for the CEO and communicates the goals to the CEO;
- The Board of Directors annually reviews the CEO's performance and employment contract;
- The Board of Directors establishes and annually reviews the CEO's succession and recruitment plans;
- The Board of Directors approves the salaries and compensation policies for all ASA personnel in compliance with any applicable laws.

#### **Parent, Student and Community Relations:**

- The Board of Directors hears and decides student expulsion recommendations;
- The Board of Directors hears and decides student suspension appeals;
- The Board of Directors reviews/ approves student and parent policies , including any amendments;
- The Board of Directors communicates with the community, consistent with ASA's Mission and Vision.

#### **Finance and Budget:**

- The Board of Directors reviews/ approves the fiscal management and internal control policies, including any amendments;
- The Board of Directors reviews/ approves ASA's academic calendar and bell schedule;
- The Board of Directors, or committee thereof, researches and selects ASA's independent financial auditor, works in conjunction with the auditor and receives the auditor's report;
- The Board of Directors, or committee thereof, reviews/adopts/amends the annual budget as well as interim and annual financial statements;
- The Board of Directors reviews/ adopts the audit report and monitors the responses to the audit report and implementation of changes.

#### **Facilities:**

- The Board of Directors enters into financing and building contracts;
- The Board of Directors approves construction and/or remodeling of facilities;
- The Board of Directors makes recommendations on facilities needs and policies.



### **Board Internal Business:**

- The Board of Directors drafts, reviews and approves Board policies and amendments;
- The Board of Directors recruits prospective Board members;
- The Board of Directors provides training and orientation to new Board members;
- The Board of Directors creates Board self-evaluation, which is completed annually. Periodically, the Board will re-evaluate its self-evaluation process.

### **School Performance and Renewal:**

- The Board of Directors annually reviews the school performance reports;
- The Board of Directors reviews charter school renewal petitions for submission.

### **Delegation of Power to the CEO**

The Board delegates the following powers to the CEO or their designee:

#### **Vision and Strategic Plan:**

- The CEO provides input to the Board of Directors, when it drafts, changes and approves the ASA Mission and in each following year when it reevaluates the ASA Mission and Vision;
- The CEO authors and submits ASA's Strategic Plan to the Board of Directors;
- The CEO implements the policies approved by the Board of Directors to ensure ASA's Mission, Vision and Strategic Plans are aligned with the procedures of the school and training given to staff.

#### **Academic Performance Monitoring:**

- The CEO creates a report reflecting student performance based on state and federally-mandated assessments and provides a copy to the Board of Directors. The CEO and Board of Directors will review the performance and provides input to the Board of Directors when setting goals for student achievement on national assessments. The CEO implements the goals for student achievement on such assessments;
- The CEO implements policies adopted by the Board of Directors, to achieve the student achievement goals.
- The CEO creates academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board of Directors for approval;
- The CEO develops the ASA academic calendar and bell schedule, providing those items to the Board of Directors for approval.



### **Staffing and Personnel:**

- The CEO drafts personnel policies and presents them to the Board of Directors for review and approval. The CEO also recommends any proposed amendments to the personnel policies and presents them to the Board of Directors for review and approval;
- The CEO is responsible for all recruitment activities associated with the hiring of ASA personnel;
- The CEO recommends the salaries for all ASA personnel in compliance with any applicable state laws to the Board for final approval;
- The CEO ensures all ASA personnel are evaluated on a yearly basis and creates the process for such evaluation;
- The CEO implements all personnel policies, including ASA's internal complaint procedures.

### **Parent, Student and Community Relations:**

- The CEO implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board of Directors, upon completion of the school-level procedures;
- The CEO follows the policies and procedures adopted for student suspensions and refers any student appeals to the Board of Directors to hear and decide such appeals;
- The CEO drafts and then implements the Board of Directors adopted student and parent policies. The CEO drafts amendments to the student and parent policies, presenting them to the Board of Directors for approval;
- At the direction of the Board of Directors, the CEO communicates with the media and community at large in a manner consistent with the Mission and Vision of ASA.

### **Finance and Budget:**

- The CEO drafts and subsequently implements the Board of Directors adopted fiscal policies. The CEO will also draft amendments to the fiscal policies and present them to the Board of Directors for approval;
- The CEO, in conjunction with the Back-Office Services provider, drafts and submits to the Board of Directors, the quarterly and yearly budget drafts;



- The CEO, in conjunction with the Back-Office Services provider, drafts and submits to the Board of Directors, the final quarterly and yearly budgets and other financial statements;
- The CEO implements the responses to the audit report as instructed by the Board of Directors.

**Facilities:**

- The CEO conducts school site needs assessments at the direction of the Board of Directors;
- The CEO implements any facilities policies.

**Charter Performance and Renewal:**

- The CEO drafts any required school performance reports for the Board of Directors review on an annual basis;
- The CEO drafts charter petition renewals for review by the Board of Directors.



## PROCEDURE FOR POLICY ADOPTION

The successful operation of Allegiance STEAM Academy (ASA) requires the actions of the Board of Directors, Chief Executive Officer (CEO) and administrative staff to be known and understood by students, employees, and members of the community. These groups as well as individuals should also have an opportunity to affect ASA action.

The process for identifying, drafting and adoption of policies at ASA includes the following guidelines:

### **Raising a Policy Issue:**

Any person within the ASA community, including teachers, administrative staff, other staff members, students, parents and interested community members, may raise a potential policy issue. At the site level, the individual who raises the policy issue shall communicate the potential policy issue to the CEO, or their designee. The CEO, or their designee, shall communicate the policy issue to the Chairperson of the Board of Directors within one week of receiving the policy issue.

Any member of the Board of Directors may raise a potential policy issue by communicating the policy issue to the Chairperson of the Board of Directors. If a policy issue is raised during a regular or special meeting of the Board of Directors, the Chairperson of the Board of Directors shall it is recorded in the meeting minutes.

### **Investigating a Policy Issue:**

Once the Board of Directors receives notification of a policy issue, the Board of Directors shall determine the appropriate means to investigate the policy issues. The Board of Directors may, upon their discretion, investigate the matter as the governing body or delegate the investigation to the appropriate personnel.

### **Policy Drafting:**

Once the Board of Directors has investigated the policy issue, the Board of Directors shall convene a meeting to discuss the policy and decide any outstanding issues relating to drafting the



policy. The Board of Directors shall then decide to draft the policy itself, or delegate the drafting to the appropriate personnel.

**Adoption, Revision and Repeal of Policies:**

Policies should be submitted by the CEO to the Board of Directors at a regular or special school board meeting and shall be adopted, revised or repealed by a majority vote.

The adoption, revision or repeal of a policy shall be made in an open and public manner at a regular or special Board of Directors meeting.

**Communication and Public Involvement in Policy Adoption:**

An opportunity for interested parties to be heard before adoption, revision or repeal of policy shall be made. Retention and organization of adopted policies, rules, regulations and procedures shall be made in a policy binder maintained by the Secretary of the Board with the assistance of appropriate staff.

Publication and availability of all policies, currently in effect within ASA, shall be made to any interested person during the regular business hours of ASA. To ensure a basic level awareness and institutional understanding, a copy of the policy binder shall be provided to all new members of the Board of Directors who shall be briefed on key aspects of the policies by a member of the school's staff.

**Review and/or Revision of Existing Policies:**

All board policies shall be reviewed on an annual basis. At each regularly scheduled board meeting the CEO shall submit an appropriate number of board policies to the Board of Directors to review and amend as needed. The Board of Directors may receive assistance of personnel, as it deems necessary, in reviewing the existing policies of the school to determine if a policy requires amending.

**NOTICE OF INTENTION TO ADOPT A CONFLICT OF INTEREST CODE  
FOR ALLEGIANCE STEAM ACADEMY INC.**

**NOTICE IS HEREBY GIVEN** that Allegiance STEAM Academy Inc. (“Corporation”) a California nonprofit public benefit corporation, tentatively approved a Conflict of Interest Code (“Code”) pursuant to Government Code section 87300 at its meeting on January 15, 2018, and intends to finally adopt the Code. Pursuant to Government Code sections 87200 and 87302, the Code will designate public officials, employees, and consultants of Corporation who make governmental decisions, manage Corporation’s investments, and who, therefore, must disclose certain investments, interests in real property, sources of income, and business positions, and disqualify themselves from making or participating in the making of governmental decisions affecting those interests.

A public comment period has been established commencing on January 15, 2018, and terminating on March 11, 2018, (a 45-day period). Any interested person may present written comments concerning the proposed Code no later than March 11, 2018, to the Corporation’s representative at the address listed below. No public hearing on this matter will be held unless any interested person or his or her representative requests a public hearing no later than 15 days prior to the close of the written comment period.

The exact terms of the proposed Code, and all of the information upon which the Code is based, are available for inspection and copying by interested persons by contacting the Corporation’s representative at the address listed below, and are also available at the office of the Clerk of the San Bernardino County Board of Supervisors. Corporation has prepared a written explanation of the reasons for the designations and the disclosure responsibilities and has available all of the information upon which its proposed Code is based. Any general inquiries concerning the proposed Code should be directed to the Corporation’s representative listed below.

*Troy Stevens*  
*Incorporator, Allegiance STEAM Academy Inc.*  
*Address* PO Box 2414  
Chino, CA 91708  
*Phone* 562-477-0594  
*Fax* \_\_\_\_\_

**CONFLICT OF INTEREST POLICY  
OF  
ALLEGIANCE STEAM ACADEMY INC.**

**Article I  
Purpose**

The purpose of this Conflict of Interest Policy is to protect the interests of Allegiance STEAM Academy Inc., a California nonprofit public benefit corporation (the "Corporation"), when it contemplates entering into a transaction or arrangement that might benefit the private interests of an officer, director, or any other person in a position of authority within the Corporation or might result in a possible excess benefit transaction as defined by Internal Revenue Code Section 4958. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit organizations. In the event of any inconsistency with California law, California law shall prevail.

**Article II  
Definitions**

**1. Interested Person**

Any director, principal officer, or member of a committee with board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

**2. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Corporation has entered into or proposes to enter into any transaction or arrangement;
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has entered into or proposes to enter into any transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation entered into or proposes to enter into any transaction or arrangement.

However, notwithstanding the above and consistent with California Corporations Code Section 5233 regarding self-dealing transactions, a financial interest shall not include: (1) the compensation, typically director and officer stipends, per meeting fees and reimbursement of expenses, of a director as a director or officer of the Corporation; (2) a transaction which is part of a public or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the public or charitable program; or (3) a transaction, of which the interested director or

directors have no actual knowledge, and which does not exceed the lesser of 1 percent (1%) of the gross receipts of the Corporation for the preceding fiscal year or one hundred thousand dollars (\$100,000).

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

### **Article III Procedures**

#### **1. Duty to Disclose**

In connection with any transaction or arrangement to which the Corporation is a party where there is an actual or possible conflict of interest, the interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

#### **2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the potentially interested person, a determination must be made about whether an actual conflict of interest exists. The disinterested board or committee members shall determine on a case by case basis whether the disclosed interest constitutes an actual conflict of interest.

#### **3. Procedures for Addressing the Conflict of Interest**

a. If it is determined that there is a conflict of interest, the interested person may make a presentation at the board or committee meeting and may answer questions regarding factual information related to the transaction or arrangement. The interest person shall abstain from otherwise participating in any discussions and votes concerning the transaction or arrangement.

b. The chairperson of the board or committee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporation's best interest, for the Corporation's own benefit, and whether the transaction or arrangement is fair and reasonable to the Corporation. In conformity with the above

determination, the board or committee shall make its decision as to whether to enter into the transaction or arrangement.

e. Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in California Corporations Code Section 5233 regarding self-dealing transactions shall constitute compliance with this policy.

#### **4. Violations of the Conflict of Interest Policy**

a. If the board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the board or committee determines that the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

### **Article IV Records of Proceedings**

The minutes of meetings of the board and all committees with board-delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any proposed alternatives, and a record of any votes taken in connection with the transaction or arrangement.

### **Article V Compensation**

a. A voting member of the board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation, except for compensation, typically director and officer stipends, per meeting fees and reimbursement of expenses, of a director as a director or officer of the Corporation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation, except for compensation as a director as a director or officer of the Corporation (typically director and officer stipends, per meeting fees and reimbursement of expenses).

c. No voting member of the board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI Annual Statements**

Each director, principal officer and member of a committee with board delegated powers shall annually or upon taking office sign a statement that affirms such person:

- a. Has received a copy of the Conflict of Interest Policy;
- b. Has read and understands the Policy;
- c. Has agreed to comply with the Policy; and
- d. Understands that the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

#### **Article VII Periodic Reviews**

To ensure that the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

#### **Article VIII Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring periodic reviews are conducted.

**CONFLICT OF INTEREST CODE  
ALLEGIANCE STEAM ACADEMY INC.**

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Allegiance STEAM Academy Inc., a California nonprofit public benefit corporation (“Corporation”), is therefore required to adopt such a code. The Fair Political Practices Commission (“FPPC”) has adopted a regulation (2 Cal. Code of Regs. § 18730) that contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency’s code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. §18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Corporation (“Code”). This Code shall take effect when approved by the Board of Supervisors for the County of San Bernardino, and shall thereupon supersede any and all prior codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. section 18730(b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests (“Form 700”) with the Secretary of the Corporation. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Bernardino. Statements for all other designated employees shall be retained by the Secretary.

**APPENDIX TO  
CONFLICT OF INTEREST CODE OF  
ALLEGIANCE STEAM ACADEMY INC.**

**Preamble**

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from legal counsel to Allegiance STEAM Academy Inc., a California nonprofit public benefit corporation (“Corporation”). (Gov. Code, § 83114; 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code, § 83114(a).)

Opinions rendered by legal counsel to Corporation do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party’s reliance on such legal counsel’s opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Government Code section 91003.5.

**I.**

**Designated Employees**

<b><u>Designated Positions</u></b>	<b><u>Disclosure Categories</u></b>
Members of the Board of Directors	1, 2
President/ CEO	1, 2
Treasurer/ Chief Financial Officer	1, 2
Secretary	1, 2
Consultants/ New Positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the Code, subject to the following limitation:

The President/ CEO or designee may determine in writing that a particular consultant/ new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s/ new position’s duties and, based upon that description, a statement of the



extent of disclosure requirements. The President/ CEO or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this code. (Gov. Code, § 81008.)

## **II.**

### **Disclosure Categories**

#### **Category 1**

Designated positions assigned to this category must report:

Interests in real property which are located in whole or in part within two (2) miles of any facility utilized by a Corporation charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

#### **Category 2**

Designated positions assigned to this category must report:

Investments and business positions in business entities or income (including gifts, loans, and travel payments) from any source of the type that provides services, supplies, products, materials or equipment that the Corporation utilizes or currently plans to utilize, including school supplies, books, and furnishing.

#### **Category 3**

Designated positions assigned to this category must report:

Investments and business positions in business entities or income (including gifts, loans, and travel payments) from any source of the type that provides services, supplies, products, materials or equipment that the designated position's department utilizes or currently plans to utilize. For the purpose of this category a Principal's department is his or her entire school.

**RESOLUTION OF THE BOARD OF DIRECTORS OF  
ALLEGIANCE STEAM ACADEMY INC. AUTHORIZING  
THE ADOPTION OF A CONFLICT OF INTEREST CODE  
AND CERTAIN OTHER ACTIONS RELATED THERETO**

**WHEREAS**, Allegiance STEAM Academy Inc. (“Corporation”), as a California nonprofit public benefit corporation that intends to operate a public charter school, is required to adopt a Conflict of Interest Code pursuant to Government Code Section 87300;

**WHEREAS**, the Fair Political Practices Commission (“FPPC”) has adopted a regulation (2 Cal. Code Regs. § 18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700s, Statement of Economic Interests; and

**WHEREAS**, Corporation desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference.

**NOW, THEREFORE**, this Board of Directors of Allegiance STEAM Academy Inc. does hereby find, resolve and order as follows:

Section 1. A Conflict of Interest Code, in the form attached as Exhibit A, is hereby tentatively adopted and promulgated.

Section 2. The President/ Chief Executive Officer is hereby directed to open a 45-day public comment period to begin on January 15, 2018, by posting a Notice of Intention to Adopt a Conflict of Interest Code on the Corporation’s employee bulletin boards or in the employee newsletters, on the Corporation’s website, and concurrently mailing notice to the Board of Supervisors of the County of San Bernardino.

Section 3. The Conflict of Interest Code shall become effective immediately upon:

a. Its final approval by this Board of Directors following close of the public comment period and after a public hearing, if requested, at its meeting on March 11, 2018; and

b. Its approval by the Board of Supervisors of the County of San Bernardino as the code reviewing body.

Section 4. Upon its final approval by the Board of Directors of the Corporation, the President/ Chief Executive Officer is hereby directed and authorized to submit a certified copy thereof to the Board of Supervisors of the County of San Bernardino for approval.

Section 5. This resolution shall take effect immediately upon its adoption.

**EXHIBIT A**

[CONFLICT OF INTEREST CODE AND APPENDIX  
OF ALLEGIANCE STEAM ACADEMY INC.]

**SECRETARY'S CERTIFICATE**

I, Vanessa Okamoto, Secretary of the Board of Directors of Allegiance STEAM Academy Inc., a California nonprofit public benefit corporation, County of San Bernardino, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a regular meeting of the Board of Directors of Allegiance STEAM Academy Inc., which was duly and regularly held on the 11<sup>th</sup> day of March, 2018, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this 11<sup>th</sup> day of March, 2018.

\_\_\_\_\_  
Secretary  
Allegiance STEAM Academy Inc.

## **Descriptions of Positions and Offices with Explanation of Reasons for Employees and Consultants as “Designated Employees”**

### Members of the Board of Directors

The Members of the Board of Directors (“Board”) of Allegiance STEAM Academy Inc. (“Corporation”) formulate general policy and programs of Corporation and hire the President/ Chief Executive Officer. The Board is responsible for assuring that all aspects of the financial and programmatic accountability systems are consistent with the school’s charter. The Board has responsibility to ensure that Corporation’s staff fulfills Corporation’s obligations to its charter authorizer and the California Department of Education. Corporation does not have any surplus or special reserve funds to invest, and the Board does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, Members of the Board are not “other officials who manage public investments” within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, section 18700.3, and each Member is instead designated under Corporation’s Conflict of Interest Code and required to disclose reportable interests in real property located in whole or in part within two (2) miles of any facility utilized by a Corporation charter school, as well as investments and business positions in business entities or income from any source of the type that provides services, supplies, products, materials, or equipment that the Corporation utilizes or currently plans to utilize, including school supplies, books, and furnishing.

### President/ Chief Executive Officer

As an employee of Corporation, the President/ Chief Executive Officer (“CEO”) generally participates in the formulation of Corporation’s general policy and programs, and implements policy on behalf of the Board. The CEO hires employees and contractors, including those providing management, curriculum, technology, and instructional services. The CEO has general supervision, direction, and control of the business and affairs of Corporation. Corporation does not have any surplus or special reserve funds to invest, and the CEO does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations, or approve investment transactions. Consequently, the CEO is not an official who manages public investments within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, section 18700.3, and the CEO is instead designated under Corporation’s Conflict of Interest Code.

### Treasurer/ Chief Financial Officer

The Treasurer/ Chief Financial Officer of Corporation keeps and maintains, or causes to be kept and maintained, adequate and correct accounts of the properties and business transactions of Corporation. The Treasurer/ Chief Financial Officer generally participates in the formulation of Corporation’s general policy and programs in the areas of finance and general office administration. Corporation does not have any surplus or special reserve funds to invest, and the Treasurer/ Chief Financial Officer does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations, or approve investment transactions. Consequently, the Treasurer/ Chief Financial Officer is not an official who manages public investments within the meaning of Government Code section 87200, as

defined in California Code of Regulations, Title 2, section 18700.3, and the Treasurer/ Chief Financial Officer is instead designated under Corporation's Conflict of Interest Code.

Secretary

The Secretary is an officer of the Board of Directors and participates in formulation of the charter school's/ corporation's general policy and programs, and implements policy on behalf of the Board of Directors. The Secretary is therefore designated under Corporation's Conflict of Interest Code.



**ALLEGIANCE STEAM ACADEMY  
Governing Board Resolution**

**RESOLUTION OF ALLEGIANCE STEAM ACADEMY APPROVING THE ESTABLISHMENT OF  
DEPOSIT ACCOUNTS AT WELLS FARGO**

WHEREAS, the ALLEGIANCE STEAM ACADEMY will need funds to operating and working capital needs,  
and

WHEREAS, the ALLEGIANCE STEAM ACADEMY governing board is interested in establishing a banking  
relationship with Wells Fargo;

NOW, THEREFORE BE IT RESOLVED that the ALLEGIANCE STEAM ACADEMY governing board hereby  
approves the establishment of deposit accounts with Wells Fargo and approves the following individuals to be  
signers on the accounts:

- Andrew Vestey, Chair
- Hyo (Melanie) Choi, Treasurer
- Sebastian Cognetta, CEO

PASSED AND ADOPTED by the ALLEGIANCE STEAM ACADEMY governing board at a meeting held on  
March 11, 2018.

Vanessa Okamoto, **Secretary**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date





# Allegiance STEAM Academy - Thrive

Monthly Cash Flow/Budget FY18-19

Revised 3/6/18

ADA = 456.00



	P1												Annual Budget	
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19		Year-End Accruals
<b>Subagreement Services</b>														
5102 Special Education	-	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	25,000
5106 Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	75,000
	-	2,273	2,273	2,273	2,273	2,273	39,773	37,500	39,773	37,500	39,773	37,500	39,773	100,000
<b>Professional/Consulting Services</b>														
5801 IT	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000
5803 Legal	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	45,000
5804 Professional Development	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
5810 Payroll Service Fee	800	800	800	800	800	800	800	800	800	800	800	800	800	9,600
5811 Business/Accounting Services	8,968	8,968	8,968	8,968	8,968	8,968	8,968	8,968	8,968	8,968	8,968	8,968	8,968	107,617
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	117,864
5814 SPED Encroachment	-	-	-	29,466	-	-	29,466	-	-	29,466	-	-	-	59,990
	14,851	14,851	15,851	45,317	15,851	15,851	45,317	31,650	31,650	61,116	26,650	26,650	26,650	375,072
<b>Facilities, Repairs and Other Leases</b>														
5603 Equipment Leases	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	16,200
5610 Repairs and Maintenance	2,500	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
	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	46,200
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	-	-	-	-	-	-	-	1,250	1,250	1,250	-	-	-	5,000
5203 Business Meals	417	417	417	417	417	417	417	417	417	417	417	417	417	5,000
5300 Dues & Memberships	833	833	833	833	833	833	833	833	833	833	833	833	833	10,000
5400 Insurance	2,500	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
5501 Utilities	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
5502 Janitorial/Trash Removal	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
5510 Office Expense	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
5511 Postage and Shipping	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
5512 Printing	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
5513 Other taxes and fees	-	-	350	350	350	350	350	350	350	350	350	350	350	3,500
5514 Bank Charges	-	-	200	200	200	200	200	200	200	200	200	200	200	2,000
5515 Public Relations/Recruitment	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
5900 Communications	2,500	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
	18,750	18,750	22,800	22,800	22,800	22,800	24,050	24,050	24,050	24,050	22,800	22,800	22,800	270,500
<b>Interest</b>														
7438 Interest Expense	6,000	15,000	6,600	-	5,600	10,400	-	-	-	1,200	4,400	-	-	49,200
	6,000	15,000	6,600	-	5,600	10,400	-	-	-	1,200	4,400	-	-	49,200
<b>Total Expenses</b>	130,577	376,290	375,220	398,086	374,220	345,960	371,288	319,165	318,454	387,664	310,048	310,048	310,048	29,466
<b>Monthly Surplus (Deficit)</b>	(130,577)	(376,290)	(165,685)	852,353	(295,129)	(266,869)	292,725	(139,351)	79,768	27,357	82,173	82,173	82,173	419,504

**Allegiance STEAM Academy - Thrive**  
**Monthly Cash Flow/Budget FY18-19**  
 Revised 3/6/18

ADA = 455.00

**charter  
 impact**

	Prior Year P2 and PENSEC Estimates												P-2 Year-End Accruals	Annual Budget		
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19				
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(130,577)	(376,290)	(165,685)	852,353	(295,129)	(266,869)	292,725	(133,351)	73,768	27,357	82,173	82,173	373,957	416,504		
Cash flows from operating activities	-	-	-	-	-	-	-	-	-	-	-	-	(403,323)	(403,323)		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	25,466	25,466		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities	150,000	375,000	165,000	-	140,000	260,000	-	-	30,000	110,000	-	-	-	22,500,000		
Proceeds from Factoring	-	-	-	(690,000)	-	-	(140,000)	-	(130,000)	(130,000)	-	(30,000)	-	(1,120,000)		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	19,423	(1,290)	(685)	162,353	(155,129)	(6,869)	152,725	(133,351)	(26,232)	7,357	82,173	52,173				
<b>Cash, Beginning of Month</b>	-	19,423	18,133	17,447	179,800	24,671	17,802	170,527	37,176	10,944	18,301	100,474				
<b>Cash, End of Month</b>	19,423	18,133	17,447	179,800	24,671	17,802	170,527	37,176	10,944	18,301	100,474	152,647				