



# **ALLEGIANCE STEAM ACADEMY**

## **SPECIAL MEETING OF THE BOARD OF DIRECTORS**

**June 24, 2021**

**5:00 pm**

**Meeting Location:**

**5862 C St., Chino, CA 91710**

<https://zoom.us/j/95163864798?pwd=NjNNY3NvM2QreXdicUVhS0ZmUEdLUT09>

Meeting ID: 951 6386 4798

Passcode: 625458

Telephone: (669)900-6833

### **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. *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
Samantha Odo, Chairperson	_____	_____
Jason Liso, Treasurer	_____	_____
Marcilyn Jones, Secretary	_____	_____
Troy Stevens, Member	_____	_____
Claudia Reynolds, 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 the Special Board Meeting for June 24, 2021

It is recommended that the Board of Directors approve the Agenda for Special Board Meeting for June 24, 2021.

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

## II. Open Session:

### A. PLEDGE OF ALLEGIANCE

### B. ITEMS SCHEDULED FOR INFORMATION:

1. **2021-2022 Board Meetings**
2. **Auditor Governance Communication**

### C. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

1. **2021/2022 Local Control Accountability Plan**  
*(see attached)*

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

Approve the 2021/2022 Local Control Accountability Plan

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

**2. Allegiance STEAM Academy Thrive FY 2021-2022 Budget**

*(see attached)*

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

Approve and adopt the Allegiance STEAM Academy Thrive FY 2021-2022 Budget

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

**3. Education Protection Account Plan**

*(see attached)*

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

Approve and adopt the Education Protection Account Plan

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

**4. CEO Contract 2021-2022**

*(see attached)*

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

Approve and adopt the CEO Contract 2021-2022:

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

**5. Revised 2021-2022 School Calendar**

*(see attached)*

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

Approve and adopt the 2021-2022 School Calendar

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

**6. Parental Involvement Policy**

*(see attached)*

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

Approve and adopt the Parental Involvement Policy

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

## **C. COMMUNICATIONS**

### **1. Comments from Board of Directors**

## **D. ADJOURNMENT**

### **1. It is recommended the Board of Directors:**

Adjourn the Special Meeting of the Board of Directors for June 24, 2021

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



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Glendora, CA 91740

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To the Board and Management of  
Allegiance STEAM Academy

We are engaged to audit the financial statements of Allegiance STEAM Academy as of and for the year ended June 30, 2021. Professional standards require that we communicate to you the following information related to our audit. We ask that if you have any questions or need clarification you email [Derrick.Debruyne@claconnect.com](mailto:Derrick.Debruyne@claconnect.com), since a two-way dialogue can provide valuable information for the audit process.

### **Timelines and Deadlines**

Audit reports must be filed with the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by **December 15<sup>th</sup>** of each year.

We request that basic financial information (**trial balance and general ledger as of June 30, 2021 and general ledger for the next fiscal year**) be transmitted to us no later than **October 1<sup>st</sup>**.

In order to file the report on or before the December 15 state deadline, **all audit information requests made prior to October 25<sup>th</sup> should be received no later than October 31<sup>st</sup>**. This will allow us the time needed to complete the audit and submit our working-papers to our national assurance quality control team.

If a *significant amount* of the audit information requests are not received by the specified date, we will send a letter to Board and Management specifying the extent of outstanding information and possibly recommend notifying Allegiance STEAM Academy's authorizer that an audit report filing extension to **January 15<sup>th</sup>** is needed. The decision to apply for this extension is solely the responsibility of Allegiance STEAM Academy's Board and Management.

### **Our responsibility under Auditing Standards Generally Accepted in the United States of America**

Our responsibilities, as described by professional standards, are as follows:

- Forming and expressing an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America.
- Considering, as part of planning and performing our audit, the entity's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting.
- Planning and performing the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements as a whole are free from material misstatement.
- Performing, as part of obtaining reasonable assurance about whether the entity's financial statements are free of material misstatement, tests of the entity's compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on

the determination of financial statement amounts. However, providing an opinion on compliance with those provisions is not an objective of our audit.

- Communicating significant matters related to the financial statement audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.
- Communicating matters required by law, regulation, agreement, or other requirements.
- Communicating any matters relevant to compliance with the *California State K-12 Audit Guide*.

Our audit of the financial statements does not relieve you or management of your responsibilities.

We gave significant consideration to assisting management with the preparation of the financial statements to be provided, which may reasonably be thought to bear on independence, in reaching the conclusion that independence has not been impaired.

Our responsibility for other supplementary information accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the information to determine whether the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document. Our responsibility for other information in documents containing the entity's financial statements and our auditors' report does not extend beyond the financial information identified in the report. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in such documents. We are required by professional standards to read the other information in order to identify material inconsistencies between the audited financial statements and the other information because the credibility of the audited financial statements and our report may be undermined by material inconsistencies between the audited financial statements and other information.

#### **Planned scope and timing of the audit**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit of the financial statements will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from

(1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit. However, some matters may be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

**Our responsibility under Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards**

If we determine that Allegiance STEAM Academy has expended more than \$750,000 in federal funds during the course of the year being audited, the additional following responsibilities apply:

Our responsibilities, as described by professional standards, are as follows:

- Considering internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).
- Examining, in accordance with the Uniform Guidance on a test basis, evidence about the entity's compliance with the types of compliance requirements described in the "U.S. Office of Management and Budget (OMB) Compliance Supplement" applicable to each of its major federal programs for the purpose of expressing an opinion on the entity's compliance with those requirements. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on the entity's compliance with those requirements.

Our responsibility for the schedule of expenditures of federal awards (SEFA) accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the SEFA in relation to the financial statements as a whole and to report on whether the SEFA is fairly stated, in all material respects, in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the SEFA to determine whether the SEFA complies with the requirements of the Uniform Guidance, the method of preparing it has not changed from the prior period, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We expect to begin our audit in the Spring and issue our report no later than December 15<sup>th</sup>.

**Other planning matters**

Recognizing the importance of two-way communication, we encourage you to provide us with information you consider relevant to the audit. This may include, but is not limited to, the following items:

- Your views about the following matters:

- The appropriate person(s) in the entity's governance structure with whom we should communicate.
- The allocation of responsibilities between those charged with governance and management.
- The entity's objectives and strategies and the related business risks that may result in material misstatements.
- Matters you believe warrant particular attention during the audit and any areas for which you request additional procedures to be undertaken.
- Significant communications with regulators.
- Other matters you believe are relevant to the audit of the financial statements.
- The attitudes, awareness, and actions of those charged with governance concerning (a) the entity's internal control and its importance in the entity, including how those charged with governance oversee the effectiveness of internal control, and (b) the detection or the possibility of fraud.
- The actions of those charged with governance in response to developments in law, accounting standards, corporate governance practices, and other related matters.
- The actions of those charged with governance in response to previous communications with the auditor.
- Your understanding of the risks of fraud and the controls in place to prevent and detect fraud, including your views on the following matters:
  - The “tone at the top” conveyed by management.
  - The risk that the entity’s financial statements or schedule of expenditures of federal awards might be materially misstated due to fraud.
  - Programs and controls that the entity has established to mitigate identified fraud risks or that otherwise help to prevent, deter, and detect fraud.
  - How and how often you review the entity’s policies on fraud prevention and detection.
  - If a fraud hotline is in place, how it is monitored and how you are notified of allegations or concerns.
  - How you exercise oversight of management’s processes for identifying and responding to the risks of fraud and the programs and controls management has established to mitigate those risks.
  - The risks of fraud at the entity, including any specific fraud risks the entity has identified or account balances, classes of transactions, or disclosures for which a risk of fraud may be likely to exist.



- Examples of fraud-related discussions management has had with you.
  - Any actual or suspected fraud affecting the entity or its federal award programs that you are aware of, including measures taken to address the fraud.
  - Any allegations of fraud (e.g., received in communications from employees, former employees, analysts, regulators, grantors, or others) that you are aware of.
  - Any knowledge of possible or actual policy violations or abuses of broad programs and controls occurring during the period being audited or the subsequent period.
  - Any accounting policies or procedures applied to smooth earnings, meet debt covenants, minimize taxes, or achieve budget, bonus, or other financial targets that you are aware of; and whether you are aware of any accounting policies that you consider aggressive.
- How you oversee the entity's (1) compliance with laws, regulations, and provisions of contracts and grant agreements (2) policies relative to the prevention of noncompliance and illegal acts, and (3) use of directives (for example, a code of ethics) and periodic representations obtained from management-level employees about compliance with laws, regulations, and provisions of contracts and grant agreements.
  - Whether you are aware of any noncompliance with laws, regulations, contracts, and grant agreements, including measures taken to address the noncompliance.
  - If the entity uses a service organization, your knowledge of any fraud, noncompliance, or uncorrected misstatements affecting the entity's financial statements or federal award programs reported by the service organization or otherwise known to you.

\* \* \*

This communication is intended solely for the information and use of the Board of Directors and management of Allegiance STEAM Academy and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

**CliftonLarsonAllen LLP**



Derrick DeBruyne, CFE, CPA

Principal

626-857-7300

[Derrick.DeBruyne@claconnect.com](mailto:Derrick.DeBruyne@claconnect.com)

# LCFF Budget Overview for Parents

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

CDS Code: 36676780137547

School Year: 2021-22

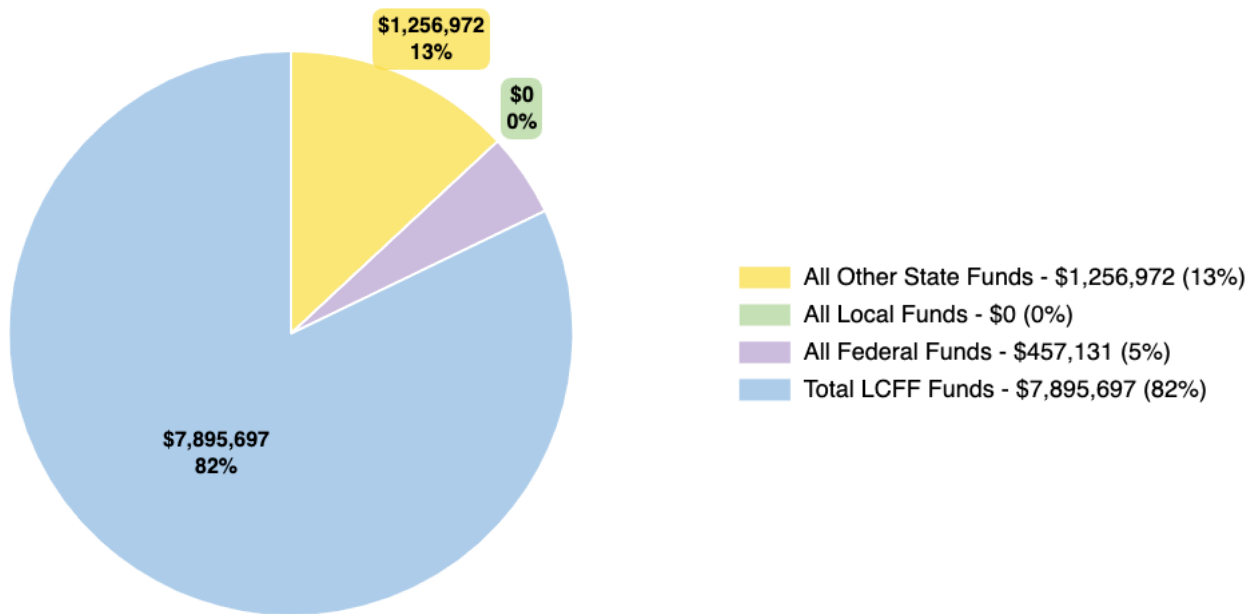
LEA Contact Information: Sebastian Cognetta |

sebastian.cognetta@asathrive.org | 9094655405

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).

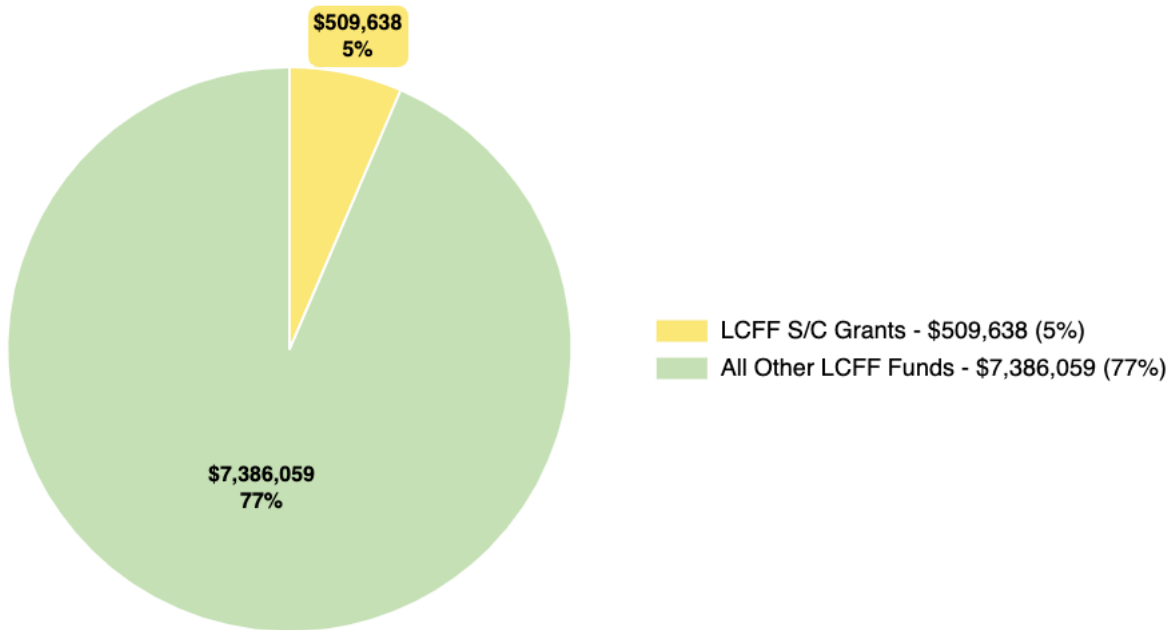
## Budget Overview for the 2021-22 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,256,972	13%
All Local Funds	\$0	0%
All Federal Funds	\$457,131	5%
Total LCFF Funds	\$7,895,697	82%

# Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$509,638	5%
All Other LCFF Funds	\$7,386,059	77%

*These charts show the total general purpose revenue Allegiance STEAM Academy - Thrive expects to receive in the coming year from all sources.*

The total revenue projected for Allegiance STEAM Academy - Thrive is \$9,609,800, of which \$7,895,697 is Local Control Funding Formula (LCFF), \$1,256,972 is other state funds, \$0 is local funds, and \$457,131 is federal funds. Of the \$7,895,697 in LCFF Funds, \$509,638 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.

## Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much Allegiance STEAM Academy - Thrive plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.*

Allegiance STEAM Academy - Thrive plans to spend \$8,238,514 for the 2021-22 school year. Of that amount, \$5,919,007 is tied to actions/services in the LCAP and \$2,319,507 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following:

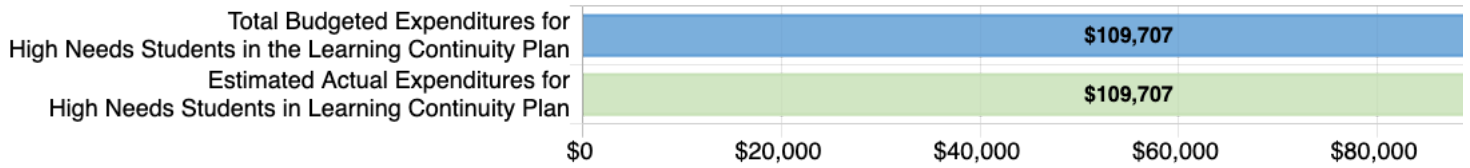
Expenditures that are not included in the 2021-22 Local Control and Accountability Plan include payments for indirect services, salaries and benefits (unless identified in the LCAP), oversight fees, facility rent, and operational services, and administrative expenses.

## Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Allegiance STEAM Academy - Thrive is projecting it will receive \$509,638 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 \$509,638 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2020-21

# Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

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In 2020-21, Allegiance STEAM Academy - Thrive's Learning Continuity Plan budgeted \$109,707 for planned actions to increase or improve services for high needs students. Allegiance STEAM Academy - Thrive actually spent \$109,707 for actions to increase or improve services for high needs students in 2020-21.

# 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  9094655405

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4

7

8

Local Priorities: STEAM-based Education

### Annual Measurable Outcomes

Expected	Actual
Fully credentialed staff in core content areas	Fully credentialed staff in core content areas 100% credentialed staff in core content areas
All students will have access to printed and/or digital instructional materials that are aligned to State Standards	100% of students have access to printed and/or digital materials aligned to standards
All students will gain academic content knowledge through the implementation of CCSS and NGSS.	implementation of CCSS and NGSS. Students receive instruction aligned to CCSS and NGSS daily
Eligible students participate in tiered interventions	Students requiring reading intervention have been identified, are receiving interventions, and are progress monitored.
ASA Thrive students will achieve comparable results of the comparison public schools on CAASPP, CAST, and PFT.	In 2018-19 (the only year for which assessment data was collected) ASA Thrive students achieve higher results than comparison schools on CAASPP and CAST. Due to the COVID-19 suspension of CAASPP , 2019-20 results are not available for comparison.
English Learners progress towards proficiency as measured by the ELPAC.	Due to the COVID-19 pandemic, ELPAC data was not collected in the spring of 2020.
All students will enroll in core and non-core subject areas at all grade levels, including STEAM, World Language and Music/Drama.	100% of students participate in non-core classes.
All students conduct research, publish and present using technology.	100% of students researched, published, and presented using technology.

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Use a comprehensive screening, interviewing and hiring process	95% of hired teachers highly qualified to teach in their positions	\$1,500
Instructional materials purchased will be aligned to State Standards	\$93,514	\$71,478
Provide devices to ensure access to instructional materials at school and home	\$183,665	\$91,663

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide intervention, enrichment, and standards-aligned instruction with standards-aligned materials	\$4,000	\$3,800
Design schedule to ensure all students receive access to core and non-core subject courses.	\$0	\$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions and services were implemented to support achievement of Goal 1 in a year in which our learning model was disrupted substantially due to COVID-19 school closures and distance learning. Ensuring daily access to learning was the priority as the overwhelming majority of teaching and learning shifted to distance learning for most of the students for most of the year. Devices for student use from home were procured as was the technology to support hybrid and in-person models that allowed teachers to simultaneously teach students attending in-person as well as those learning from home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

**Successes:** The successes include the relatively short time ASA needed to transition from distance learning to hybrid and to in-person models. Additionally, students had daily live interaction with their teachers on every day of this school year as well as dating back to March 16, 2020, the first weekday after statewide COVID-19 school closures.

**Challenges:** Offering enrichment courses via Distance Learning was a challenge. To optimize core content teaching and learning, enrichment courses were taught exclusively via recorded lessons. While this allowed families flexibility on when to access enrichment courses, it did prohibit live interaction between students and their enrichment teachers. Furthermore, developing stand-alone enrichment lessons that were engaging and rigorous while remaining accessible to all students learning from home presented unique challenges, as well. Assessing students reliably was also a challenge brought upon by distance learning.

## Goal 2

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

State and/or Local Priorities addressed by this goal:



State Priorities: 3

Local Priorities: Community Involvement

## Annual Measurable Outcomes

Expected	Actual
Host a minimum of two stakeholder events/activities per trimester	Monthly stakeholder events were held, including School Site Council and Parent/Guardian surveys.
Host a minimum of one parent information meeting per trimester	More than one parent information meeting per trimester were held in the 2019-20 school year, namely in the form of Conversations with the Community.
Solicit stakeholder input at least once per trimester	Each trimester, a minimum of one stakeholder survey, was administered.
Hold a minimum of six School Site Council meetings.	Six School Site Council meetings were held in 2019-2020.

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Schedule and host parent events(2/trimester)	\$8,000	\$7,800
Hold School Site Council Meetings/LCAP Stakeholder Meetings	\$2,000	\$2,000
Provide parents access to real-time attendance and achievement data using Illuminate Education Parent Portal	\$14,000	\$14,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds, although minimal, not used for the aforementioned Actions/Services were used to ensure all students were able to access school once the school had to close and transition to Distance Learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes- Allegiance was able to continue providing families real time information regarding school operations, finances, governance and student learning despite the need to close and immediately transition to Distance Learning. Conversations with the Community received strong attendance throughout the year and only increased once the school transitioned to Distance Learning as they were conducted remotely. Board meetings also remained well-attended and seamlessly transitioned to a virtual platform. Seesaw, a school:classroom:home communication tool, helped parents stay connected to their students' assignments and classroom updates. Illuminate's Parent Portal provided real time access to grades, as well.

Challenges- The closure due to the pandemic required ASA to immediately transition to exclusively communicating digitally and virtually with the community. For families who preferred in-person access, whether it was physically attending board meetings or other meetings, this posed an additional challenge to an already trying time when many families were disrupted by job furloughs, layoffs and a great deal of uncertainty surrounding the pandemic.

## Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities:

5

6

Local Priorities: Safe School Environment

## Annual Measurable Outcomes

Expected	Actual
Attendance Rate of over 96%	2019-20 Attendance rate of 96.2%
Percentage of students that feel safe and support at school.	2019-20 data not available due to spring 2020 school closure.

Expected	Actual
Suspension Rate of less than 1%	In 2019-20, the suspension rate was 1%.

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement an attendance notification practice including home contact, excessive absences/tardies, and SARB process	14000	9000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds that were not implemented were used to support the immediate transition from classroom-based to distance/remote learning in the spring of 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes involved the use of Seesaw, a school to home communication tool that is intuitive to use for students, parents, and teachers.

The challenges involved a lack of centralization in Seesaw and the inability of our Student Information System to deliver a reliable school to home communication portal for parents to access real-time attendance data.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A leadership team of teachers, with expertise in instructional technology and a multi-tiered system of supports, to support teacher professional development, data analysis, and lesson planning and delivery.	\$10400	\$10400	Y
Personal protective equipment, plexiglass shields, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing, mask-wearing, and hand cleanliness will be provided to all staff and in key locations to ensure safety.	\$10000	\$28276	N
Additional Custodial Staff hired to implement cleaning, disinfecting, sterilizing protocols across campus.	\$38000	\$38000	N
Instructional Software specifically for Distance Learning, Hybrid, and Home-based learning models.	\$2600	\$44121	Y
Administrators, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members.	\$1000	\$22000	N
Administrators, teachers, and staff create and implement a hybrid learning model that includes four, half days of in-person learning and a full in-person model that includes five days of in-person learning. Included in both are daily live interactive instruction, independent work, and weekly tier II instruction blocks for students with specific intention targeted toward the needs of those who have not yet met academic standards.	\$1500	\$1500	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The substantive differences between planned and budgeted expenditures for PPE and other materials to prepare the school for in-person learning and the actual expenditures can be attributed to the quality and quantity of PPE purchased, the necessary facilities upgrades, as well as the extent of instructional software required to provide high quality distance, hybrid, and home-based learning options.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The successes included ASA's ability to quickly transition between models and the continuity of high quality teaching and learning regardless of model.

The challenges were largely due to frequent revisions to reopening criteria, as well as health guidance that restricted the amount of students that could be in classrooms at a given time.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional hotspots purchased to ensure access for all students.	\$ 3,314.16	\$ 3,314.16	Y
Digital software to support pupils with unique needs (Launch to Literacy for ELD; n2y Unique Learning System for Special Education)	\$1,054.51	\$1054.51	Y
Instructional Technology to support access to curricula, including document cameras, monitors.	\$4,406.15	\$4406.15	Y
Additional chromebooks purchased to ensure access to students	\$59000	\$59000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

n/a

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**Successes:**

- Continuity of Instruction: Dating back to March 13, 2020, continuity of instruction was provided for all ASA students. ASA didn't miss a day of instruction for all students.
- Access to Devices and Connectivity: Any student requiring internet access was provided a WiFi hotspot.
- Pupil Participation and Progress: Attendance during Distance Learning was over 95% school-wide. NWEA MAP results indicate that learning loss, while present, was relatively low as compared to NWEA MAP national norms.
- Staff Roles and Responsibilities: ASA staff remained flexible and adapted to frequent changes swiftly.
- Support for Pupils with Unique Needs: Small group and one-on-one supports were provided for students with unique needs.

**Challenges:**

- Access to Devices: A supply chain disruption delayed the arrival of chromebooks. All students requiring a device were able to receive one but some had to use personal devices until the delayed shipment arrived.
- Professional Development: Given the high demands of the distance learning program, professional development opportunities were limited in 2020-21.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
An assessment system in reading and mathematics for students that provides information on student learning loss, progress, and interventions that target individual needs. This is an improved service for students as it identifies the individual students who are at great risk of experiencing learning loss.	\$2382	\$2382	Y
A Student Support Team (SST) that identifies and supports students who exhibit academic or behavioral problems by providing early systematic assistance to students and to connect them to appropriate interventions and supports.	\$1500	\$2000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

n/a

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

- the use of pre-existing screeners to identify students currently not making adequate progress.
- high quality intervention instruction targeted to identified student needs.

Challenges:

- high levels of absenteeism among several students having experienced significant learning loss.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

- a quality screening process to identify students experiencing mental health challenges.
- access to Care Solace, a resource for all stakeholders to find suitable mental health resources in the community.
- SEL lessons provided several times per week
- effective and timely counseling provided by school psychologist.
- virtual school assemblies to build community and connections.

Challenges

- the limited opportunities for social interaction for many students while in distance learning

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

- providing a high quality program pupils and families were motivated to engage in.
- the implementation of a 3-tiered re-engagement strategy for students experiencing absenteeism.
- high participation in frequent virtual community events to inform and update the community

Challenges:

- for families for which engagement and outreach was a challenge before the pandemic, the circumstances of the pandemic only widened the disconnect.

# Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The ASA Food Services school nutrition program for the 2020-21 school year has consisted of Grab N Go meals, with the addition of on campus meals which began in April.

**Successes:** Meals, both breakfast and lunch, have consistently been provided since the onset of the 2020-2021 school year. Food Services has maintained a safe environment in both preparing meals for pickup, meals onsite, and internal successes with staff health and site cleanliness. Health Inspections and Food Representatives have been onsite to review all procedures and positive feedback was received. The onsite meal program available for students in the extended day program has operated following all required safety protocols and ensuring availability to all students interested in participating.

**Challenges:** Safety precautions are a constant as the department works to ensure both staff, students, and families are safe. Procedures were modified to ensure all required safety protocols were being followed. The ordering of meals has been a challenge mostly in part to avoid the waste of food. Due to the current environment, school scheduling, and parents working hours we have provided pickup times that accommodate all parties involved. Providing both Grab N Go meal pickup and onsite campus service posed great concern due to overlap of pickup and service times. Our staff have been able to work with the community to ensure that meals are always available when needed and a willingness to accommodate has been offered.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Pupil Engagement and Outreach	Use of technology and services to connect families to school resources	\$5150	\$4000	Y
Mental Health and Social and Emotional Well-being	Mental health and SEL instructional resources were procured to support Mental Health and Social and Emotional Well-being of all students.	\$3500	\$1500	Y
Pupil Learning Loss	Instructional Aide/Proctors' reassigned as Paraprofessionals; allowed students to receive more intensive and targeted academic support.	\$6000	\$6500	Y



Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribution
Distance Learning	Administration and Leadership Team support teachers to assist with program implementation, data collection, intervention, and progress monitoring.	\$10400	\$11400	Y
n/a	ASA recruits and hires highly qualified general/special education teachers and provides a one and two-year induction program to mentor and develop those new to the profession.	\$6000	\$5600	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

n/a

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP significantly. The reliance of tools that will keep students connected while away from school will receive a higher degree of importance in the LCAP. Social Emotional Learning and Mental Health will also be prominent in the LCAP due to the heightened level of mental health and social emotional needs as a result of the pandemic.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss will be assessed and identified through the use of high quality comprehensive assessments. Addressing learning loss through the use of interventionists and ELD instructors are included in the LCAP.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement as the efforts are coordinated.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The student outcomes specified in the 2019-20 LCAP and in the 2020-21 Learning Continuity and Attendance Plan have directly informed the development of the LCAP. The goals specified in the 2019-20 LCAP remain unchanged. However, the means to help achieve the goals have been informed by the implications of having implemented both the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov). (<mailto:lcff@cde.ca.gov>)*

# Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

## Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

## Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

## Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

# Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

# Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

## Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

## Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional

Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

## 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 Cogna CEO	sebastian.cognetta@asathrive.org 9094655405

## Plan Summary 2021-24

### General Information

A description of the LEA, its schools, and its students.

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 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 2020-21 students included 810 students, as follows: African American: 3.7%; Asian: 18%; Filipino: 2.6%; Hispanic: 55.7%; White: 14.9%, Two or More Races: 1.4%; Not Reported: 3.2%.

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.

A complete dashboard for ASA Thrive is not yet available as the school opened in 2018-19 and CAASPP scores are only available for this first year.

ASA Thrive administered the NWEA MAP for Math and Language Arts in the spring of 2021. Mean RIT scores for ASA Thrive students are proximal to the national normed RIT scores for NWEA MAP.

Nationally normed RIT scores were developed prior the pandemic while ASA Thrive administered MAP after nearly a year in disrupted learning due to the pandemic.

While analysis is limited due to the aforementioned factors, recent MAP scores substantiate that student learning occurred at high levels regardless of the disruptions brought upon by the pandemic.

## 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.



Local Data (NWEA MAP) indicate that performance gaps among student groups exist. Asian and white students' median RIT scores were higher than that of African American, Hispanic, and students with disabilities in Math and Language Arts.

The steps to address the identified needs include:

- professional development in adopted materials, backwards design, STEAM education
- adoption of evidence-based instructional materials
- targeted intervention in reading and math
- counseling services
- Dedicated ELD instructor(s)

## LCAP Highlights

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

The LCAP features to be emphasized is the priority placed in providing targeted support to students identified as having the greatest disruption to their learning through the pandemic as well as those who perform below grade level benchmarks. The targeted supports are to be provided by dedicated interventionists, a school counselor, and dedicated ELD instructor(s).

## 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.

N/A

### Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The process for engaging stakeholders through the development of the LCAP was deliberate and thoughtful. Opportunities for stakeholder input on the school's priorities, strengths, and areas of growth were frequently provided in various formats. The formats ranged from meetings to surveys frequently used throughout the year. Multiple opportunities for stakeholder input were provided including public hearings for the Learning Continuity Plan, the COVID-19 Operations Report, and other Reopening Plans were held.

A summary of the feedback provided by specific stakeholder groups.

Stakeholders were largely content with ASA's program for the 2020-21 school year with 84% of parents reporting that they are highly satisfied with the quality of the program, both Distance Learning and In-Person. The commonly-identified areas of growth are in the STEAM-based program and ASA's ability to adequately challenge students performing above grade-level expectations.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input specifically influenced several aspects of the LCAP, including the need to prioritize STEAM education for all students as well as dedicated certificated staff to providing high quality interventions. Staff indicated the importance of supporting differentiation for all students as an aspect of the LCAP, as well.

# Goals and Actions

## Goals

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.

The goal was developed as it explicitly articulates the mission of ASA Thrive as articulated in our 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
Fully-Credentialed 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.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of General and Special Education teachers credentialed.  100% of Enrichment/Non-core Teachers credentialed.

<p>Students will perform at or above the performance levels of comparison schools per CAASPP.</p>	<p>2018-19:            ELA: 65.5% met or exceeded standard for ELA            Math: 53.84% met or exceeded standard for Math</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>ELA: 85% meet or exceed standard for ELA            Math: 80% meet or exceed standard for Math</p>
<p>Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading, and Language Usage.</p>	<p>Spring 2021 Mean RIT Scores:            Math:            3rd Grade: 193.6            4th Grade: 203.9            5th Grade: 213.8             6th Grade: 219.4            7th Grade: 223.4            8th Grade: 232.4            Reading:            3rd Grade: 192.2            4th Grade: 203.4            5th Grade: 211.7            6th Grade: 218.5            7th Grade: 219.9            8th Grade: 226.1            Language</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Mean RIT Scores:            Math:            3rd Grade: 202            4th Grade: 212            5th Grade: 220            6th Grade: 225            7th Grade: 230            8th Grade: 235            Reading:            3rd Grade: 200            4th Grade: 208            5th Grade: 215            6th Grade: 222            7th Grade: 225            8th Grade: 230            Language Usage:            3rd Grade:</p>

	<p>Usage:</p> <p>3rd Grade: 191.5</p> <p>4th Grade: 202.6</p> <p>5th Grade: 209.4</p> <p>6th Grade: 216.2</p> <p>7th Grade: 215.3</p> <p>8th Grade: 221.8</p>				<p>202</p> <p>4th Grade: 208</p> <p>5th Grade: 215</p> <p>6th Grade: 220</p> <p>7th Grade: 220</p> <p>8th Grade: 225</p>
Eligible students will participate in tiered interventions for Math and Reading	<p>In reading, students are identified, receive interventions, and are progressed monitored. In math, students receive classroom differentiation to meet intervention needs.</p>	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<p>100% of students eligible for reading or math intervention receive it from dedicated interventionist and/or general education teachers. 85% of students exit interventions within 2 years.</p>
English Learners progress towards proficiency as measured by the ELPAC.	<p>2019-20: 23.81% of students re-designated as Fluent English Proficient.</p>	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<p>45% of students re-designated as Fluent English Proficient.</p>

# Actions

Action #	Title	Description	Total Funds	Contributor
Action #1	Hiring Protocol	A comprehensive hiring process that results in highly-qualified educators prepared to meet the rigorous expectations placed on them at ASA Thrive.	\$3,149,348.00	No
Action #2	Instructional Materials	Evidence-based instructional materials to provide STEAM-aligned and Standards-based teaching and learning to all students.	\$376,836.00	No
Action #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.	\$564,211.00	Yes
Action #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.	\$30,000.00	Yes
Action #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 Learners, and those who were identified as having experienced the most disruption to their learning due to the pandemic.	\$140,387.00	Yes

# Goal Analysis 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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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 virtual and/or in-person stakeholder events per trimester.	In 2020-21, monthly stakeholder events, Conversations with the Community, were held virtually with approximately 10-15% of parents attending, regularly.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Monthly stakeholder events are held with an average attendance of 35% of parents attending, regularly.
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 attending.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	In each of the trimesters, academically-centered information meetings for parents are held with 95% of parents attending.



Solicit stakeholder input once per semester via survey.	In 2020-21, stakeholder surveys were conducted at least once per trimester with approximately 40% stakeholder participation.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Conduct stakeholder surveys at least once per trimester with 75% stakeholder participation.
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## Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Survey Data	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	\$2,500.00	No
Action #2	School Site Council	Hold School Site Council Meetings in order to inform proposed expenditures of funds allocated through the Consolidated Application.	\$500.00	Yes
Action #3	Parent Portal	Provide parents access to real-time attendance and performance data through Student Information System.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributin
Action #4	Parent Events	Schedule monthly parent events to update stakeholders and showcase student learning and achievement.	\$8,000.00	No

## Goal Analysis 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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
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Goal 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.
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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%.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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 prioritized the well-being of its students during the 2020-21 school year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of respondents indicate that ASA provides a safe learning environment for all students.

Percentage of students that feel supported at school.	2020-21 Stakeholder survey indicated that 92% of respondents feel their student is supported at school.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Suspension Rate of less than 1%

## Actions

Action #	Title	Description	Total Funds	Contribution
Action #1	Attendance Notification	Implement an attendance notification practice including home contact, excessive absences/tardies, and SARB process	\$48,397.00	Yes
Action #2	School Climate Survey- Students	Conduct a Fall and Spring School Climate Survey for students	\$3,000.00	No

Action #	Title	Description	Total Funds	Contribution
Action #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.	\$1,585,827.00	Yes

## Goal Analysis 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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.61%	\$509,638.00

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

The identified needs of foster youth, English Learners and low-income students were prioritized in the development of goals, outcomes, and actions and remain consistent with the elements in ASA's charter petition.

The actions developed to meet the goals are derived from empirical evidence and responsive to the priorities and needs of the ASA community.

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

ASA is expending funds on a schoolwide basis which include all unduplicated students. The goals and actions are aimed toward increasing the academic achievement of all ASA students and engaging parents and community partners through education, communication and collaboration that promote

student success.

Increased:

- access to high-quality interventions
- mental health and social emotional learning support
- parent access to school information

Improved:

- professional development in STEAM, instructional materials
- instructional materials implementation

## Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Hiring Protocol	All	\$3,149,348.00	\$0.00	\$0.00	\$0.00	\$3,149,348.00
1	2	Instructional Materials	All	\$13,152.00	\$170,145.00	\$0.00	\$193,539.00	\$376,836.00
1	3	Intervention		\$0.00	\$364,435.00	\$0.00	\$199,776.00	\$564,211.00
1	4	Professional Development		\$0.00	\$16,600.00	\$0.00	\$13,400.00	\$30,000.00
1	5	Expanded Learning-Summer School		\$0.00	\$140,387.00	\$0.00	\$0.00	\$140,387.00
2	1	Survey Data	All	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
2	2	School Site Council	All	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
2	3	Parent Portal	All	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00
2	4	Parent Events	All	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00
3	1	Attendance Notification		\$48,397.00	\$0.00	\$0.00	\$0.00	\$48,397.00

3	2	School Climate Survey-Students	All	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
3	3	Mental Health and Social Emotional Learning Support		\$517,769.00	\$872,463.00	\$0.00	\$195,595.00	\$1,585,827.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,742,666.00	\$1,564,030.00	\$0.00	\$612,310.00	\$5,919,006.00

Total Personnel	Total Non-Personnel
\$5,276,752.00	\$642,254.00

## Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Intervention	Limited	English Learners, Foster Youth, Free/Reduced Eligible	ASA Thrive	\$0.00	\$564,211.00
1	4	Professional Development	Schoolwide	English Learners, Foster Youth, Free/Reduced Eligible	ASA Thrive	\$0.00	\$30,000.00



1	5	Expanded Learning-Summer School	Limited	English Learners,	ASA Thrive	\$0.00	\$140,387.00
2	2	School Site Council	Limited	English Learners, Foster Youth, Free/Reduced lunch Eligible	ASA Thrive	\$500.00	\$500.00
3	1	Attendance Notification	Limited	English Learners, Foster Youth, and Free/Reduced Eligible	ASA Thrive	\$48,397.00	\$48,397.00
3	3	Mental Health and Social Emotional Learning Support	Schoolwide	English Learners, Foster Youth, Free/Reduced Eligible	ASA Thrive	\$517,769.00	\$1,585,827.00

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>		
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$48,897.00	\$753,495.00
<b>Schoolwide Total:</b>	\$517,769.00	\$1,615,827.00

## Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

## California Department of Education

# LCAP Federal Addendum System

## Instructions, Strategy, and Alignment

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### Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

**The LEA must address the Strategy and Alignment prompts provided below.** Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

### Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

**Response from Allegiance STEAM Academy - Thrive:**

Allegiance STEAM Academy's (ASA) strategy for using federal funds to supplement and enhance local priorities align directly to the ASA LCAP. The ASA LCAP is organized around three Charter-aligned goals. The goals focus on Student Achievement, Parent Engagement, and School Climate. Title I A, Title IIA, and Title III funding enhance the actions designed to provide a rigorous STEAM-aligned, standards-based curriculum for all students, provide stakeholders access to real-time relevant information regarding school programs, operations, finances, and student learning as well as provide a school environment that is physically and emotionally safe.

**APPROVED BY CDE****Alignment**

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

**Response from Allegiance STEAM Academy - Thrive:**

ASA believes strongly in a well-rounded STEAM-centered academic experience for students, and the use of federal funding allows ASA to supplement and improve the well-rounded academic program for ASA's diverse student body compared to if funds were not available. State funds allow ASA core academic as well as enrichment program and instruction while federal funds support strategic support for all students as well as subgroups such as Social-Economically Disadvantaged Students and English Learners.

**APPROVED BY CDE****Instructions, Strategy, and Alignment Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name**

**Contact Phone  
and Optional Extension**

(909) 465-5405

Optional Extensio

**Contact Email**

sebastian.cognetta@asathrive.org

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

California Department of Education
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# LCAP Federal Addendum System

## Title I, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

#### **Response from Allegiance STEAM Academy - Thrive:**

N/A

#### **APPROVED BY CDE**

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### **Response from Allegiance STEAM Academy - Thrive:**

ASA promotes Parent and Family Engagement through a variety of means developed in coordination with numerous stakeholders and explicitly aligned to Goal 2 of the LCAP. The Parent and Family Engagement policy at ASA was developed in collaboration with

founders, all of which are parents, staff, and input from our authorizer, Chino Valley Unified School District. In accordance with requirements of the Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act Section 1116, the Parent and Family Engagement policy is distributed annually as part of the Student and Family Handbook. The Student and Family Handbook, including the Parent and Family Engagement Policy, is distributed at the beginning of the school year or upon enrollment in the school. The handbook is available electronically on the school website as well as in hard-copy. The opportunities to engage in the school have been distributed through social media, as part of the student/family handbook that is distributed at the beginning of the school year or upon enrollment, through our weekly correspondences to families via email and phone calls as well as being available on our website.

ASA hosts Alpha Ed Nights and Coffee with the Community. These events are held monthly with Alpha Ed nights in the evenings and Coffee with the Community in the morning to accommodate as many parents as possible. At these events, ASA staff provide information to parents on topics such as STEAM-based curricula, content standards, assessments, the importance of digital responsibilities, best practices including implications for the home as well as ways to monitor and support student progress. Alpha Ed and Coffee with the Community are well-attended events that strengthen the school to home connection.

Maintaining strong ties between parents of the school is a priority of ASA as we are a school of the community created by the community. All staff understand this priority as it is articulated in 2 LCAP Goals (2 and 3) and it is discussed weekly at staff meetings. Professional development on parent/family engagement is provided to all staff and is facilitated by supervisors. Teachers receive monthly training focused on clear and accessible communication designed to forge relationships with families. Support staff, including paraprofessionals and administrators, receive training by trimester. Parents, through survey input and stakeholder event participation (SSC, LCAP) assist the focus of the training and support staff receive.

ASA hosts a variety of community events and, as such, ASA's accommodations for family members with disabilities include an ADA compliant campus and services such as sign language interpretation upon request. For families with challenges accessing the campus due to migratory status, homelessness or other means, ASA makes the content of events available electronically and hard-copy upon request. For families with internet connectivity challenges, ASA provides wifi hotspots on a loan basis allowing families to access digital correspondences. For migratory children, staff are designated as liaisons who help ensure educational continuity. Staff, when applicable, meet with students and parents prior to an extended absence and upon return of one. The school's Short-Term Independent studies policy supports educational continuity for migratory children.

With the majority of our English Learner population speaking Spanish in the home, ASA includes in its budget (5900 Communications) a budget to have correspondences and resources translated into Spanish. Interpreters for the two most common languages spoken within the community, Spanish and Mandarin, are staffed at ASA (2100 Instructional and 2200 Support Salaries) and provide real-time interpretation for families requiring it.

Through weekly correspondences disseminated from the school to the community, ASA continually raises awareness of the resources in the community, including counseling services

in the community, STEAM-related events, and similar opportunities that encourage participation in their child's education.

**APPROVED BY CDE**

**Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

**Response from Allegiance STEAM Academy - Thrive:**

SWP "n/a"

In respects to Title I, ASA is a Targeted Assistance School. ASA has chosen to utilize our Title I funds to support the provision of Instructional Aides for center-based classes and activities. The intent of this approach is to keep student to adult ratios low and minimize moving students out of the learning environment to receive support aimed to help them master ambitious learning standards. ASA understands that meeting the needs of all students, including English Learner, minority, or low social-economic-status often requires intensive support. Reducing the ration of educator to student intensifies the support students receive to achieve at high levels.

Neglected or delinquent: "n/a"

**APPROVED BY CDE**

**Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators,

paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **Response from Allegiance STEAM Academy - Thrive:**

Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part. In consultation with parents and staff, ASA identifies students eligible for services through the following actions:

- universal screening assessments administered 3x per year to identify students not progressing towards mastery of grade level standards.
- Child Find process to identify students requiring more intensive support; convening Student Study Teams to identify supports and monitor their effectiveness

### **APPROVED BY CDE**

## **Homeless Children and Youth Services**

### **ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **Response from Allegiance STEAM Academy - Thrive:**

ASA has a student Homeless Policy that adheres to the McKinney-Vento Homeless Assistance Act. In this policy, aligned with Goals 1 and 2 of the ASA LCAP, ASA outlines policies and supports for homeless students. ASA designates a School Liaison. The School Liaison helps identify and coordinate services for students, ensures protocols for enrollment are followed, parents/guardians are informed of transportation services as applicable, and other items to support the success of homeless students. ASA notifies all parents/guardians of the Homeless Policy on a yearly basis, and more frequently for parents/guardians of homeless students.

Services for homeless youth: ASA has practices and policies in place to ensure that the academic success of a student is not hindered by lack of home support. Homework is not including in academic grades. Web-enabled devices including WiFi hotspots are available for homeless students to ensure access to instructional materials while away from school. This supports continuity of educational access as several of the adopted instructional materials are web-based. Homeless students are invited to participate in before and after school support, including tutoring. Access to enrichment experiences such as robotics contribute to a student's sense of belonging in a school and, therefore, are available to all students. No



student is turned away from a school-based organization or experience due to costs.

ASA provides a short-term independent studies agreement that supports educational continuity for homeless students who may experience challenges to attending school regularly.

## **APPROVED BY CDE**

### **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

**Response from Allegiance STEAM Academy - Thrive:**

N/A

## **APPROVED BY CDE**

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**Response from Allegiance STEAM Academy - Thrive:**

N/A

## **APPROVED BY CDE**

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**Response from Allegiance STEAM Academy - Thrive:**

N/A

**APPROVED BY CDE****Title I, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name****Contact Phone  
and Optional Extension****Contact Email**

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

## California Department of Education

# LCAP Federal Addendum System

## Title I, Part A, Educator Equity

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **Educator Equity**

#### ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **Response from Allegiance STEAM Academy - Thrive:**

N/A - LEA is a charter school.

#### **APPROVED BY CDE**

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### **Title I, Part A, Educator Equity Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name****Contact Phone  
and Optional Extension****Contact Email**

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

# LCAP Federal Addendum System

## Title II, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **Professional Growth and Improvement**

#### ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **Response from Allegiance STEAM Academy - Thrive:**

ASA has a professional growth and improvement system for teachers, school leaders and other staff which aligns directly with Goal 1 of the ASA LCAP and is informed with State Superintendent's Quality Professional Learning Standards. ASA's professional growth and improvement system includes support for teachers, school administrators, and other staff. ASA's system is a two-pronged approach. The first focuses on school-wide needs and results in professional development for all staff (e.g., PBIS, writing). The second prong is customized to the individual staff member.

School-wide: Multiple data points, including principal observations, teacher input, and student data shape the school-wide areas for professional growth. A Professional Development (PD)

council, consisting of teachers and administrators examine data sets to determine school-wide growth needs. PD council members receive a stipend for their additional responsibilities (Budget Code 1175) in supporting school-wide professional growth and improvement. The PD council facilitates PD sessions for teachers, provides coaching, as well as helps monitor the effectiveness of PD support.

**Teachers:** In collaboration with school administrators, teachers set California Standards for the Teaching Profession-aligned goals within the first 4 weeks of the school year. The teacher goals are aligned to LCAP Goal 1 and are customized to the teacher's identified growth areas. Peer and administrative coaching (by PD council) is provided to teachers on an ongoing basis. Coaching takes place embedded in teachers' practice as well as during enrichment class release time. In addition to onsite coaching, teachers receive consultation as part of Budget Code 5804's budget for Professional Development. Teachers are provided ongoing opportunities to reflect on their progress towards goals as well as receive feedback

**Principal/School leadership:** School leaders and the principal are included in the professional growth and improvement plan as ASA recognized the essential role leadership plays in helping ASA provide a quality education to all students.

The system promotes professional growth by empowering educators to play active roles in their professional growth from identifying areas of improvement to being integrally involved in the monitoring of progress towards goals. Through empowerment, ownership of professional growth, rather than buy-in, is achieved. Growth and improvement are benchmarked against established goals, LCAP outcomes, and actions, and are measured through direct observation by school leaders and data collection/analysis. Employee evaluations incorporate progress towards goals which, in turn, promote professional growth, as well.

ASA measures growth and improvement in a multi-faceted approach. The PD Council evaluates implementation and examines teacher feedback on professional growth. Student data is collected by teachers and school leaders, disaggregated by gender, ethnicity and other pertinent subgroups in order determine trends and patterns. Data collected is both summative and formative and includes local as well as external assessments such as the SBAC interim assessments. Twice per trimester, student data is collected, disaggregated and examined. School leaders collected between 7 to 10 classroom observations per teacher per trimester to monitor implementation of PD initiatives in classrooms. These data collecting processes yield trends, growths, and needs and allow ASA to measure growth and improvement in a systematic manner.

ASA's system is designed to promote growth and improvement for educators with varied experience. For newer teachers, the system includes an induction program as well as a BTSA mentor. Newer educators receive relatively more intensive coaching and support than their more established peers. The coaching, mentoring and support is provided by outside consultation, PD council members, and school leadership. ASA's growth and improvement system allows for more experienced educators to continue to grow and improve in their craft,

as well. Through the opportunity to customize goals to a teacher's context and experience, experienced teachers are able to stretch their capacity in optimizing student learning. ASA seeks to optimize its team's skills and knowledge. Opportunities like serving on the PD council and LCAP stakeholder committee are provided to individuals and generate opportunities for professional advancement. ASA is proud of its culture of ambitious and continuous growth and improvement.

## **APPROVED BY CDE**

### **Prioritizing Funding**

#### ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **Response from Allegiance STEAM Academy - Thrive:**

N/A- ASA is a one school LEA.

## **APPROVED BY CDE**

### **Data and Ongoing Consultation to Support Continuous Improvement**

#### ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **Response from Allegiance STEAM Academy - Thrive:**

ASA collects, interprets, and disseminates data continuously. Student data, collected by the comprehensive assessment plan which includes literacy and math universal screening, diagnostic, progress monitoring, and outcome assessments, are analyzed routinely and has direct implications for professional development, teacher coaching, as well as student support or interventions.

Grade level teams collect and interpret student achievement data in 6 week cycles. Assessment data yield students' relative strengths and needs as they pertain to grade level standards. Teachers articulate a grade level short-term goal based on standards. Next, teachers develop and implement supports to meet the needs of students at and above, below, and well below identified standards. Progress towards mastery of standards is monitored by teachers using progress monitoring and curricula-based assessments. Outcome-based assessments are administered, scored, and interpreted to determine whether grade-level identified goals are met. The process is modeled after the Professional Learning Community

framework.

CAASPP data are evaluated to identify school-wide strengths and needs, including trends within subgroups, grade levels, and content areas. Identified student needs from CAASPP data impacts professional development foci for teachers, grade-level teams, and the school.

Teacher support is dictated by the observational data collected by school leaders, self-perception data provided by teachers, and ongoing student achievement data collected by comprehensive assessment. The sources of the data collected are local and state assessment data, classroom observation data, and perception data provided by stakeholders, including teachers, parents, and students. Stakeholder input is solicited through community events such as Coffee with the Community, LCAP Stakeholder events, and surveys.

Ongoing consultation, as described in Section 2102(b)(3), with stakeholders including teachers, administrators, paraprofessionals, and others, occurs through surveys, meetings and LCAP, SSC, and ELPAC meetings. Consultation with stakeholders takes place weekly with teachers and administrators and at least once per trimester with paraprofessionals.

The school coordinates its Title II Part A activities with other concurrent programs and activities delineated in the LCAP. This provision aligns directly to Goals 1, 2 and 3 of the ASA LCAP.

## APPROVED BY CDE

### Title II, Part A Contact

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

#### Contact Name

#### Contact Phone and Optional Extension

#### Contact Email



**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

## California Department of Education

# LCAP Federal Addendum System

## Title IV, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **Title IV, Part A Activities and Programs**

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

#### **Response from Allegiance STEAM Academy - Thrive:**

The school intends to apply the federal transferability rules to transfer Title IV, Part A funding into Title I to support essential Professional Development aligned to existing LCAP Goal 1. After initial consultation on the best uses of Title IV with staff, stakeholders, including School-Site Council and LCAP committee members consisting of teachers, parents, and guardians, activities will include supplementing professional development for supporting integration of technology use. As a STEAM-focused school, effective use of technology is essential to Goal 1 of our LCAP as well as an emphasis in

the charter petition.

Professional development focused on technology integration will provide teachers and school leaders the resources to personalize learning to improve student academic achievement through the use of adaptive software such as Prodigy Math, Google Apps for Education with embedded supports to support student publishing of writing and creation of multi-media;

share relevant high-quality educational resources such as Seesaw which supports school:home communication, student presentation and student reflection; implement blended learning models effectively that allow for personalized learning for students on devices while teachers provided small-group targeted instruction to small groups of students.

The objectives and intended outcomes of these activities align to LCAP 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. The objectives of the activities are:

- provide students weekly personalized reading and math experiences using online software
- implement blended learning in all classrooms

The intended outcomes of the activities are:

- increased student achievement as measured on local and state assessments for all students including closing the achievement gap across subgroups
- ongoing and clear school to home communication on student progress as measured by parent survey data

Allegiance will periodically evaluate the effectiveness of the activities listed here by comparing actual school data to the objectives and intended outcomes. Classroom observations conducted weekly by administration as well as usage reports from online software programs will be used to evaluate the frequency, extent, and efficacy of personalized learning experiences provided to students in classrooms. Classroom observations, conducted weekly by administration, will include monitoring and evaluating of blended learning models in classroom settings.

School-based as well as state-mandated assessment results will be disaggregated by grade level, ethnicity, economic status, as well as disability status to identify subgroup performance. School to home communication will be evaluated through School Site Council input, survey responses, and stakeholder input and monthly Coffee with the Community.

## **APPROVED BY CDE**

- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

**Response from Allegiance STEAM Academy - Thrive:****APPROVED BY CDE**

C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

**Response from Allegiance STEAM Academy - Thrive:****APPROVED BY CDE**

D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

**Response from Allegiance STEAM Academy - Thrive:****APPROVED BY CDE**

E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**Response from Allegiance STEAM Academy - Thrive:****APPROVED BY CDE****Title IV, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name****Contact Phone  
and Optional Extension**

Optional Extensio

**Contact Email**

sebastian.cognetta@asathrive.org

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

# **Allegiance STEAM Academy - Thrive**

**Budget Narrative 2021/22**

**Presented by:**



# Allegiance STEAM Academy - Thrive

## Budget Narrative 2021/22

### Enrollment and Demographics

Allegiance STEAM Academy – Thrive’s (the School) budget is based on 900 enrolled students during 2021/22 and increased 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 855 during 2021/22 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 are anticipated to remain similar to the preceding year, with a forecast 34.50% unduplicated rate, maintaining a rolling three-year average between 34.50% and 35%. The School’s LCFF calculation used this rate for calculating the supplemental grant funds.

### Enrollment and ADA

<b>Grade</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
TK-3	480	480	480
4-6	270	300	300
7-8	150	180	180
9-12	-	-	-
<b>Total</b>	<b>900</b>	<b>960</b>	<b>960</b>
Attendance Rate	95%	95%	95%
<b>ADA</b>	<b>855.00</b>	<b>912.00</b>	<b>912.00</b>

### 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 22.1b) was used. The following are the assumptions that were used in the School’s calculation:

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>LCFF COLA</b>	5.07%	2.48%	3.11%
<b>Funding per ADA</b>	\$ 9,235	\$ 9,444	\$ 9,739
<b>Annual LCFF Funding</b>	<b>\$7,895,697</b>	<b>\$8,613,356</b>	<b>\$8,882,336</b>
<b>Componenets of LCFF Funding</b>			
<b>LCFF State Aid</b>	\$ 5,765,080	\$ 6,340,697	\$ 6,609,677
<b>Education Protection Account</b>	\$ 171,000	\$ 182,400	\$ 182,400
<b>In Lieu of Property Taxes</b>	\$ 1,959,617	\$ 2,090,258	\$ 2,090,258

The portion from in lieu of property taxes is \$2,291.95 per ADA (based on CVUSD's 2020-21 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 2021 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 2021/2022 only, the School has budgeted \$193,936 ESSER II funds awarded by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) 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 2021 projection.

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

Mandate Cost Reimbursement – Since the School will serve up to grade 8, \$16.86 per prior year ADA has been included in the forecast for Mandate funds.

Lottery – Lottery funding is based upon a projection of \$199 per ADA. Lottery funds are mainly allocated for general purpose use (\$150) with approximately 35% of the funds restricted for instructional materials (\$49).

During 2021/2022 only, the School has budgeted \$424,751 awarded by the Extended Learning Opportunity Grant, and \$201,656 awarded by the In-Person Instruction 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. During 2021/2022 only, the School has budgeted additional Certificated Teachers for one year to address the Expanded Learning Opportunities Grant plans.



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 16.92% in 2021-2022, 18.10% in 2022-23 and 18.10% in 2023-24. PERS contribution rates are 22.91% in 2021-22, 26.10% in 2022-23 and 27.10% in 2023-24. The health and welfare benefits are based on an annual employer cost of \$5,600 per participating full-time employee per year and increases each year of the projection with inflation.

<b>Staffing (FTE)</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Certificated Teacher	52	44	44
Certificated Pupil Support	4	4	4
Certificated Administrators	6	6	6
Classified Instructional Aides	24	26	26
Classified Support	6	6	6
Classified Administrators	1	1	1
Clerical and Other	6	6	6
<b>Total Staff</b>	<b>99</b>	<b>93</b>	<b>93</b>

Books and Supplies:

Books and supplies include approved curriculum and materials.

Noncapitalized equipment includes student and teacher computers and technology.

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

Subagreement Services:

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

Professional/Consulting Services:

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

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

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

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

SPED encroachment budgets the Desert Mountain SELPA’s fees based on the SELPA’s April 2021 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 2021/22 budget anticipates a current year surplus of 16.62% of annual expenses and an ending fund balance of \$5,823,397, 70.7% of annual expenses.

The cumulative fund balance is budgeted to grow to 87.7% (2022/23) and 103.4% (2023/24).

### **Cash Flow**

The submitted budget provides the 2021/22 and 2022/23 monthly cash flow.

The School is forecast to end the year with \$4.98 million, 60.44% of annual expenses, with \$1.5 million AR outstanding. The School does not intend to obtain new short-term borrowing for the 2021/22 school year and forecasts to maintain accumulated funds necessary to overcome potential delays in cash receipts from governmental sources as well as economic uncertainty.

# Allegiance STEAm Academy - Thrive

## Multi-Year Forecast

Revised 06/04/2021

	2020-21	2021-22	2022-23	2023-24
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
LCFF COLA	n/a	5.07%	2.48%	3.11%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%
Enrollment		900.00	960.00	960.00
Average Daily Attendance	773.60	855.00	912.00	912.00
<b>Revenues</b>				
<b>State Aid - Revenue Limit</b>				
8011 LCFF State Aid	\$ 4,880,073	\$ 5,765,080	\$ 6,340,697	\$ 6,609,677
8012 Education Protection Account	154,720	171,000	182,400	182,400
8096 In Lieu of Property Taxes	1,773,053	1,959,617	2,090,258	2,090,258
	<u>6,810,250</u>	<u>7,895,697</u>	<u>8,613,356</u>	<u>8,882,336</u>
<b>Federal Revenue</b>				
8181 Special Education - Entitlement	98,203	98,214	104,761	104,761
8220 Federal Child Nutrition	113,829	85,819	91,541	91,541
8290 Title I, Part A - Basic Low Income	56,879	56,581	60,353	60,353
8291 Title II, Part A - Teacher Quality	12,581	12,581	13,420	13,420
8294 Title V, Part B - PCSG	22,522	10,000	10,667	10,667
8296 Other Federal Revenue	977,933	193,936	-	-
	<u>1,281,947</u>	<u>457,131</u>	<u>280,741</u>	<u>280,741</u>
<b>Other State Revenue</b>				
8311 State Special Education	435,788	439,254	468,537	468,537
8520 Child Nutrition	9,567	8,123	8,665	8,665
8550 Mandated Cost	10,708	13,043	14,415	15,376
8560 State Lottery	153,946	170,145	181,488	181,488
8598 Prior Year Revenue	11,778	-	-	-
8599 Other State Revenue	144,142	626,407	-	-
	<u>765,931</u>	<u>1,256,972</u>	<u>673,105</u>	<u>674,066</u>
<b>Other Local Revenue</b>				
8689 Other Fees and Contracts	2,869	-	-	-
8699 School Fundraising	6,408	-	-	-
	<u>9,277</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Revenue</b>	<b>\$ 8,867,404</b>	<b>\$ 9,609,800</b>	<b>\$ 9,567,202</b>	<b>\$ 9,837,143</b>
<b>Expenses</b>				
<b>Certificated Salaries</b>				
1100 Teachers' Salaries	2,151,309	3,180,567	2,904,056	2,962,138
1170 Teachers' Substitute Hours	48,239	69,029	70,410	71,818
1175 Teachers' Extra Duty/Stipends	38,187	30,600	31,212	31,836
1200 Pupil Support Salaries	146,958	274,042	279,523	285,113
1300 Administrators' Salaries	366,038	484,800	494,496	504,386
1900 Other Certificated Salaries	33,860	111,400	113,628	115,901
	<u>2,784,590</u>	<u>4,150,438</u>	<u>3,893,325</u>	<u>3,971,191</u>
<b>Classified Salaries</b>				
2100 Instructional Salaries	389,229	443,238	485,051	494,752
2200 Support Salaries	268,864	225,447	229,956	234,556
2300 Classified Administrators' Salaries	74,925	77,480	79,030	80,610
2400 Clerical and Office Staff Salaries	167,894	176,908	180,446	184,055
2900 Other Classified Salaries	21,439	20,576	20,988	21,407
	<u>922,350</u>	<u>943,650</u>	<u>995,471</u>	<u>1,015,380</u>
<b>Benefits</b>				
3101 STRS	439,404	702,254	704,692	718,786
3202 PERS	187,404	216,190	259,818	275,168
3301 OASDI	56,025	58,506	61,719	62,954
3311 Medicare	52,960	73,864	70,888	72,305
3401 Health and Welfare	221,979	375,200	354,144	361,227
3501 State Unemployment	30,784	35,350	34,300	34,300
3601 Workers' Compensation	45,120	50,941	48,888	49,866
	<u>1,033,677</u>	<u>1,512,306</u>	<u>1,534,448</u>	<u>1,574,605</u>

# Allegiance STEAm Academy - Thrive

## Multi-Year Forecast

Revised 06/04/2021

	2020-21	2021-22	2022-23	2023-24
	Prior Year	Budget	Forecast	Forecast
<b>Books and Supplies</b>				
4100 Textbooks and Core Curricula	45,000	163,206	177,568	181,120
4200 Books and Other Materials	9,188	10,200	11,098	11,320
4302 School Supplies	36,113	39,900	43,411	44,279
4305 Software	63,850	70,600	76,813	78,349
4310 Office Expense	59,225	68,500	74,528	76,019
4311 Business Meals	5,009	5,500	5,984	6,104
4400 Noncapitalized Equipment	323,837	140,700	153,082	156,143
4700 Food Services	142,383	93,942	102,209	104,253
	<u>684,605</u>	<u>592,549</u>	<u>644,693</u>	<u>657,587</u>
<b>Subagreement Services</b>				
5101 Nursing	12,934	53,600	58,317	59,483
5102 Special Education	120,500	113,048	122,996	125,456
5105 Security	720	800	870	888
	<u>134,154</u>	<u>167,448</u>	<u>182,183</u>	<u>185,827</u>
<b>Operations and Housekeeping</b>				
5201 Auto and Travel	378	400	435	444
5300 Dues & Memberships	7,908	8,700	9,466	9,655
5400 Insurance	96,527	106,700	116,090	118,411
5501 Utilities	99,022	109,400	119,027	121,408
5502 Janitorial Services	4,348	4,800	5,222	5,327
5900 Communications	7,795	8,600	9,357	9,544
5901 Postage and Shipping	2,755	3,000	3,264	3,329
	<u>218,734</u>	<u>241,600</u>	<u>262,861</u>	<u>268,118</u>
<b>Facilities, Repairs and Other Leases</b>				
5603 Equipment Leases	8,094	8,900	9,683	9,877
5610 Repairs and Maintenance	5,042	5,600	6,093	6,215
	<u>13,136</u>	<u>14,500</u>	<u>15,776</u>	<u>16,092</u>
<b>Professional/Consulting Services</b>				
5801 IT	69,654	77,000	83,776	85,452
5802 Audit & Taxes	17,850	19,700	20,094	20,496
5803 Legal	10,295	11,400	11,628	11,861
5804 Professional Development	12,100	30,000	32,640	33,293
5805 General Consulting	8,000	8,800	9,574	9,766
5806 Special Activities/Field Trips	10,417	11,500	12,512	12,762
5807 Bank Charges	1,000	1,100	1,197	1,221
5808 Printing	4,433	4,900	5,331	5,438
5809 Other taxes and fees	1,500	1,700	1,850	1,887
5810 Payroll Service Fee	8,333	9,200	10,010	10,210
5811 Management Fee	218,877	189,772	206,471	210,601
5812 District Oversight Fee	240,413	236,871	258,401	266,470
5815 Public Relations/Recruitment	13,800	15,300	15,606	15,918
	<u>616,672</u>	<u>617,242</u>	<u>669,090</u>	<u>685,373</u>
<b>Total Expenses</b>	<b>\$ 6,407,918</b>	<b>\$ 8,239,733</b>	<b>\$ 8,197,847</b>	<b>\$ 8,374,173</b>
<b>Surplus (Deficit)</b>	<b>\$ 2,459,486</b>	<b>\$ 1,370,068</b>	<b>\$ 1,369,356</b>	<b>\$ 1,462,971</b>
Fund Balance, Beginning of Year	\$ 1,993,843	\$ 4,453,329	\$ 5,823,397	\$ 7,192,752
<b>Fund Balance, End of Year</b>	<b>\$ 4,453,329</b>	<b>\$ 5,823,397</b>	<b>\$ 7,192,752</b>	<b>\$ 8,655,723</b>
	<b>69.5%</b>	<b>70.7%</b>	<b>87.7%</b>	<b>103.4%</b>

# Allegiance STEAm Academy - Thrive

## Multi-Year Forecast

Revised 06/04/2021

	2020-21	2021-22	2022-23	2023-24
	Prior Year	Budget	Forecast	Forecast
<b>Cash Flow Adjustments</b>				
Surplus (Deficit)	2,459,486	1,370,068	1,369,356	1,462,971
Cash Flows From Operating Activities				
Depreciation/Amortization	-	-	-	-
Public Funding Receivables	(975,736)	1,534,467	(34,767)	18,423
Grants and Contributions Rec.	14,076	-	-	-
Prepaid Expenses	(47,386)	-	-	-
Accounts Payable	33,998	(159,414)	870	(582)
Accrued Expenses	(130,540)	-	-	-
Proceeds(Payments) on Debt	(640,070)	-	-	-
Total Change in Cash	713,828	2,745,122	1,335,458	1,480,812
Cash, Beginning of Year	1,521,677	2,235,505	4,980,627	6,316,085
<b>Cash, End of Year</b>	<b>\$ 2,235,505</b>	<b>\$ 4,980,627</b>	<b>\$ 6,316,085</b>	<b>\$ 7,796,897</b>

# Allegiance STEAM Academy - Thrive

## Monthly Cash Flow/Budget FY21-22

Revised 06/04/2021

ADA = 855.00



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 855.00</b>																
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	260,811	260,811	469,460	469,460	469,460	469,460	469,460	579,232	579,232	579,232	579,232	579,231	5,765,080	5,765,080	-
8012 Education Protection Account	-	-	-	42,750	-	-	42,750	-	-	42,750	-	-	42,750	171,000	171,000	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	106,383	212,766	141,844	141,844	141,844	141,844	141,844	310,416	155,208	155,208	155,208	155,208	1,959,617	1,959,617	-
	-	367,194	473,577	654,054	611,304	611,304	654,054	611,304	889,648	777,190	734,440	734,440	777,189	7,895,697	7,895,697	-
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	4,443	4,443	7,998	7,998	7,998	7,998	7,998	9,868	9,868	9,868	9,868	9,868	98,214	98,214	-
8220 Federal Child Nutrition	-	-	-	4,291	8,153	8,153	8,153	8,153	8,153	8,153	8,153	8,153	16,306	85,819	85,819	-
8290 Title I, Part A - Basic Low Income	-	-	14,145	-	-	42,436	-	-	-	-	-	-	-	56,581	56,581	-
8291 Title II, Part A - Teacher Quality	-	-	3,145	-	-	9,436	-	-	-	-	-	-	-	12,581	12,581	-
8294 Title V, Part B - PCSG	-	-	-	-	10,000	-	-	-	-	-	-	-	-	10,000	10,000	-
8296 Other Federal Revenue	-	96,968	-	-	-	-	96,968	-	-	-	-	-	-	193,936	193,936	-
	-	101,411	21,734	12,289	26,151	68,022	113,119	16,151	18,021	18,021	18,021	18,021	26,173	457,131	457,131	-
<b>Other State Revenue</b>																
8311 State Special Education	-	19,872	19,872	35,769	35,769	35,769	35,769	35,769	44,133	44,133	44,133	44,133	44,133	439,254	439,254	-
8520 Child Nutrition	-	-	-	406	772	772	772	772	772	772	772	772	1,543	8,123	8,123	-
8550 Mandated Cost	-	-	-	-	-	13,043	-	-	-	-	-	-	-	13,043	13,043	-
8560 State Lottery	-	-	-	-	-	-	38,487	-	-	38,487	-	-	93,172	170,145	170,145	-
8599 Other State Revenue	-	-	313,204	-	-	-	313,204	-	-	-	-	-	-	626,407	626,407	-
	-	19,872	333,075	36,175	36,541	49,584	388,231	36,541	44,905	83,391	44,905	44,905	138,848	1,256,972	1,256,972	-
<b>Other Local Revenue</b>																
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	<b>488,477</b>	<b>828,386</b>	<b>702,518</b>	<b>673,995</b>	<b>728,910</b>	<b>1,155,403</b>	<b>663,995</b>	<b>952,573</b>	<b>878,602</b>	<b>797,365</b>	<b>797,365</b>	<b>942,211</b>	<b>9,609,800</b>	<b>9,609,800</b>	-
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	-	289,142	289,142	289,142	289,142	289,142	289,142	289,142	289,142	289,142	289,142	289,142	-	3,180,567	3,180,567	-
1170 Teachers' Substitute Hours	-	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	-	69,029	69,029	-
1175 Teachers' Extra Duty/Stipends	-	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	-	30,600	30,600	-
1200 Pupil Support Salaries	-	24,913	24,913	24,913	24,913	24,913	24,913	24,913	24,913	24,913	24,913	24,913	-	274,042	274,042	-
1300 Administrators' Salaries	40,400	40,400	40,400	40,400	40,400	40,400	40,400	40,400	40,400	40,400	40,400	40,400	-	484,800	484,800	-
1900 Other Certificated Salaries	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	-	111,400	111,400	-
	49,683	372,796	372,796	372,796	372,796	372,796	372,796	372,796	372,796	372,796	372,796	372,796	-	4,150,438	4,150,438	-
<b>Classified Salaries</b>																
2100 Instructional Salaries	-	40,294	40,294	40,294	40,294	40,294	40,294	40,294	40,294	40,294	40,294	40,294	-	443,238	443,238	-
2200 Support Salaries	12,582	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	-	225,447	225,447	-
2300 Classified Administrators' Salaries	6,457	6,457	6,457	6,457	6,457	6,457	6,457	6,457	6,457	6,457	6,457	6,457	-	77,480	77,480	-
2400 Clerical and Office Staff Salaries	5,177	15,612	15,612	15,612	15,612	15,612	15,612	15,612	15,612	15,612	15,612	15,612	-	176,908	176,908	-
2900 Other Classified Salaries	-	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	-	20,576	20,576	-
	24,217	83,585	83,585	83,585	83,585	83,585	83,585	83,585	83,585	83,585	83,585	83,585	-	943,650	943,650	-
<b>Benefits</b>																
3101 STRS	8,406	63,077	63,077	63,077	63,077	63,077	63,077	63,077	63,077	63,077	63,077	63,077	-	702,254	702,254	-
3202 PERS	5,548	19,149	19,149	19,149	19,149	19,149	19,149	19,149	19,149	19,149	19,149	19,149	-	216,190	216,190	-
3301 OASDI	1,501	5,182	5,182	5,182	5,182	5,182	5,182	5,182	5,182	5,182	5,182	5,182	-	58,506	58,506	-
3311 Medicare	1,072	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	-	73,864	73,864	-
3401 Health and Welfare	31,267	31,267	31,267	31,267	31,267	31,267	31,267	31,267	31,267	31,267	31,267	31,267	-	375,200	375,200	-
3501 State Unemployment	1,768	1,768	1,768	1,768	1,768	1,768	8,838	7,070	3,535	1,768	1,768	1,768	-	35,350	35,350	-
3601 Workers' Compensation	739	4,564	4,564	4,564	4,564	4,564	4,564	4,564	4,564	4,564	4,564	4,564	-	50,941	50,941	-
	50,301	131,624	131,624	131,624	131,624	131,624	138,694	136,927	133,392	131,624	131,624	131,624	-	1,512,306	1,512,306	-

# Allegiance STEAM Academy - Thrive

## Monthly Cash Flow/Budget FY21-22

Revised 06/04/2021

ADA = 855.00



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	40,802	40,802	40,802	40,802	-	-	-	-	-	-	-	-	163,206	163,206	-
4200 Books and Reference Materials	2,040	2,040	2,040	2,040	2,040	-	-	-	-	-	-	-	-	10,200	10,200	-
4302 School Supplies	3,325	3,325	3,325	3,325	3,325	3,325	3,325	3,325	3,325	3,325	3,325	3,325	-	39,900	39,900	-
4305 Software	5,883	5,883	5,883	5,883	5,883	5,883	5,883	5,883	5,883	5,883	5,883	5,883	-	70,600	70,600	-
4310 Office Expense	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	-	68,500	68,500	-
4311 Business Meals	458	458	458	458	458	458	458	458	458	458	458	458	-	5,500	5,500	-
4400 Noncapitalized Equipment	-	28,140	28,140	28,140	28,140	28,140	-	-	-	-	-	-	-	140,700	140,700	-
4700 Food Services	-	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	-	93,942	93,942	-
	17,415	94,897	94,897	94,897	94,897	52,055	23,915	23,915	23,915	23,915	23,915	23,915	-	592,549	592,549	-
<b>Subagreement Services</b>																
5101 Nursing	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	-	53,600	53,600	-
5102 Special Education	-	10,277	10,277	10,277	10,277	10,277	10,277	10,277	10,277	10,277	10,277	10,277	-	113,048	113,048	-
5105 Security	-	73	73	73	73	73	73	73	73	73	73	73	-	800	800	-
	4,467	14,816	14,816	14,816	14,816	14,816	14,816	14,816	14,816	14,816	14,816	14,816	-	167,448	167,448	-
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	36	36	36	36	36	36	36	36	36	36	36	-	400	400	-
5300 Dues & Memberships	725	725	725	725	725	725	725	725	725	725	725	725	-	8,700	8,700	-
5400 Insurance	8,892	8,892	8,892	8,892	8,892	8,892	8,892	8,892	8,892	8,892	8,892	8,892	-	106,700	106,700	-
5501 Utilities	9,117	9,117	9,117	9,117	9,117	9,117	9,117	9,117	9,117	9,117	9,117	9,117	-	109,400	109,400	-
5502 Janitorial Services	400	400	400	400	400	400	400	400	400	400	400	400	-	4,800	4,800	-
5900 Communications	717	717	717	717	717	717	717	717	717	717	717	717	-	8,600	8,600	-
5901 Postage and Shipping	-	-	300	300	300	300	300	300	300	300	300	300	-	3,000	3,000	-
	19,850	19,886	20,186	20,186	20,186	20,186	20,186	20,186	20,186	20,186	20,186	20,186	-	241,600	241,600	-
<b>Facilities, Repairs and Other Leases</b>																
5603 Equipment Leases	742	742	742	742	742	742	742	742	742	742	742	742	-	8,900	8,900	-
5610 Repairs and Maintenance	467	467	467	467	467	467	467	467	467	467	467	467	-	5,600	5,600	-
	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	-	14,500	14,500	-
<b>Professional/Consulting Services</b>																
5801 IT	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	-	77,000	77,000	-
5802 Audit & Taxes	-	-	-	6,567	6,567	6,567	-	-	-	-	-	-	-	19,700	19,700	-
5803 Legal	950	950	950	950	950	950	950	950	950	950	950	950	-	11,400	11,400	-
5804 Professional Development	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	30,000	30,000	-
5805 General Consulting	-	-	880	880	880	880	880	880	880	880	880	880	-	8,800	8,800	-
5806 Special Activities/Field Trips	-	-	-	-	-	3,833	3,833	3,833	-	-	-	-	-	11,500	11,500	-
5807 Bank Charges	-	-	110	110	110	110	110	110	110	110	110	110	-	1,100	1,100	-
5808 Printing	-	-	490	490	490	490	490	490	490	490	490	490	-	4,900	4,900	-
5809 Other taxes and fees	-	-	170	170	170	170	170	170	170	170	170	170	-	1,700	1,700	-
5810 Payroll Service Fee	767	767	767	767	767	767	767	767	767	767	767	767	-	9,200	9,200	-
5811 Management Fee	15,814	15,814	15,814	15,814	15,814	15,814	15,814	15,814	15,814	15,814	15,814	15,814	-	189,772	189,772	-
5812 District Oversight Fee	-	11,016	14,207	19,622	18,339	18,339	19,622	18,339	26,689	23,316	22,033	22,033	23,316	236,871	236,871	-
5815 Public Relations/Recruitment	-	-	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	-	15,300	15,300	-
	23,948	34,963	44,335	56,316	55,033	58,867	53,583	52,300	56,817	53,443	52,161	52,161	23,316	617,242	617,242	-
<b>Total Expenses</b>	<b>191,088</b>	<b>753,776</b>	<b>763,448</b>	<b>775,429</b>	<b>774,146</b>	<b>735,138</b>	<b>708,784</b>	<b>705,734</b>	<b>706,716</b>	<b>701,575</b>	<b>700,292</b>	<b>700,292</b>	<b>23,316</b>	<b>8,239,733</b>	<b>8,239,733</b>	<b>-</b>
<b>Monthly Surplus (Deficit)</b>	<b>(191,088)</b>	<b>(265,299)</b>	<b>64,939</b>	<b>(72,911)</b>	<b>(100,151)</b>	<b>(6,228)</b>	<b>446,620</b>	<b>(41,739)</b>	<b>245,857</b>	<b>177,027</b>	<b>97,073</b>	<b>97,073</b>	<b>918,895</b>	<b>1,370,068</b>	<b>1,370,068</b>	<b>-</b>

# Allegiance STEAm Academy - Thrive

## Monthly Cash Flow/Budget FY21-22

Revised 06/04/2021

ADA = 855.00



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(191,088)	(265,299)	64,939	(72,911)	(100,151)	(6,228)	446,620	(41,739)	245,857	177,027	97,073	97,073	918,895	1,370,068		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	353,502	518,162	405,259	403,568	398,549	299,434	98,203	-	-	-	-	-	(942,211)	1,534,467		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(182,729)	-	-	-	-	-	-	-	-	-	-	-	23,316	(159,414)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	(20,315)	252,863	470,198	330,657	298,398	293,206	544,823	(41,739)	245,857	177,027	97,073	97,073				
Cash, Beginning of Month	2,235,505	2,215,190	2,468,053	2,938,251	3,268,908	3,567,306	3,860,512	4,405,335	4,363,596	4,609,453	4,786,481	4,883,554				
<b>Cash, End of Month</b>	<b>2,215,190</b>	<b>2,468,053</b>	<b>2,938,251</b>	<b>3,268,908</b>	<b>3,567,306</b>	<b>3,860,512</b>	<b>4,405,335</b>	<b>4,363,596</b>	<b>4,609,453</b>	<b>4,786,481</b>	<b>4,883,554</b>	<b>4,980,627</b>				



**Charter Schools  
Budget Submission Check List**

Rev. 5/28/2021

**Allegiance STEAM Academy-Thrive  
36 67678 0137547**

**On or before July 1** Budget Report to Authorizing District (***Coordinate due date with District***)

Electronic - Required

CHARTER 2021-22 Budget/Interim Reporting Worksheet (all Budget tabs completed):

<input checked="" type="checkbox"/>	Budget - Certification
<input checked="" type="checkbox"/>	Budget - ADA Projections
<input checked="" type="checkbox"/>	Budget - Assumptions
<input checked="" type="checkbox"/>	Budget - Unrestricted MYP
<input checked="" type="checkbox"/>	Budget - Restricted MYP
<input checked="" type="checkbox"/>	Budget - Summary MYP
<input checked="" type="checkbox"/>	Budget - Debt (sheet has a field to report if <u>No Debt</u> )
<input checked="" type="checkbox"/>	Budget - Cash Flow Year 1
<input checked="" type="checkbox"/>	Budget - Cash Flow Year 2
<input checked="" type="checkbox"/>	LCFF calculator (using the most recent FCMAT release*)
<input checked="" type="checkbox"/>	LCAP

Hard Copy - Minimum Requirement (authorizing District may require additional documents):

<input checked="" type="checkbox"/>	Budget - Certification <b><i>Signed</i></b>
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\* Be sure to use the most recent version of the calculator at:

<https://www.fcma.org/lcff>

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

Rev. 5/28/2021

To the authorizing/oversight district:

2021-22 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 Cогnetta

Title CEO

To the County Superintendent of Schools:

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

Date \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title \_\_\_\_\_

2021-22 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:

For Charter School:

\_\_\_\_\_  
Name

Spencer Styles  
Name

\_\_\_\_\_  
Title

Charter Impact, Inc.  
Title

\_\_\_\_\_  
Telephone

888-474-0322  
Telephone

\_\_\_\_\_  
E-mail address

sstyles@charterimpact.com  
E-mail address

Charter School Attendance CHARTER NAME: Allegiance STEAM Academy-Thrive  
 Rev. 5/28/2021 CHARTER #: 1945

**Fiscal Year 2021-22 Budget**  
**Projected ADA**

Charter Authorizer: Chino Valley Unified	Line	2020-21		2021-22			2022-23			2023-24		
		Actual ADA P-2 (19/20)	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
<b>Non Classroom Funding Determination Rate *</b>		<b>100%</b>										
<b>TK/K-3:</b>												
Regular ADA	A-1	429.80		456.00		6.10%	456.00		0.00%	456.00		0.00%
Classroom-based ADA included in A-1	A-2	429.80		456.00		6.10%	456.00		0.00%	456.00		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	429.80		456.00		6.10%	456.00		0.00%	456.00		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	429.80	429.80	456.00	456.00	6.10%	456.00	456.00	0.00%	456.00	456.00	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											
<b>Grades 4-6</b>												
Regular ADA	A-1	229.20		256.50		11.91%	285.00		11.11%	285.00		0.00%
Classroom-based ADA included in A-1	A-2	229.20		256.50		11.91%	285.00		11.11%	285.00		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	229.20		256.50		11.91%	285.00		11.11%	285.00		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	229.20	229.20	256.50	256.50	11.91%	285.00	285.00	11.11%	285.00	285.00	0.00%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
<b>Grades 7-8</b>												
Regular ADA	A-1	114.60		142.50		24.35%	171.00		20.00%	171.00		0.00%
Classroom-based ADA included in A-1	A-2	114.60		142.50		24.35%	171.00		20.00%	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	114.60		142.50		24.35%	171.00		20.00%	171.00		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	114.60	114.60	142.50	142.50	24.35%	171.00	171.00	20.00%	171.00	171.00	0.00%

Charter School Attendance		CHARTER NAME: Allegiance STEAM Academy-Thrive										
Rev. 5/28/2021		CHARTER #: 1945										
Fiscal Year 2021-22 Budget												
Projected ADA												
Charter Authorizer: Chino Valley Unified	Line	2020-21		2021-22			2022-23			2023-24		
		Actual ADA P-2 (19/20)	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-based ADA Totals (Difference of A-9 and A-11)		-	-	-	-		-	-		-	-	
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-11)	A-11	-	-	-	-		-	-		-	-	
Totals												
Regular ADA	A-1	773.60		855.00		10.52%	912.00		6.67%	912.00		0.00%
Classroom-based ADA included in A-1	A-2	773.60		855.00		10.52%	912.00		6.67%	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	773.60		855.00		10.52%	912.00		6.67%	912.00		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	773.60	773.60	855.00	855.00	10.52%	912.00	912.00	6.67%	912.00	912.00	0.00%
Non classroom-based ADA Totals (Difference of A-9 and A-11)	A-11	-	-	-	-		-	-		-	-	
<b>Total Funded ADA</b>			<b>773.60</b>		<b>855.00</b>			<b>912.00</b>			<b>912.00</b>	

\* 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 2021-22 Budget

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ASSUMPTIONS:	2021-22	2022-23	Change	2023-24	Change
<b>Local Control Funding (LCFF) - BAS/FCMAT Calculator:</b>					
COLA (on Base)	5.07%	2.48%	-2.59%	3.11%	0.63%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)	\$ 7,895,697	\$ 8,613,355	9.09%	\$ 8,882,335	3.12%
LCAP: Public Hearing Date (mm/dd/yyyy)	6/7/2021				
Board Approval Date (mm/dd/yyyy)	6/15/2021				
<b>Lottery Allocation Amount Per ADA:</b>					
Unrestricted	\$ 152	\$ 152	\$ -	\$ 152	\$ -
Restricted	\$ 38	\$ 38	\$ -	\$ 38	\$ -
<b>ADA/Enrollment:</b>					
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	855.00	912.00	57.00	912.00	0.00
Total Funded P-2 Attendance	855.00	912.00	57.00	912.00	0.00
Estimated Enrollment PY CBEDS Certified Enrollment	813	900	960	960	0.00
Enrollment Growth Over Prior Year	10.70%	6.67%		0.00%	
ADA to Enrollment Ratio 2020-21	95.15%	95.00%	95.00%	95.00%	
Unduplicated Count PY CBEDS Certified Unduplicated Count	280	311	332	333	0.48
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %) 2020-21	34.64%	34.50%	34.59%	34.64%	
<b>Certificated Salaries and Benefits:</b>					
Number of Teachers (FTE)	52.00	47.00	-5.00	47.00	0.00
Number of Certificated Management FTEs	4.00	4.00	0.00	4.00	0.00
Number of Other Certificated FTEs	6.00	6.00	0.00	6.00	0.00
Classroom Staffing Ratio - Students per FTE	17.31	20.43	3.12	20.43	0.00
Teachers Increased/(Decreased) for projected Enrollment change over PY	16.00	-5.00	-21.00	0.00	5.00
Average Teacher FTE Salary	\$ 61,165	\$ 61,788	1.02%	\$ 63,024	2.00%
Average Certificated Management FTE Salary	\$ 121,200	\$ 123,624	2.00%	\$ 126,096	2.00%
Average Other Certificated FTE Salary	\$ 64,240	\$ 65,525	2.00%	\$ 66,836	2.00%
Cert Step and Column Increase (Total Annual Cost)					
Health and Welfare Cost per Employee	\$ 5,600	\$ 5,712	2.00%	\$ 5,826	2.00%
Retirement Cost per Employee	\$ 11,327	\$ 12,363	9.15%	\$ 12,610	2.00%
STRS Rate	16.92%	18.10%	1.18%	18.10%	0.00%
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
<b>Classified Salaries and Benefits:</b>					
Number of Classified (Non-Mgmt) FTEs	20.00	22.00	2.00	22.00	0.00
Number of Classified Management FTEs	1.00	1.00	0.00	1.00	0.00
Average Salary per Classified Non-Mgmt FTE	\$ 43,309	\$ 41,656	-3.81%	\$ 42,490	2.00%
Average Salary per Classified Mgmt FTE	\$ 77,480	\$ 79,030	2.00%	\$ 80,610	2.00%
Class Step and Column Increase (Total Annual Cost)					
Health and Welfare Cost per Class Employee	\$ 683	\$ 635	-7.07%	\$ 647	2.00%
Retirement Cost per ClassEmployee	\$ 5,273	\$ 5,774	9.50%	\$ 6,115	5.91%
PERS Rate	22.91%	26.10%	3.19%	27.10%	1.00%
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
<b>Statutory Benefits</b>					
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	5.00%	5.00%	0.00%	5.00%	0.00%
Workers Comp	1.00%	1.00%	0.00%	1.00%	0.00%
<b>Facilities:</b>					
Rent	\$ -	\$ -		\$ -	
Electricity	\$ 109,400	\$ 119,027	8.80%	\$ 121,408	2.00%

Heating (gas)	\$ -	\$ -		\$ -	
Other	\$ -	\$ -		\$ -	

Explain "Other" facility costs:

**Administrative Service Agreements:**

3.00%	Oversight Fees to Sponsor	\$ 236,871	\$ 258,401	9.09%	\$ 266,470	3.12%
	Administrative Service Contract					
	Other Contracted Costs					

**List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)**

Curriculum and Software (4100 and 4305)	\$ 233,806	\$ 254,381	8.80%	\$ 259,469	2.00%
School Supplies (4302 and 4310)	\$ 108,400	\$ 117,939	8.80%	\$ 120,298	2.00%
Noncapitalized Equipment (4400)	\$ 140,700	\$ 153,082	8.80%	\$ 156,143	2.00%
Subagreement Services, including Special Education (5101 and 5102)	\$ 166,648	\$ 182,183	9.32%	\$ 185,827	2.00%
Professional Consulting Services (5800's), excluding District Oversight noted above (5812)	\$ 380,372	\$ 410,689	7.97%	\$ 418,903	2.00%

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

Fiscal Year 2021-22 Budget  
 Unrestricted MYP

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DESCRIPTION	Estimated Actuals 2020-21	Adopted Budget 2021-22	Percent Change	Projected Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	
<b>REVENUES</b>								
LCFF Sources								
LCFF	8011	4,880,073	5,765,080	18.14%	6,340,697	9.98%	6,609,677	4.24%
EPA	8012	154,720	171,000	10.52%	182,400	6.67%	182,400	0.00%
State Aid - Prior Year	8019	2,404						
In Lieu Property Taxes	8096	1,773,053	1,959,617	10.52%	2,090,258	6.67%	2,090,258	0.00%
Federal	8100-8299	639,000	-		-		-	
State								
Lottery - Unrestricted	8560	123,157	136,116	10.52%	145,190	6.67%	145,190	0.00%
Lottery - Prop 20 - Restricted	8560							
Other State Revenue	8300-8599	13,419	13,043	-2.80%	14,415	10.52%	15,376	6.67%
Local								
Interest	8660							
AB602 Local Special Education Transfer	8792							
Other Local Revenues	8600-8799	9,277	-		-		-	
<b>Total Revenues</b>		<b>\$ 7,595,102</b>	<b>\$ 8,044,856</b>	<b>5.92%</b>	<b>\$ 8,772,961</b>	<b>9.05%</b>	<b>\$ 9,042,902</b>	<b>3.08%</b>
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	2,548,441	3,115,669	22.26%	3,408,979	9.41%	3,486,845	2.28%
Classified Salaries	2000-2999	676,530	861,797	27.38%	921,056	6.88%	940,965	2.16%
Benefits	3000-3999	893,045	1,233,476	38.12%	1,428,471	15.81%	1,468,628	2.81%
Books & Supplies	4000-4999	369,694	370,854	0.31%	501,907	35.34%	512,884	2.19%
Contracts & Services	5000-5999	602,567	915,161	51.88%	1,000,933	9.37%	1,023,853	2.29%
Capital Outlay	6000-6599							
Other Outgo	7100-7299							
Debt Service (see Debt Form)	7400-7499							
<b>Total Expenditures</b>		<b>\$ 5,090,276</b>	<b>\$ 6,496,956</b>	<b>27.63%</b>	<b>\$ 7,261,346</b>	<b>11.77%</b>	<b>\$ 7,433,175</b>	<b>2.37%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>								
		<b>\$ 2,504,826</b>	<b>\$ 1,547,900</b>	<b>-38.20%</b>	<b>\$ 1,511,615</b>	<b>-2.34%</b>	<b>\$ 1,609,727</b>	<b>6.49%</b>
<b>OTHER SOURCES &amp; USES</b>								
Other Sources/Contributions to Restricted Programs	8900	\$ (45,340)	\$ (363,416)		\$ (352,143)		\$ (374,129)	
Other Uses	7600							
<b>Net Sources &amp; Uses</b>		<b>\$ (45,340)</b>	<b>\$ (363,416)</b>		<b>\$ (352,143)</b>		<b>\$ (374,129)</b>	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>								
		<b>\$ 2,459,486</b>	<b>\$ 1,184,484</b>	<b>-51.84%</b>	<b>\$ 1,159,472</b>	<b>-2.11%</b>	<b>\$ 1,235,597</b>	<b>6.57%</b>
<b>FUND BALANCE, RESERVES</b>								

CHARTER NAME: Allegiance STEAM Academy-Thrive  
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DESCRIPTION		Estimated Actuals 2020-21	Adopted Budget 2021-22	Percent Change	Projected Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change
Beginning Balance at Adopted Budget	9791	1,907,538	4,453,329	133.46%	5,637,813	26.60%	6,797,285	20.57%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	86,305						
Beginning Fund Balance as per Audit Report +/- Restatements		1,993,843						
Ending Balance	9790	\$ 4,453,329	\$ 5,637,813	26.60%	\$ 6,797,285	20.57%	\$ 8,032,882	18.18%

Components of Ending Fund Balance (Budget):

<b>a. Nonspendable</b>								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
<b>b. Restricted</b>								
<b>c. Committed</b>								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
<b>d. Assignments</b>								
<b>e. Unassigned</b>								
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	4,453,329	5,637,813	26.60%	6,797,285	20.57%	8,032,882	18.18%

ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:

LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)

1	PPP Loan forgiveness	639,000						
2								
3								
4								
5								
6								
7								
8								
9								
<b>Total Federal Awards Budgeted:</b>		\$ 639,000	\$ -		\$ -		\$ -	

Lottery Unrestricted Allocation per ADA		\$ 152		\$ 152		\$ 152		
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 Unrestricted MYP

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DESCRIPTION	Estimated Actuals 2020-21	Adopted Budget 2021-22	Percent Change	Projected Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change
Lottery Unrestricted Estimated Award		\$ 136,116	10.52%	\$ 145,190	6.67%	\$ 145,190	0.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Mandate Block Grant	10,708	13,043	21.81%	14,415	10.52%	15,376	6.67%
2 Prior Year Lottery & Assessments	2,711						
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
<b>Total Other State Revenue Funds Budgeted:</b>	\$ 13,419	\$ 13,043	-2.80%	\$ 14,415	10.52%	\$ 15,376	6.67%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1 Other Fees and Contracts	2,869						
2 School Fundraising	6,408						
3							
4							
5							
6							
<b>Total Other Local Revenue Funds Budgeted:</b>	\$ 9,277	\$ -		\$ -		\$ -	

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 Restricted MYP

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DESCRIPTION		Estimated Actuals 2020-21	Adopted Budget 2021-22	Percent Change	Projected Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change
<b>REVENUES</b>								
LCFF Sources								
LCFF	8011							
EPA	8012							
State Aid - Prior Year	8019							
In Lieu Property Taxes	8096							
Federal	8100-8299	642,947	457,131	-28.90%	280,741	-38.59%	280,741	0.00%
State								
Lottery - Unrestricted	8560							
Lottery - Prop 20 - Restricted	8560	30,789	34,029		36,298		36,298	0.00%
Other State Revenue	8300-8599	598,565	1,073,784	79.39%	477,202	-55.56%	477,202	0.00%
Local								
Interest	8660							
AB602 Local Special Education Transfer	8792							
Other Local Revenues	8600-8799	-	-		-		-	
<b>Total Revenues</b>		<b>\$ 1,272,301</b>	<b>\$ 1,564,944</b>	<b>23.00%</b>	<b>\$ 794,241</b>	<b>-49.25%</b>	<b>\$ 794,241</b>	<b>0.00%</b>
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	236,150	1,034,769	338.18%	484,346	-53.19%	484,346	0.00%
Classified Salaries	2000-2999	245,820	81,853	-66.70%	74,415	-9.09%	74,415	0.00%
Benefits	3000-3999	140,632	278,830	98.27%	105,977	-61.99%	105,977	0.00%
Books & Supplies	4000-4999	314,911	221,695	-29.60%	142,786	-35.59%	144,703	1.34%
Contracts & Services	5000-5999	380,128	125,629	-66.95%	128,977	2.66%	131,556	2.00%
Capital Outlay	6000-6599							
Other Outgo	7100-7299							
Debt Service (see Debt Form)	7400-7499							
<b>Total Expenditures</b>		<b>\$ 1,317,641</b>	<b>\$ 1,742,776</b>	<b>32.26%</b>	<b>\$ 936,501</b>	<b>-46.26%</b>	<b>\$ 940,997</b>	<b>0.48%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ (45,340)</b>	<b>\$ (177,832)</b>		<b>\$ (142,260)</b>		<b>\$ (146,756)</b>	
<b>OTHER SOURCES &amp; USES</b>								
Other Sources/Contributions to Restricted Programs	8900	45,340	363,416	701.54%	352,143	-3.10%	374,129	6.24%
Other Uses	7600							
<b>Net Sources &amp; Uses</b>		<b>\$ 45,340</b>	<b>\$ 363,416</b>	<b>701.54%</b>	<b>\$ 352,143</b>	<b>-3.10%</b>	<b>\$ 374,129</b>	<b>6.24%</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ (0)</b>	<b>\$ 185,584</b>		<b>\$ 209,883</b>	<b>13.09%</b>	<b>\$ 227,373</b>	<b>8.33%</b>
<b>FUND BALANCE, RESERVES</b>								
Beginning Balance at Adopted Budget	9791	-	-		185,584		395,467	113.09%

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 Restricted MYP

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DESCRIPTION	Estimated Actuals 2020-21	Adopted Budget 2021-22	Percent Change	Projected Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change
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		\$ -	\$ 185,584	\$ 395,467	113.09%	\$ 622,841	57.49%

Components of Ending Fund Balance (Budget):

<b>a. Nonspendable</b>							
Revolving Cash	9711						
Stores	9712						
Prepaid Expenditures	9713						
All Others	9719						
<b>b. Restricted</b>	9740	-	185,584	395,467	113.09%	622,841	57.50%
<b>c. Committed</b>							
Committed - Stabilization Arrangements	9750						
Committed - Other	9760						
<b>d. Assignments</b>	9780						
<b>e. Unassigned</b>							
Reserve for Economic Uncertainties	9789						
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790						

If Restricted Fund Balances Exist, Identify Balance by Program:

1	N/A						
2							
3							
4							
5							
6							
7							
8							
9							
10							
		Total must equal amount in Cell E63 above		Total must equal amount in Cell E63 above		Total must equal amount in Cell E63 above	

ASSUMPTIONS FOR RESTRICTED PROGRAMS:

CHARTER NAME: Allegiance STEAM Academy-Thrive  
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 Restricted MYP

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DESCRIPTION	Estimated Actuals 2020-21	Adopted Budget 2021-22	Percent Change	Projected Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change
LIST FEDERAL RESTRICTED REVENUES							
1 Federal Special Education	98,203	98,214	0.01%	104,761	6.67%	104,761	0.00%
2 Federal Child Nutrition	113,829	85,819	-24.61%	91,541	6.67%	91,541	0.00%
3 Title I	56,879	56,581	-0.52%	60,353	6.67%	60,353	0.00%
4 Title II	12,581	12,581		13,420		13,420	
5 Title IV	9,778	10,000		10,667		10,667	
6 Title V, PCSGP	22,522	-		-		-	
7 Elementary and Secondary School Emergency Relief Fund (CARES-ESSER)	39,990	193,936					
8 Coronavirus Relief Fund: Learning Loss Mitigation (LLMF-CR)	255,124						
9 Governor's Emergency Education Relief Fund (LLMF-GEER)	34,041						
10							
11							
12							
13							
14							
15				-		-	
16							
17							
18							
19							
20							
<b>Total Federal Awards Budgeted:</b>	<b>\$ 642,947</b>	<b>\$ 457,131</b>	<b>-28.90%</b>	<b>\$ 280,741</b>	<b>-38.59%</b>	<b>\$ 280,741</b>	<b>0.00%</b>
Lottery Prop 20 Restricted Allocation per ADA		\$ 38		\$ 38		\$ 38	
Lottery Estimated Prop 20 Restricted Award		\$ 34,029		\$ 36,298	6.67%	\$ 36,298	0.00%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 State Special Education	435,788	439,254	0.80%	468,537	6.67%	468,537	0.00%
2 State Child Nutrition	9,567	8,123	-15.10%	8,665	6.67%	8,665	0.00%
3 SB 117 COVID-19 LEA Response Funds	-						
4 Prior Year Prop 20	(1,019)						
5 Prior Year State Special Education	10,087						
6 Low Incidence Equipment Reimbursement	1,840						
7 State Learning Loss Mitigation Funds (LLMF-GF)	47,782						
8 Expanded Learning Opportunities	94,520	424,751	349.38%				
9 In-Person Instruction		201,656					
10							
11							
12							
13							

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 CDS #: 36 67678 0137547  
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Fiscal Year 2021-22 Budget  
 Restricted MYP

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DESCRIPTION	Estimated Actuals 2020-21	Adopted Budget 2021-22	Percent Change	Projected Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change
14							
15							
16							
17							
18							
<b>Total Other State Revenue Funds Budgeted:</b>	\$ 598,565	\$ 1,073,784	79.39%	\$ 477,202	-55.56%	\$ 477,202	0.00%

LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"

1							
2							
3							
4							
5							
6							
<b>Total Other Local Revenue Funds Budgeted:</b>	\$ -	\$ -		\$ -		\$ -	

**SPECIAL EDUCATION DETAILS:**

What % of student population is Special Ed	11.85%	11.23%	-0.62%	10.53%	-0.70%	10.53%	0.00%
For SELPA services, is the Charter under School District, or a member LEA?	Desert/Mountain						
AB602 Revenue							
Other Special Ed Revenue	544,078	537,468	-1.22%	573,299	6.67%	573,299	0.00%
Unrestricted Contribution to Special Ed	45,340	363,416	701.54%	342,101	-5.87%	356,907	4.33%
Total Special Ed Funding	589,418	900,884		915,400		930,206	
Special Ed Expenditures	589,147	900,884	52.91%	915,400	1.61%	930,206	1.62%



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 Summary MYP

Rev. 5/28/2021

DESCRIPTION	Estimated Actuals 2020-21	Adopted Budget 2021-22	Percent Change	Projected Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change
Unrestricted Deficit Spending Standard Met/Not Met	Met	Met	Met	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 eliminatethe deficit?							

Unrestricted deficit spending as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves as a percentage of total expenditures and other financing uses in any of the current fiscal year or two subsequent fiscal years.

## DEBT - Multiyear Commitments

Fiscal Year 2021-22 Budget

CHARTER NAME: Allegiance STEAM Academy-Thrive

Rev. 5/28/2021

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, 2021 Principal Balance	2021-22 Payment		2022-23 Payment		2023-24 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									
<b>Total</b>		-	-	-	-	-	-	-	

Other Commitments:

Comments:









**Allegiance STEAM Academy-Thrive**  
**Expenditures through: June 30, 2022**  
**Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Local Control Funding Formula Sources	8010-8099	171,000.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		171,000.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	158,848.12
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	12,151.88
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		171,000.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		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 30<sup>th</sup> 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: \_\_\_\_\_, 2021.

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member



## ALLEGIANCE STEAM ACADEMY THRIVE

### CHIEF EXECUTIVE OFFICER AT-WILL EMPLOYMENT AGREEMENT

This At-Will Employment Agreement (“Agreement”) is effective as of July 1, 2021, between Allegiance STEAM Academy - Thrive (“ASA Thrive”), a California nonprofit public benefit corporation and Sebastian Cognetta (“Employee”) (collectively, “the Parties”).

#### A. RECITALS

1. ASA Thrive’s Board of Directors (“Board”) desires to secure the services of Employee as Chief Executive Officer (“CEO”) and to provide certain benefits, to establish certain conditions of employment, and to set working conditions for Employee; and
2. Employee desires to perform such services for ASA Thrive, on the terms and conditions set forth in this Agreement.

NOW THEREFORE, in consideration of the mutual covenants contained in this Agreement, ASA Thrive and Employee agree as follows:

#### B. EMPLOYMENT TERMS AND CONDITIONS

1. **Prior Agreements.** This Agreement supersedes and replaces all prior agreements between the Parties.
2. **At-Will Employment.** Employee’s employment with ASA Thrive is at-will. This means that either Party may terminate this Agreement and Employee’s employment at any time with or without cause and with or without advance notice. Employee also may be demoted or disciplined and the terms of his employment may be altered at any time, with or without cause, at the discretion of Employer. No one other than the Board has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement. Any agreement that alters the at-will nature of the employment relationship must be in writing and must be approved by the Board of Directors. In the event of charter revocation or non-renewal, all obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.
3. **Position and Duties.** As CEO, Employee will at all times faithfully, industriously and to the best of the Employee’s ability, perform all duties that may be required by law and as delegated by ASA Thrive as set forth in Employee’s job

Employee Initial: \_\_\_\_\_





description, which is attached hereto as Exhibit “A,” or as otherwise assigned by ASA Thrive’s Board. It is understood and agreed that the CEO job description, including the job title and duties, may be changed by the Board from time to time in the Board’s sole discretion.

Employee will devote his utmost knowledge and best skill to the performance of his duties. Employee shall abide by all of ASA Thrive’s policies and procedures as adopted, amended, or modified from time to time. To the extent any of ASA Thrive’s policies and procedures differ from the terms of this Agreement, the terms of this Agreement shall prevail.

4. **Work Schedule.** This position is a full-time position. As a minimum performance requirement, Employee is expected to work 40 hours per week, including the work schedule of Monday through Friday during the regular school hours, while school is in session and during the summer.

This position is an exempt, senior level position, and it is ASA Thrive’s expectation that the actual hours required to carry out the duties and responsibilities of the position in a satisfactory manner will materially exceed the regular school hours, and therefore it is ASA Thrive’s expectation that the actual hours worked will exceed the above referenced minimum performance requirement. As this position is exempt from overtime, additional duties of the Employee may need to be performed outside of the daily work schedule.

When school is not in session and with the consent of the Board Chairman, Employee may opt to work remotely provided Employee’s attendance at ASA Thrive’s school site is not required as a result of meetings, emergencies or any other event which may require Employee’s personal attendance. Employee will notify the Board Chairman of such instances when Employee opts to work remotely and agrees to be available during the ASA Thrive’s general hours of operation via e-mail and/or telephone.

5. **Compensation/Benefits.**

**Salary.** In consideration for Employee’s services as CEO, ASA Thrive agrees to pay Employee an annual salary of One Hundred and Sixty Thousand Dollars (\$160,000.00) less applicable taxes, withholdings and deductions. Employee’s salary shall be paid monthly over the course of twelve months. Employee is an exempt employee and shall not be eligible for overtime. Should Employee work less than the full term of this Agreement, Employee’s salary will be pro-rated based on the duration of Employee’s employment under this Agreement.

- a. **Benefits.** Employee shall be entitled to participate in any benefits ASA Thrive provides to its other employees on the same terms and conditions



applicable to those employees, as well as any benefits as required by law. Other than as required by law, this Agreement shall not require ASA Thrive to provide any specific benefits to Employee.

- b. **State Teachers Retirement System.** Employee shall be required to participate in and contribute a state-determined portion of his pre-tax salary to the State Teachers Retirement System. ASA Thrive will make matching contributions as required by law.
  - c. **Paid Sick Leave.** Employee will receive 24 hours of paid sick leave (“PSL”) his first day of employment for use during the period of July 1, 2021 through June 30, 2022, or the end of Employee’s employment, whichever is earlier. Unused PSL shall expire at the end of each school year (June 30) and will not carry over year to year. However, if Employee remains employed year to year, he shall receive a new allotment of 24 hours of PSL every July 1 to use by June 30 of the following year. PSL may be taken in minimum increments of one hour. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable. Requests for and the use of PSL shall be governed by Employer’s policies then in effect. PSL is not paid out on termination.
6. **Qualifications.** Employee represents that he has and will maintain throughout the course of this Agreement all requirements and qualifications established for this position. Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials or other requirements. Failure to maintain the credentials and qualifications for Employee’s position or satisfy other requirements may result in immediate termination.
  7. **Evaluation.** Employee may receive periodic performance reviews by the Board or its designee. The Board anticipates evaluating Employee’s performance at least one time per year, but may perform evaluations more frequently. Failure to review Employee’s performance shall not prevent ASA Thrive from disciplining or terminating Employee.
  8. **Confidentiality.** All ASA Thrive Confidential Information of which Employee has knowledge or to which Employee has access shall be the exclusive property of ASA Thrive both during and after Employee’s employment. Employee shall hold such information in strictest confidence and shall not use or disclose Confidential Information to any person or entity without the prior written consent of ASA Thrive, except to the extent such use or disclosure is made by reason of Employee’s job responsibilities.



For the purposes of this section, Confidential Information shall mean all information, data, or knowledge regarding ASA Thrive, its operations, clients, students, employees, contractors or vendors not known generally to the public, including, but not limited to, trade secrets, existing or proposed programs, purchases, fundraising strategies, financial and marketing data, lesson plans, student information, private employee information or benefits information, and documents protected by the attorney-client privilege and/or any other privilege or legal protection.

Materials developed by Employee for purposes of his employment at ASA Thrive shall be the property of ASA Thrive.

Employee shall not take any Confidential Information that is in written form, electronic, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with ASA Thrive without the prior written consent of ASA Thrive. Upon the termination of Employee's employment with ASA Thrive, Employee shall deliver promptly and return to ASA Thrive all such materials, along with all other property of ASA Thrive, in the Employee's possession, custody or control.

#### **9. Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, Employee acknowledges that he is a child care custodian and is certifying that he has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. **Arbitration.** Any controversy, dispute or disagreement arising out of or relating to this Agreement, the breach thereof, or Employee's employment with ASA Thrive shall be settled by arbitration, as provided in and agreed upon in accordance with Exhibit B, attached hereto.

### **C. GENERAL PROVISIONS**

1. **Complete Agreement.** This Agreement, along with its exhibits, constitutes the entire agreement between the Parties and contains all the agreements between them with respect to the subject matter hereof and is a final, complete and exclusive statement of the terms of the Agreement. It also supersedes any and all



other agreements or contracts, either oral or written, between the Parties with respect to the subject matter hereof.

2. **Severability.** The invalidity or unenforceability of any particular provision of this Agreement shall not affect its other provisions, and this Agreement shall be construed in all respects as if such invalid or unenforceable provision had been omitted.
3. **Captions.** The captions of the paragraphs of this Agreement are solely for the convenience of the undersigned, are not a part of this Agreement, and shall not be used for the interpretation of any provision of this Agreement.
4. **Continuing Obligations.** The rights and obligations of Employee and ASA Thrive set forth in the sections on Confidentiality and Arbitration shall survive the termination of Employee's employment.
5. **Governing Law.** This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.
6. **Non-Waiver.** The failure of either Party to insist on strict compliance with any of the terms and conditions of this Agreement by the other Party shall not be deemed a waiver of that term or condition. The waiver or relinquishment of any right or power at any one time or times shall not be deemed a waiver or relinquishment of that right or power for all or any other times.
7. **Photocopies and Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed an original and together shall constitute one complete instrument. Photocopies and facsimiles of such signed counterparts may be used in lieu of the originals for any purpose.
8. **Interpretation of Agreement.** In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, this Agreement shall be construed with the understanding both Parties were responsible for, and participated in, its preparation. Section 1654 of the Civil Code shall not apply.
9. **Separate Counsel Encouraged.** Employee represents that he has been advised to review this Agreement with his own attorney before executing this Agreement. ASA Thrive makes no representations regarding the taxability of any benefit, benefit plan, or severance payment which may be offered to Employee.

#### D. ACCEPTANCE OF EMPLOYMENT

By signing below, Employee declares as follows:



1. I have read this Agreement and accept employment with ASA Thrive on the terms specified herein.
2. All information I have provided to ASA Thrive related to my employment is true and accurate.
3. A copy of the CEO job description is attached hereto as Exhibit A.
4. The arbitration agreement is attached hereto as Exhibit B.

IN WITNESS HEREOF, by signing below the Parties hereto voluntarily enter into this Agreement and acknowledge that they have read and understand the terms set forth herein and agree to be bound thereby.

SEBASTIAN COGNETTA

Dated: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Employee)

Dated: \_\_\_\_\_

ALLEGIANCE STEAM ACADEMY -  
THRIVE

\_\_\_\_\_  
By: Samantha Odo  
Title: Chair, Board of Directors



# EXHIBIT “A”

## CHIEF EXECUTIVE OFFICER JOB DESCRIPTION

The CEO serves as the educational leader of the school, thereby having the responsibility for overseeing the entire charter operation.

Subject to the control of the Board, the CEO shall be the general manager of the corporation and shall supervise, direct, and control the corporation’s activities, affairs, and officers. The CEO shall have such other powers and duties as the Corporate Board of Directors or the bylaws may require.

### **Primary responsibilities include, but are not limited to:**

- Updates and informs the Corporate Board of Directors of staff performance as related to program objectives;
- Acts to resolve controversy relating to school affairs;
- Assists in the development and implementation of the Corporate Board of Directors policies;
- Directs and assists staff in the development of an effective instructional program
- Provides leadership in identifying school needs and in determining goals and objectives for developing long and short range goals;
- Makes personnel determinations in cases of hiring and terminations;
- Ensures that the school is fiscally sound and stable;
- Reports to the Chartering Agency all necessary reports and documents, as specified in the charter;
- Evaluates all management;
- Oversees the purchasing of furniture, equipment, and supplies;
- Prepares and conducts charter renewals;
- Accepts other responsibilities as assigned by the Corporate Board of Directors.
- Conducts frequent classroom observations of certificated employees, both formal and informal, as well as planned observations focusing on the components of effective lessons for evaluation purposes and completes final evaluations;
- Assists in overseeing the PTA, which focuses on school-wide activities and events that promote the vision and mission of ASA Thrive;
- Evaluates and supervises all classified employees based on the components of the respective job descriptions and the effectiveness and completion of said job;
- Manages and directs the educational activities of the school;



- Supervises student activities and school events;
- Manages the school-wide behavior policies;
- Develops school plans and organization procedures for pupil services, health, safety, discipline, and conduct of students;
- Leads the Founding Members Group in realizing the Allegiance mission and vision.

#### **Additional Qualifications:**

- Minimum of three years with Charter School experience
- Must have a master's degree from an accredited college/university; Doctoral degree preferred
- A valid administrative credential, preferred
- Must demonstrate his/her ability as the lead learner, including knowledge of:
  - Charter school operations, organization, rules, regulations, and laws governing charter schools;
  - Local community in which the students and their families live and work; and
  - Data-based innovative educational research that may be applied to strengthen student learning.

#### **Physical and Environmental Elements:**

- This is primarily a sedentary office classification, which may include long periods of sitting, in an office environment with moderate noise levels, controlled temperature conditions and no direct exposure to hazardous physical substances
- Specific vision abilities required by this job include close vision to read printed materials and a computer screen with ability to adjust focus.
- May have occasional exposure to irate parents, staff, and public and private representatives in interpreting and enforcing departmental policies and procedures.
- Finger dexterity is needed to access, enter and retrieve data using a computer keyboard, typewriter keyboard, or calculator and to operate standard office equipment.
- The position occasionally bends, stoops, reaches, pushes, and pulls drawers to retrieve and file information and lifts and carries reports that typically weigh less than 20 pounds.
- The position requires the ability to drive a vehicle, to obtain and maintain car insurance, and to occasionally travel by train, plane, or other means outside of the San Bernardino area.

#### **To be employed by Allegiance STEAM Academy 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 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.





# EXHIBIT “B”

## ARBITRATION AGREEMENT

THIS ARBITRATION AGREEMENT (“Agreement”) is made by and between Allegiance STEAM Academy - Thrive, a California Nonprofit Public Benefit Corporation (“Employer”) and Sebastian Cogna (“Employee”).

The purpose of this Agreement is to establish final and binding arbitration for all disputes arising out of Employee’s relationship with Employer from the inception of the employment relationship, including, but not limited to, Employee’s employment or the termination of Employee’s employment. Employee and Employer desire to arbitrate their disputes on the terms and conditions set forth below to gain the benefits of a speedy, impartial dispute-resolution procedure and pursuant to the Federal Arbitration Act (“FAA”). Employee and Employer agree to the following:

1. Claims Covered by this Agreement. Employee and Employer both agree to exclusively and finally resolve by binding arbitration any and all claims or controversies (“claims”) that Employer may have against Employee or that Employee may have against Employer or against its past, present, or future predecessors, successors, assigns, affiliates, parent and subsidiary companies, joint ventures, pension or benefit plans, administrators, vendors, contractors, and their respective past, present, or future officers, directors, employees, stockholders, representatives, managers, members, partners, partnerships, agents, clients, suppliers, vendors, contractors, business advisors, financial advisors, brokers, attorneys, and accountants, insurers, and indemnitees (collectively, “Employer”), relating to, resulting from, or in any way arising out of this Agreement or the enforcement, interpretation or validity of this Agreement, including the determination of the scope or applicability of this Agreement, any aspect of Employee’s relationship with Employer, any aspect of Employee’s employment relationship with Employer (pre-hire through post-termination), the termination of Employee’s employment relationship with Employer, and/or any act or omission between Employee and Employer to the extent permitted by law. **This Agreement does not cover any claim, cause of action, or actions pursuant to workers’ compensation laws, unemployment insurance benefits with the Employment Development Department, or the Private Attorneys General Act of 2004 (“PAGA”), California Labor Code §§ 2699 et seq.** Further, nothing in this Agreement precludes Employee from pursuing any administrative agency claims, including, but not limited to, the DFEH, EEOC, DLSE, DOL and NLRB.

The scope of this Agreement is intended to be broad and comprehensive and includes, without limitation, claims for wages or other compensation due; claims for penalties or premiums; claims for violations of the California Labor Code (unless pursuant to PAGA); claims for breach of any contract or covenant (express or implied); tort claims (including, but not limited to, those relating to performance or reputation); claims for violation of civil rights; claims for discrimination, harassment, and/or retaliation (including, but not



limited to, race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations); claims for violation of any leaves of absence or accommodations laws; claims for wrongful termination or whistleblowing; claims for benefits (except where an employee benefit or pension plan specifies that its claims procedure shall culminate in an arbitration procedure different from this one); claims for violation of trade secret, proprietary, or confidential information laws; claims for unfair business practices; claims for invasion of privacy; and claims for violation of any public policy, federal, state, or other governmental law, statute, regulation, or ordinance.

2. Arbitration Procedures. Employee may initiate arbitration by serving or mailing a written notice to Employer's Board of Directors at Employer's principal place of business. Employer may initiate arbitration by serving or mailing a written notice to Employee at the last address recorded in Employee's personnel file. The written notice must specify with reasonable particularity the claims asserted against the other Party. Notice of any claim sought to be arbitrated must be served within the limitations period established by applicable federal or state law. After demand for arbitration has been made by serving written notice, the party demanding arbitration shall file a demand for arbitration with the Office of JAMS located in Ontario, CA. The location of the arbitration is determined in accordance with Section 2(g), and applicable law in accordance with Section 2(e).
  - a. Section of Arbitration and Applicable Rules. The arbitrator shall be selected within sixty (60) days of the party initiating arbitration under Section 2 from the panel of JAMS and the arbitration shall be conducted pursuant to JAMS policies and procedures. Except as provided herein, all rules governing the arbitration shall be the then-applicable rules set forth by JAMS. If the dispute is employment-related, the dispute shall be governed by JAMS' then-current version of the national rules for the resolution of employment disputes, with the exception that discovery and motions for summary judgment will be governed by Section 2(b) and 2(c) of this Agreement. JAMS' then-applicable rules governing the arbitration may be obtained from JAMS website, which currently is <https://www.jamsadr.com>.
  - b. Discovery and Motions. The parties shall be entitled to engage in all types of discovery (e.g., depositions, interrogatories, request for production of documents, etc.) regarding and relevant to the subject matter of the dispute submitted to arbitration pursuant to the Federal Rules of Civil Procedure ("FRCP"), including but not limited to, FRCP 26. A copy of the FRCP may be obtained from the website of the United States Courts, which is currently <http://www.uscourts.gov/rules-policies/current-rules-practice-procedure/federal-ru>



les-civil-procedure. The arbitrator is authorized to rule on discovery motions brought under the FRCP. All discovery must be completed no later than twenty (20) days prior to the date set for the arbitration hearing; provided, however, that no discovery may be initiated until after the dispute has been formally submitted to arbitration and an arbitrator has been mutually agreed-upon.

- c. Dispositive Motions. Either party may file a motion for summary judgment with the arbitrator in accordance with Rule 56 of the FRCP.
- d. Offers of Judgment. Either party may serve an offer of judgment consistent with the FRCP.
- e. Applicable Law and Arbitrator Authority. The arbitrator shall apply the substantive law (and the law of remedies, if applicable) of the state in which the claim arose, or federal law, or both, as applicable to the claim(s) asserted. **The arbitrator shall have exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable.**

\_\_\_\_\_ (Employee's Initials Acknowledging Arbitrator's Exclusive Authority)

- f. Arbitration Decision. The arbitrator's decision will be final and binding. The arbitrator shall issue a written arbitration decision revealing the essential findings and conclusions upon which the decision and/or award is based within 30 calendar days after the hearing's completion. A party's right to appeal the decision is limited to grounds provided under applicable federal or state law.
  - g. Place of Arbitration. The arbitration shall take place at a mutually convenient location (preference shall be provided to a JAMS office) that must be within 50 miles of Employee's last known address with Employer. If the parties cannot agree upon a location, or if a JAMS office is not within 50 miles of Employee's last known address with Employer, then the arbitration shall be held at the JAMS closest to the last Employer worksite with which Employee most regularly communicated. If Employee worked remotely, then the arbitration shall be held at the JAMS office closest to Employer's worksite where Employee was "assigned," even though Employee did not physically work at the worksite.
3. Application for Emergency Injunctive and/or Other Equitable Relief. Claims by Employer or Employee for emergency injunctive and/or other equitable relief relating to unfair competition and/or the use and/or unauthorized disclosure of trade secrets or confidential information shall be submitted to JAMS for emergency treatment. The parties agree that the JAMS administrator may select a neutral hearing officer (subject to conflicts) to hear the emergency request only. The hearing officer should be experienced in considering requests for emergency injunctive and/or other equitable relief. The



hearing officer shall conform his/her consideration and ruling with the applicable legal standards as if this matter were heard in a court of law in the applicable jurisdiction for such a dispute.

4. Severability. Should any portion of this Agreement be found unenforceable, such portion will be severed from this Agreement, and the remaining portions shall continue to be enforceable.
5. Effective Date. This Agreement is retroactively effective to the date that Employee's employment with Employer initially began. This Agreement to arbitrate shall survive the termination of Employee's employment.
6. Construction. This Agreement shall be construed and enforced pursuant to the FAA. The Arbitrator, and not any federal, state, or local court or agency, shall have the exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable. Any disputes regarding the enforceability or validity of this Agreement or any of its provisions shall be resolved as if the arbitrator or other decision-maker, if any, is acting as a federal district court judge applying the FAA and its precedent.

\_\_\_\_\_ **(Employee's Initials Acknowledging the FAA)**

7. Consideration. For employees who are currently employed, Employer's offer to make Employee eligible for promotions, raises, bonuses, gifts and prizes in the future, and the promises by Employer and Employee to arbitrate differences, rather than litigate them before courts or other bodies, provide consideration for each other to enter into this Agreement. For newly hired employees, Employer and Employee agree that in addition to the above consideration, Employer's offer of employment (at-will or otherwise) provides adequate consideration for each other to enter into this Agreement.
8. Signatures. A facsimile, scanned, copy, digital, or photographic signature shall have the same force and effect as an original signature.
9. Representation, Fees, and Costs. Each party may be represented by an attorney or other representative selected by the party. Each party shall be responsible for its own attorneys' or representative's fees. However, if any party prevails on a statutory claim that affords the prevailing party's attorneys' fees, or if there is a written agreement providing for fees, the arbitrator may award reasonable fees to the prevailing party subject to written evidence of such fees and applicable law. Employer shall be responsible for the arbitrator's fees and costs to the extent they exceed any fee or cost that Employee would be required to bear if the action were brought in court.



10. Waiver of Jury Trial/Exclusive Remedy. EMPLOYEE AND EMPLOYER KNOWINGLY AND VOLUNTARILY WAIVE ANY CONSTITUTIONAL RIGHT TO HAVE ANY DISPUTE BETWEEN THEM DECIDED BY A COURT OF LAW AND/OR BY A JURY IN COURT.

\_\_\_\_\_ (Employee's Initials Acknowledging Waiver of Jury Trial)

11. Waiver of Representative/Class Action Proceedings. EMPLOYEE AND EMPLOYER KNOWINGLY AND VOLUNTARILY AGREE TO BRING ANY CLAIMS GOVERNED BY THIS AGREEMENT IN HIS/HER/ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF, CLASS MEMBER OR REPRESENTATIVE IN ANY PURPORTED CLASS OR REPRESENTATIVE ACTION. THEY FURTHER AGREE TO WAIVE ANY RIGHT TO PARTICIPATE IN ANY REPRESENTATIVE OR CLASS ACTION PROCEEDING RELATED TO ANY CLAIMS GOVERNED BY THIS AGREEMENT. EMPLOYER AND EMPLOYEE ALSO AGREE THAT THE ARBITRATOR MAY NOT CONSOLIDATE MORE THAN ONE INDIVIDUAL'S CLAIMS, AND MAY NOT OTHERWISE PRESIDE OVER ANY FORM OF REPRESENTATIVE OR CLASS ACTION PROCEEDING, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATIVE ACTION UNDER CALIFORNIA BUSINESS AND PROFESSIONS CODE SECTIONS 17200 ET SEQ. FOR PURPOSES OF THIS AGREEMENT, THE TERM "REPRESENTATIVE" USED IN THIS SECTION SPECIFICALLY *EXCLUDES* ANY CLAIMS, CAUSES OF ACTION, OR ACTIONS BROUGHT UNDER PAGA ("PAGA CLAIMS"). ACCORDINGLY, ANY PAGA CLAIMS MUST BE PURSUED IN THE APPROPRIATE COURT OF LAW, UNLESS PROHIBITED BY LAW. HOWEVER, IF EITHER EMPLOYEE OR EMPLOYER HAVE OTHER CLAIMS OR ACTIONS AGAINST EACH OTHER COVERED BY THIS AGREEMENT, THEN THEY AGREE THAT THOSE NON-PAGA CLAIMS MUST FIRST BE PURSUED IN ARBITRATION, REGARDLESS OF WHICH CLAIMS OR ACTIONS WERE FILED FIRST. THE PENDING COURT PAGA ACTION SHALL BE STAYED PENDING FULL AND FINAL RESOLUTION OF THE ARBITRATION PURSUANT TO CALIFORNIA CODE OF CIVIL PROCEDURE SECTION 1281.2 AND RELATED LAW.

\_\_\_\_\_ (Employee's Initials Acknowledging Waiver of Representative/Class Action)

12. Sole and Entire Agreement. This Agreement, along with the Agreement to which it is attached, expresses the entire agreement of the parties concerning arbitration and shall supersede any and all other agreements, oral or written, concerning arbitration.
13. Acknowledgment. EMPLOYEE ACKNOWLEDGES THAT EMPLOYEE HAS CAREFULLY READ THIS AGREEMENT, UNDERSTANDS ITS TERMS, AND AGREES THAT ALL UNDERSTANDINGS AND AGREEMENTS BETWEEN EMPLOYER AND EMPLOYEE RELATING TO THE SUBJECTS COVERED IN THE AGREEMENT ARE CONTAINED IN IT. EMPLOYEE HAS KNOWINGLY ENTERED INTO THE AGREEMENT WITHOUT RELIANCE ON ANY PROVISIONS OR REPRESENTATIONS BY EMPLOYER, OTHER THAN THOSE CONTAINED IN THIS AGREEMENT. EMPLOYEE FURTHER ACKNOWLEDGES THAT EMPLOYEE HAS BEEN GIVEN THE OPPORTUNITY TO DISCUSS THIS AGREEMENT WITH EMPLOYEE'S PRIVATE LEGAL COUNSEL AND EMPLOYEE HAS UTILIZED THAT OPPORTUNITY TO THE EXTENT DESIRED.

SEBASTIAN COGNETTA



Dated: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Employee)

Dated: \_\_\_\_\_

ALLEGIANCE STEAM ACADEMY -  
THRIVE

\_\_\_\_\_  
By: Samantha Odo  
Title: Chair, Board of Directors

# Allegiance STEAM Academy Thrive School Calendar 2021-22

177 School Days

July 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Board Adopted: December 7, 2020

First & Last Day of School

School Closed/Holiday

Minimum Day

Staff Professional Development  
No School for Students

<b>Important Dates</b>	
August 2 - 6, 2021	Launch PD
August 6, 2021	Meet Your Teacher
August 9, 2021	First Day of School
August 12, 2021	Back to School Night (Minimum Day)
September 13-16, 2021	Triads (9/13-9/15 Minimum Days, 9/16 Non-student Days)
September 17, 2021	Professional Development - Non-student Day
November 5, 2021	End of Trimester 1
November 22-26, 2021	Fall Break
December 17-31, 2021	Winter Break
January 12 - 13, 2022	Student-led Celebrations (SLCs) (Minimum Days)
February 22, 2022	Professional Development - Non-student Day
February 24, 2022	End of Trimester 2
March 25-April 1, 2022	Spring Break
May 18 - 19, 2022	STEAM LIVE (Minimum Days)
May 25, 2022	8th Grade Promotion (Minimum Day)
May 26, 2022	End of Trimester 3, Last Day of School (Minimum Day)





## PARENTAL INVOLVEMENT POLICY

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Allegiance STEAM Academy Thrive (ASA) believes in the importance of frequent communication between the home and the school in building a successful learning environment for all students. It is our desire to provide multiple opportunities for parents, students and school staff to establish strong, meaningful and lasting connections. This Policy is sent home with families annually, copies are posted and available in the school main office, and the Policy is posted on the ASA website. The Policy is reviewed annually by the ASA School Site Council and is updated to meet the changing needs of parents and the school (ESSA Section 1116[b][1]).

To involve parents in the Title I, Part A programs, the following practices have been established:

- Hold Annual Meetings at well-attended ASA events to inform parents about Title I programs
- Involve elected parents through the SSC in the joint development and joint agreement of this policy - Prepare translated documents into languages that parents understand
- Involve parents through an annual parent needs assessment conducted in collaboration with SSC

ASA informs parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program annually at Back to School Night or another highly attended parent event at the beginning of each school year as well as through digital communication platforms (ESSA Section 1116[c][1]).

The meetings that ASA holds regarding Title I, Part A occur at late afternoon/evening events such as Back to School Night/Open House and School Site Council and at morning events such as the principal's monthly Conversation with the Community (ESSA Section 1116[c][2]).

ASA involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy through elected parent representation at ASA School Site Council Meetings. Furthermore, documents are translated into languages that parents understand. Finally, parents are involved through an annual parent needs assessment survey conducted in collaboration with SSC (ESSA Section 1116[c][3]).

ASA provides parents of Title I, Part A students with timely information about Title I, Part A programs as appropriate through the Title I meetings at Back to School Night, Open House and the monthly Conversations with the Community sessions that are held. Also, ASA provides parents information through various ASA parent nights and events (ESSA Section 1116(c)(4)[A]).

ASA provides students with an explanation of the curriculum used in the school through Parent Nights/Information Sessions, parent/teacher conferences etc. Assessments used to measure student progress and the proficiency levels students are expected to meet are discussed with parents at parent/teacher conferences as well as explained through school newsletters and other communications from the school about CAASPP, ELPAC and other state-mandated assessments (ESSA Section 1116(c)[4][B]).

ASA provides regular opportunities for parents to participate in decisions relating to the education of their children through School Site Council representation, various parent nights and information sessions, as well as through the regularly scheduled Conversations with the Community (ESSA Section 1116(c)[4][C]).

Assistance for parents in understanding the state's academic content standards, assessments and how to monitor and improve the achievement of their children is provided through information on the ASA school web page, through scheduled parent/teacher conferences, through the ASA parent nights and information sessions, as well as through formal communications regarding state-mandated assessments and score reporting (ESSA Section 1116(e)[1]).

ASA provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement through regularly scheduled parent/teacher conferences, and annual parent information/education nights on topics such as mathematics and English/Language arts (ESSA Section 1116(e)[2]).

ASA educates staff members in the value of parent contributions and in how to work with parents as equal partners through school newsletters, emails, and the sharing of resources regarding parent engagement at staff meetings (ESSA Section 1116(e)[3]).

ASA coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as ASA parent education/information sessions, STEAM events, and math/literacy related events to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)[4]).

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in English, Spanish, and Mandarin (ESSA Section 1116(e)[5]).

The school provides support for parental involvement activities requested by Title I, Part A parents through the School Site Council and annual online parent survey (ESSA Section 1116(e)[14])F.